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| | | <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> |
| A | Evaluation of student notes with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and historical concepts. | Guided reading and note-taking from primary and secondary sources, global studies textbook, and teacher-created slideshows about first wave religions and philosophies, including Hinduism, Judaism, Greek rationalism, and Confucianism, Daoism, and Legalism. |
| A, T, M | Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction. | Answering daily review, preview, summary, and speculative questions. |
| A, T, M | Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas. | Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, role-play, and/or assess a political, economic, social, and/or cultural issue presented before a simulated world audience. For example students will complete a graphic organizer comparing and contrasting the religions and philosophies of Judaism, Confucianism, Daoism, Legalism, Hinduism, and Greek rationalism. Students will also be given a variety of ethical scenarios and will respond to it using the religions and philosophies of Judaism, Confucianism, Daoism, Legalism, Hinduism, and Greek rationalism. |
| A, T | Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors. | Multiple choice, stimulus-based, and short answer quizzes. |
| A, T | Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks. | Multiple choice, stimulus-based, short answer, and short essay tests. |

| Pre-Assessment | | |
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| Code | <i>Pre-Assessment</i> | |
| | Students will participate in an informal class discussion on how we learn what it means to be a good person and how to live a good life. They'll discuss the ways values are communicated to them. Then they'll discuss how people in the past understood what it means to live a good life? What factors influenced their perspectives on religion and philosophy? | |
| | Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> | Progress Monitoring |
| A, T | Teacher will provide readings from textbook and internet-based primary and secondary sources (Stanford History Education Group Reading Like a Historian). | Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill. |
| T, M | Students will take notes to acquire domain specific vocabulary and general and specific biographical details. They will paraphrase sources to demonstrate comprehension. | Teacher monitors for engaged and varied responses from multiple students. |
| A, T, M | Teacher will ask provocative, open-ended questions, such as "How do we learn how to be a good person?" to promote discussion of first wave religions. | Teacher monitors for engaged and varied responses to scaffolded questions from multiple students. |
| A, T | Students will view short videos from Ted Ed and answer interpretive, inferential, and analysis questions. | Teacher circulates to ensure that students are practicing low to higher level thinking skills. Periodic pauses for students to explain answers in their own words. |
| A, T | Students will work cooperatively to interpret and analyze visuals created by first wave religions. They will analyze the historical context, intended audience, purpose, and point of view of the images. | Teacher looks for engaged and evidence-based responses from multiple students. |
| A, T | Students will read primary source excerpts such as Confucius' <i>Analects</i> and the <i>Dao De Jing</i> , from first wave religions and complete a graphic organizer comparing and contrasting first wave religions | |
| A, T | Students will practice test-taking strategies with practice quizzes to explain why the right answer is correct and how the other choices serve as distractors. | |

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| T, M | Students will practice argumentative writing strategies to isolate elements of the argumentative writing process. They will practice taking a stance and defending a historical claim. | |
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UNIT FOUR: Second Wave Religions

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| <p>ESTABLISHED GOALS from the Common Core and CT Social Studies Frameworks</p> <p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.</p> <p>CCSS ELA-Literacy.RH.9-10.3: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS ELA-Literacy.WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> 1. Explain the point of view, purpose, historical situation and audience of a source. 2. Identify when and why existing belief systems no longer serve the needs of a society. 3. Analyze the tension between religion and science across time and place 4. Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue. | |
| | Meaning | |
| <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Both Buddhism and Christianity arose from earlier religious traditions with a message that appealed to oppressed peoples within those earlier traditions. 2. Buddhism grew and changed as it spread beyond India into East and Southeast Asia. 3. The principles that shaped Hinduism and Confucianism contrasted sharply with those that served as the basis for western monotheism | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. What does it mean to live a good life? 2. What does it mean to be a universal religion? 3. What do Buddhists, Christians, and Muslims preserve and pass on from early societies? 4. Does the blending of religion and governance advance or hinder society? 5. What architectural, artistic, and scientific advances were made as a result of the adoption | |

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| <p>format for citation.</p> <p>INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> | <p>4. The religion of Islam arose and spread within a geographic area that encompassed many prior civilizations and cultural influences.</p> <p>5. The Islamic empire that arose over time, through military campaigns and trade, gave shape to the Islamic regions that persist today.</p> | <p>of new religions?</p> <p>6. How do religions change as they spread to new regions?</p> |
| Acquisition | | |
| <p>INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>HIST 9–12.8 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p> | <p><i>Students will know...</i></p> <p>Buddhism</p> <ul style="list-style-type: none"> ● Siddhartha Gautama ● Four Noble Truths ● Eightfold path ● nirvana ● Theravada vs. Mahayana Buddhism <p>Christianity</p> <ul style="list-style-type: none"> ● messiah ● Jesus ● Apostles ● Paul ● Martyrs ● Constantine ● clergy: pope, bishops, priests ● heresy ● Crusades ● Manor and monastic life <p>Islam</p> <ul style="list-style-type: none"> ● Muhammad ● Shia vs. Sunni Islam ● Five Pillars ● Dar al Islam ● Mosques ● Quran ● Caliphate ● Umayyads ● Abbasids | <p><i>Students will be skilled at...</i></p> <p>Comparing and contrasting Buddhism, Christianity, and Islam.</p> <p>Explaining how and why Buddhism, Christianity, and Islam developed from earlier religious traditions.</p> <p>Explaining how the monotheistic religions of Christianity and Islam contrasted with earlier religions.</p> <p>Comparing and contrasting difference sects of Buddhism, Christianity, and Islam.</p> <p>Analyzing how the Christian and Islamic empires grew and comparing it to their presence in the world today. Students may offer an explanation as to why there wasn't a Buddhist empire.</p> <p>Analyzing how Buddhism, Christianity, and Islam changed over time as they spread throughout the world.</p> <p>Explaining the point of view, purpose, historical situation and audience of a source.</p> <p>Crafting a historical argument using evidence.</p> |

- House of Wisdom

Syncretism
Missionaries
Art and architecture, i.e. arabesque and miniature paintings; domes, minarets, pointed arches and courtyards, stupas, silk tapestries {thankhas} and cave paintings {Dunhuang}, monasteries (Angkor Wat)
Literature, i.e. poetry and Scheherazade
music, Canterbury Tales, Monkey King
STEM, i.e astronomy and cartography, mathematics (algebra and geometry)

| Code | Evaluative Criteria | Assessment Evidence |
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| A, T, M | <p>School-wide Communication Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> ● Purpose and Focus ● Organization, Unity, Coherence ● Development ● Language/Media ● Conventions | <p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Second wave religions led to a variety of artistic, architectural, and intellectual advancements.</i></p> <p>Goal/Challenge = Create a museum display (12"x16") poster with illustration and informational placard that synthesizes visual and text data about a specific cultural achievement from Buddhism, Christianity or Islam for use as a classroom resource.</p> <p>Role = An expert on an artistic, musical, literary, religious, linguistic, scientific, technological, architectural, mathematical, or historical person or artifact.</p> <p>Audience = Classmates within and outside of their class period.</p> <p>Situation = Students research data from multiple print and electronic sources, plan, and produce a poster that is prominently displayed in the classroom.</p> <p>Product and performance = Students create and present a poster to their classmates as part of a museum gallery walk, including a Works Cited page in proper MLA format.</p> <p>Standards/criteria for success = Posters are accurate and complete with all required elements displayed in a colorful, easy to read format.</p> <p>OR</p> |
| A, T, M | <p>School-wide Communication Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> ● Purpose and Focus ● Organization, Unity, Coherence ● Development ● Language/Media ● Conventions | <p>Goal/Challenge = Students will work collaboratively to build a model of a religious building or create a tri-fold poster featuring the building. They will include demographic, cultural, and economic information on the country where the religious building is located. Each group of students will be given different religious buildings located in a variety of countries. Students will bring in food from their assigned country on presentation day.</p> |

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| <p>A, T, M</p> | <p>Social Studies Department Argumentative Writing Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> ● Introduction with claim and historical context ● Support using evidence ● Support using explanatory bridges ● Critical thinking ● Conventions | <p>Role = An expert on a religious building, i.e. cathedral, mosque, or temple and the country in which it is located.</p> <p>Audience = Classmates within and outside of their class period.</p> <p>Situation = Students research data from multiple print and electronic sources, plan and produce a model or poster that is prominently displayed in the classroom.</p> <p>Product and Performance: Model of a religious building or poster that includes all required information along with a properly MLA formatted Works Cited page.</p> <p>Standards/Criteria for success = Model or poster are accurate and complete with all required elements displayed in a colorful, easy to read format.</p> <p><i>Second wave religions spread far beyond their origins which resulted in far-reaching impacts. These ideas present an opportunity to consider long and short term causes and effects in history.</i></p> <p>Students will demonstrate the following facets of understanding: explain, apply, interpret, take a perspective, and show empathy when conducting a formal debate and/or writing a formal essay in response to a prompt. The response will include a claim, reasons to support the claim, and historical context in the introduction. Each reason will have its own paragraph and be supported with evidence from multiple sources and explained (bridged) to show its support of the claim. Evidence will be documented with in-text citations and a Works Cited in proper MLA format. The essay will have a conclusion that restates the claim and reasons and offers some insight or calls the reader to action.</p> <p>Possible Prompts:</p> <ul style="list-style-type: none"> ● Compare and contrast the development and spread of Buddhism and Christianity. ● How does Islam impact the daily lives of women in the Middle East? ● Do Islamic religious beliefs limit women’s freedom and rights in the Middle East? |
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| | | OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> |
| A | Evaluation of student notes with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and historical concepts. | Guided reading and note-taking from primary and secondary sources, global studies textbook, and teacher-created slideshows about second wave religions, including Buddhism, Christianity, and Islam. |
| A, T, M | Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction. | Answering daily review, preview, summary, and speculative questions. |
| A, T, M | Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas. | Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, role-play, and/or assess a political, economic, social, and/or cultural issue presented before a simulated world audience. For example students will analyze visual depictions of Buddhism, Christianity, and Islam and explain how they changed over time as they spread to new regions. |
| A, T | Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors. | Multiple choice, stimulus-based, and short answer quizzes. |
| A, T | Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks. | Multiple choice, stimulus-based, short answer, and short essay tests. |

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| Code | <i>Pre-Assessment</i> | |
| | <p>Show students images of religious buildings inspired by Buddhism, Christianity and Islam such as the Hagia Sophia, Dome of the Rock, the Blue Mosque, and Borobudur. What can we learn from examining these buildings? Are there any commonalities? What differences are there? How could religious beliefs inspire the creation of such large buildings?</p> | |
| | <p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> | <p>Progress Monitoring</p> |
| A, T | <p>Teacher will provide readings from textbook and internet-based primary and secondary sources (Stanford History Education Group Reading Like a Historian).</p> | <p>Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.</p> |
| A, T | <p>Students will take notes to acquire domain specific vocabulary and general and specific biographical details. They will paraphrase sources to demonstrate comprehension</p> | <p>Teacher monitors for engaged and varied responses from multiple students.</p> |
| A, T, M | <p>Teacher will ask provocative, open-ended questions, such as “What do people gain from believing and practicing a religion?” to promote discussion of why second wave religions developed.</p> | <p>Teacher monitors for engaged and varied responses to scaffolded questions from multiple students.</p> |
| A, T | <p>Students will view short videos from Ted Ed and answer interpretive, comprehension, and analysis questions.</p> | <p>Teacher circulates to ensure that students are practicing low to higher level thinking skills. Periodic pauses for students to explain answers in their own words.</p> |
| A, T | <p>Students will work cooperatively to interpret and analyze visuals created by second wave religions. They will analyze the historical context, intended audience, purpose, and point of view of the images.</p> | <p>Teacher looks for engaged and evidence-based responses from multiple students.</p> |
| A, T | <p>Students will read primary source excerpts from second wave religions and complete a graphic organizer comparing and contrasting second wave religions</p> | |
| A, T | <p>Students will practice test-taking strategies with practice quizzes to explain why the right answer is correct and how the other choices serve as distractors.</p> | |
| | <p>Students will practice argumentative writing strategies to isolate elements</p> | |

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| T, M | of the argumentative writing process. They will take a stance and defend that stance using evidence. | |
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UNIT FIVE: Regional Trade Networks

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| <p>ESTABLISHED GOALS from the Common Core and CT Social Studies Frameworks</p> <p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.</p> <p>CCSS ELA-Literacy.RH.9-10.3: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS ELA-Literacy.WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> 1. Analyze the economic impacts of trade. 2. Describe examples of cultural diffusion across time and place. 3. Gather, construct and present opinions or arguments based on analysis of the importance of change and/or continuity in history. | |
| | Meaning | |
| <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing and newly active trade networks. 2. The movement of peoples had environmental and linguistic effects. 3. Cross-cultural exchanges were fostered by networks of trade and communication. 4. Trade impacted all levels of society as people | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. How does trade and commercial exchanges lead to cultural change? 2. How do ideas change as they spread? 3. How did geography help and hinder trade? 4. What were the environmental effects of regional trade networks? | |

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| <p>format for citation.</p> <p>INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> | <p>at the bottom of the social hierarchy shifted to producing goods to be traded.</p> | |
| Acquisition | | |
| <p><i>Students will know...</i></p> <p>Ibn Battuta Caravanserai Silk Roads</p> <ul style="list-style-type: none"> ● Use of paper money ● Marco Polo ● Xian, Dunhuang, Kashgar ● Samarkand <p>Indian Ocean Trade Routes</p> <ul style="list-style-type: none"> ● Junks, dhows ● Swahili city states, Great Zimbabwe ● Strait of Malacca ● Srivijaya <p>Trans-Saharan routes</p> <ul style="list-style-type: none"> ● Camels, camel saddle, caravans ● Tripoli, Timbuktu, Benin City <p>Cultural diffusion of goods, ideas, technology, and disease</p> <ul style="list-style-type: none"> ● Spread of Islam into sub-Saharan Africa and Asia ● Spread of Hinduism and Buddhism into Southeast Asia ● Spread of gunpowder and paper from China ● Black Death | <p><i>Students will be skilled at...</i></p> <p>Comparing and contrasting regional trade networks.</p> <p>Explaining how trade impacted all levels of society, including the spread of religious beliefs.</p> <p>Analyzing the economic impacts of trade.</p> <p>Explaining technological innovations that led to increased trade such as the development of junks and camel saddles.</p> <p>Weighing the advantages and disadvantages of inter-regional trade.</p> <p>Explaining the point of view, purpose, historical situation and audience of a source.</p> <p>Crafting a historical argument using evidence.</p> <p>Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue.</p> <p>Judging how geographic location favors some regions of the world, especially if that location is along a well-traveled trade route.</p> <p>Describing examples of cultural diffusion across time and place.</p> | |

STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
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| A, T, M | <p>School-wide Communication Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> ● Purpose and Focus ● Organization, Unity, Coherence ● Development ● Language/Media ● Conventions | <p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Regional trade networks saw the movement of peoples which had environmental and linguistic effects and fostered cross-cultural exchanges.</i></p> <p>Goal/challenge = Students will collaboratively create a tour or journey using Google Presentations highlighting important stops along the Indian Ocean Trade Routes, Silk Roads, or Trans-Saharan trade routes.</p> <p>Role for student = Merchant</p> <p>Audience = Classmates within and across sections.</p> <p>Situation = Students will work to design a journey or tour across a trade route in order to make the most profit. They will select the goods with which they'll start their journey, where they plan to stop and engage in trade, and which goods they hope to end their journey with. They'll include pictures of sights they will experience along the way.</p> <p>Products and performances = A presentation that illustrates their journey, the goods they brought with them, and sights they encountered on their journey.</p> <p>Standards/criteria for judging success = Well-organized presentation with historically accurate information.</p> <p><i>Regional trade networks had a variety of impacts that can be compared which present an opportunity for students to develop their comparative skills and use primary and secondary sources to develop and defend their stance.</i></p> |
| A, T, M | <p>Social Studies Department Argumentative Writing Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> ● Introduction with claim and historical context ● Support using evidence | <p>Students will demonstrate the following facets of understanding: explain, apply, interpret, take a perspective, and show empathy when conducting a formal debate and/or writing a formal essay in response to a prompt. The response will include a claim, reasons to support the claim, and historical context in the</p> |

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| | <ul style="list-style-type: none"> ● Support using explanatory bridges ● Critical thinking ● Conventions | <p>introduction. Each reason will have its own paragraph and be supported with evidence from multiple sources and explained (bridged) to show its support of the claim. Evidence will be documented with in-text citations and a Works Cited in proper MLA format. The essay will have a conclusion that restates the claim and reasons and offers some insight or calls the reader to action.</p> <p>Possible Prompts:</p> <ul style="list-style-type: none"> ● Compare and contrast the Silk Road with the Indian Ocean Trade routes ● To what extent did trade cause the spread of religions and culture? |
| <p>A</p> <p>A, T, M</p> <p>A, T, M</p> <p>A, T</p> <p>A, T</p> | <p>Evaluation of student notes with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and historical concepts.</p> <p>Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.</p> <p>Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.</p> <p>Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.</p> <p>Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.</p> | <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Guided reading and note-taking from primary and secondary sources, global studies textbook, and teacher-created slideshows about globalization.</p> <p>Answering daily review, preview, summary, and speculative questions.</p> <p>Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, role-play, and/or assess a political, economic, social, and/or cultural issue presented before a simulated world audience. For example students will read primary source excerpts from Marco Polo and Ibn Battuta and compare and contrast their experiences traveling during this period.</p> <p>Multiple choice, stimulus-based, and short answer quizzes.</p> <p>Multiple choice, stimulus-based, short answer, and short essay tests.</p> |

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| Code | <i>Pre-Assessment</i> | |
| | Students will attempt to guess all of the places an item of clothing has been before they were able to purchase it. Where was the material grown? Where was the item actually put together? How did it get to the store where it was purchased? | |
| | Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> | Progress Monitoring |
| A, T | Teacher will provide readings from textbook and internet-based primary and secondary sources (Stanford History Education Group Reading Like a Historian). | Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill. |
| A, T | Students will take notes to acquire domain specific vocabulary and general and specific biographical details. They will paraphrase sources to demonstrate comprehension | Teacher monitors for engaged and varied responses from multiple students. |
| A, T, M | Teacher will ask provocative, open-ended questions, such as “Do the benefits of trade outweigh the costs?” to promote discussion of the importance of trade. | Teacher monitors for engaged and varied responses to scaffolded questions from multiple students. |
| A, T | Students will view short videos from Ted Ed and answer interpretive, comprehension, and analysis questions. | Teacher circulates to ensure that students are practicing low to higher level thinking skills. Periodic pauses for students to explain answers in their own words. |
| A, T, M | Students will work cooperatively to interpret and analyze visuals created as a result of interactions along trade routes. They will analyze the historical context, intended audience, purpose, and point of view of the images. | Teacher looks for engaged and evidence-based responses from multiple students. |
| A, T | Students will complete a graphic organizer comparing and contrasting regional trade networks. | |
| A, T | Students will practice test-taking strategies with practice quizzes to explain why the right answer is correct and how the other choices serve as distractors. | |
| T, M | Students will practice argumentative writing strategies to isolate elements | |

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| | <p>of the argumentative writing process. They will take a stance and defend that stance using evidence. They will also practice writing comparatively by comparing and contrasting the major trade networks.</p> | |
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UNIT SIX: Regional Civilizations

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| <p>ESTABLISHED GOALS from the Common Core and CT Social Studies Frameworks</p> <p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.</p> <p>CCSS ELA-Literacy.RH.9-10.3: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS ELA-Literacy.WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> 1. Gather, construct and present opinions or arguments based on analysis of the importance of change and/or continuity in history. 2. Use multiple sources to evaluate the qualities of an effective national leader. 3. Compose a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue. | |
| | Meaning | |
| | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Interregional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers. 2. State systems in the Americas, Africa, and Eurasia demonstrated continuity, innovation, and diversity, and expanded in scope and reach. 3. The period from the 5th - 15th centuries witnessed the rise of a series of expansive | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. How were these regional civilizations different from early state building societies? What continuities remained? 2. How did governments use a variety of strategies to consolidate and hold onto power? 3. How did religious schisms lead to conflict and warfare? 4. How were regional civilizations shaped by their environment and how in turn did they change the |

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| <p>format for citation.</p> <p>INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>HIST 9–12.8 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p> | <p>West African states centered around the Niger River. These included the empires of Ghana, Mali and Songhay.</p> <p>4. Chinese cultural traditions continued and they influenced neighboring regions such as Vietnam, Korea, and Japan.</p> <p>5. 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>6. Established religious and philosophical traditions experienced challenges and governments adopted new religions and philosophies.</p> <p>7. India, China, and the Islamic and Byzantine Empires experienced a high level of trade and infrastructure while settlements in Europe were more rural and decentralized.</p> | <p>environment?</p> |
| Acquisition | | |
| | <p><i>Students will know...</i></p> <p>Americas</p> <ul style="list-style-type: none"> ● Aztec (Mexico): Tenochtitlan, use of tribute ● Inca: quipu, road networks, Temple of the Sun <p>Mongols</p> <ul style="list-style-type: none"> ● Genghis Khan ● Kublai Khan ● Khanates: Khanate of the Golden Horde, Chagatai Khanate, Ilkhanate (Persia) in Middle East, Yuan Dynasty <p>East Asia</p> <ul style="list-style-type: none"> ● Tang, Song, Yuan, and Ming dynasties | <p><i>Students will be skilled at...</i></p> <p>Comparing and contrasting the political, economic, social, cultural, and intellectual development of the empires during this period.</p> <p>Describing how governments maintained order through the type of government established and the institutions developed to support the government.</p> <p>Crafting a historical argument using evidence.</p> <p>Comparing and contrasting the role of social hierarchy</p> |

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| | <ul style="list-style-type: none"> ● Chang'an, Hangzhou, Beijing ● Tributary states ● Pagoda ● Imperial bureaucracy ● Neo Confucianism ● Chinese influence on Japan and Korea-spread of literary and scholarly traditions ● Poetry: Li Bo ● Zheng He ● Japan: Shinto, Heian period ● Edo (Tokyo) ● Samurai ● Bushido ● Tokugawa shogunate ● Zen buddhism <p>Western Africa</p> <ul style="list-style-type: none"> ● Ghana, Mali, Songhai empires ● Askia Muhammad ● Mansa Musa ● Timbuktu <p>Europe</p> <ul style="list-style-type: none"> ● Renaissance ● Italian city-states, Florence, Northern European kingdoms ● Gutenberg and printing press in Europe ● Reformation: Luther, 95 Theses, Geneva ● Anti-Semitism in Europe | <p>and gender relations in the empires of this time period.</p> <p>Explaining a source's point of view, purpose, historical situation, and audience.</p> <p>Tracing evolutionary changes in political governance.</p> <p>Explaining when and why existing religious belief systems no longer serve the needs of a society.</p> |
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| Code | Evaluative Criteria | Assessment Evidence |
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| A, T, M | <p>School-wide Communication Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> ● Purpose and Focus ● Organization, Unity, Coherence ● Development ● Language/Media ● Conventions | <p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Regional civilizations have many examples of rulers with absolute power imposing their will on their subjects.</i></p> <p>Goal/Challenge = Students will participate in a mock trial to put leaders from regional civilizations on trial. Possible leaders could include Genghis Khan, Tokugawa Shogunate, Louis XIV for persecuting Huguenots, or the Aztec emperor who ordered human sacrifices to the gods.</p> <p>Role = Prosecutor, Defense Attorney, Defendant, Witnesses, Jurors, and Judge.</p> <p>Audience = Jurors</p> <p>Situation = Students will put a leader of a regional civilization on trial for crimes against humanity. Each student will be assigned a role such as prosecutor, defense attorney, defendant, witnesses, jurors, or judge.</p> <p>Performance = Student preparation for and participation in the mock trial.</p> <p>Standards = Student written and verbal participation in the trial. Students are prepared to ask questions, give testimony, and use historical evidence to support their position.</p> <p>OR</p> |
| A, T, M | <p>School-wide Communication Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> ● Purpose and Focus ● Organization, Unity, Coherence ● Development ● Language/Media ● Conventions | <p>Goal/Challenge = Students will work collaboratively to design a special exhibition hall for a regional civilization (for example China, Mughal India, Aztecs, Europe, Incas, etc.) They will have to include one exhibit for each part of the PERSIA acronym (Political, economic, religious, social, intellectual and artistic). They will also include a hidden exhibit of what their regional civilization would like to keep hidden from the historical record because it is embarrassing or shameful.</p> <p>Role = Museum curator</p> |

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| <p>T, M</p> | <p>Social Studies Department Argumentative Writing Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> ● Introduction with claim and historical context ● Support using evidence ● Support using explanatory bridges ● Critical thinking ● Conventions | <p>Audience = Classmates from within their section and other classes.</p> <p>Situation = Students will design a special exhibition hall for their regional civilization. They will create exhibits for each part of the PERSIA acronym along with a hidden exhibit of information their regional civilization would like to keep hidden.</p> <p>Performance = Exhibition hall that includes information on their regional civilization from each part of the PERSIA acronym along with a hidden exhibit.</p> <p>Standards/criteria for success = Each exhibit will contain historically accurate information, be easy to read, and include a variety of visuals and media.</p> <p><i>Regional civilizations faced religious changes along with evolutionary changes in government. Students will have the opportunity to demonstrate a historical thinking skill while using primary and secondary evidence to defend their position.</i></p> <p>Students will demonstrate the following facets of understanding: explain, apply, interpret, take a perspective, and show empathy when conducting a formal debate and/or writing a formal essay in response to a prompt. The response will include a claim, reasons to support the claim, and historical context in the introduction. Each reason will have its own paragraph and be supported with evidence from multiple sources and explained (bridged) to show its support of the claim. Evidence will be documented with in-text citations and a Works Cited in proper MLA format. The essay will have a conclusion that restates the claim and reasons and offers some insight or calls the reader to action.</p> <p>Possible Prompts:</p> <ul style="list-style-type: none"> ● Compare and contrast the effects of religious divides in Europe with the Sunni/Shia religious divide in the Islamic world. ● Do the Mongols deserve their reputation as barbarians? ● Evaluate the extent to which regional civilizations differed from earlier state building societies. What continuities remained? |
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| | | <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> |
| A | Evaluation of student notes with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and historical concepts. | Guided reading and note-taking from primary and secondary sources, global studies textbook, and teacher-created slideshows about globalization. |
| A, T, M | Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction. | Answering daily review, preview, summary, and speculative questions. |
| A, T, M | Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas. | Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, role-play, and/or assess a political, economic, social, and/or cultural issue presented before a simulated world audience. For example students will examine a variety of sources to explain how the Inca Empire expanded so quickly. |
| A, T | Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors. | Multiple choice, stimulus-based, and short answer quizzes. |
| A, T | Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks. | Multiple choice, stimulus-based, short answer, and short essay tests. |

| Pre-Assessment | | |
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| Code | <i>Pre-Assessment</i> | |
| | <p>Students will discuss the definition of the meaning of the word region. What makes an area region? Can they identify regions of the United States? Then students will be given a blank map of the world. They will attempt to label it by region and predict the political, economic, social, cultural, and technological changes that will take place during this time period.</p> | |
| | <p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> | <p>Progress Monitoring</p> |
| A, T | <p>Teacher will provide readings from textbook and internet-based primary and secondary sources (Stanford History Education Group Reading Like a Historian).</p> | <p>Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.</p> |
| A, T | <p>Students will take notes to acquire domain specific vocabulary and general and specific biographical details. They will paraphrase sources to demonstrate comprehension</p> | <p>Teacher monitors for engaged and varied responses from multiple students.</p> |
| A, T, M | <p>Teacher will ask provocative, open-ended questions, such as “What does it mean to be a good leader?” to promote discussion of regional civilizations.</p> | <p>Teacher monitors for engaged and varied responses to scaffolded questions from multiple students.</p> |
| A, T | <p>Students will view short videos from Ted Ed and answer interpretive, comprehension, and analysis questions.</p> | <p>Teacher circulates to ensure that students are practicing low to higher level thinking skills. Periodic pauses for students to explain answers in their own words.</p> |
| A, T | <p>Students will work cooperatively to interpret and analyze visuals created by regional civilizations. They will analyze the historical context, intended audience, purpose, and point of view of the images.</p> | <p>Teacher looks for engaged and evidence-based responses from multiple students.</p> |
| A, T | <p>Students will complete a graphic organizer comparing and contrasting regional civilizations.</p> | |
| A, T | <p>Students will practice test-taking strategies with practice quizzes to explain why the right answer is correct and how the other choices serve as distractors.</p> | |
| T, M | <p>Students will practice argumentative writing strategies to isolate elements of the argumentative writing process. They will take a stance and defend</p> | |

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| | it using evidence. They will also practice writing comparatively. | |
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UbD Template 2.0

UNIT SEVEN: The First Wave of Globalization

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| <p>ESTABLISHED GOALS from the Common Core and CT Social Studies Frameworks</p> <p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.</p> <p>CCSS ELA-Literacy.RH.9-10.3: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS ELA-Literacy.WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> 1. Consider the ongoing consequences of globalization. 2. Describe examples of cultural diffusion across time and place. 3. Assess the impact of political, economic, religious, social, intellectual, artistic, and/or technological change in one part of the world on another part of the world. | |
| | Meaning | |
| <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Europeans had a variety of motives for exploration including the desire to access luxury items such as spices, gold, and silver along with a desire to expand their territory and spread Christianity. 2. The Columbian exchange launched the most widespread and comprehensive era of global integration that humankind had known, involving the exchange of goods and ideas over five continents - Europe, Africa, North America, South America and Asia. 3. The transatlantic slave trade began as Europeans sought labor for their American | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. How did the search for spices lead to global exploration? 2. How did Europeans change existing trade networks, such as those in the Indian Ocean? 3. How did indigenous and enslaved peoples respond to European empire building? 4. How did the arrival of Europeans in the Americas affect American societies? 5. How did European voyages lead to the beginnings of European empires in the Eastern Hemisphere? | |

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| <p>INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> | <p>colonies, and the Middle Passage brought misery to millions of enslaved Africans.</p> <p>4. Exploration eventually led to the growth of capitalism, the adoption of mercantilism, and other economic changes.</p> <p>5. The increase in interactions between newly connected hemispheres and within hemispheres expanded spread and reform of existing religions and created syncretic belief systems.</p> <p>6. As social and political elites changed, they structured new ethnic, racial, and gender hierarchies</p> | <p>6. What were the costs and benefits of international trade in this era?</p> |
| Acquisition | | |
| | <p><i>Students will know...</i></p> <p>Exploration & Colonization in the Americas</p> <ul style="list-style-type: none"> ● Christopher Columbus ● Vasco de Gama ● Portuguese cartaz ● Treaty of Tordesillas ● Conquistador ● Hernan Cortes ● Francisco Pizarro ● Moctezuma ● Tenochtitlan ● Malinche (Dona Marina) ● Encomienda ● Peninsulares ● Creole ● Mestizos ● Peons <p>Triangular trade in the Atlantic</p> <ul style="list-style-type: none"> ● Columbian Exchange ● Mercantilism | <p><i>Students will be skilled at...</i></p> <p>Contrasting differing accounts of the Spanish conquest and colonization of new lands.</p> <p>Explaining the economic causes and effects of maritime exploration by the various European states.</p> <p>Explaining changes and continuities in systems of slavery during this period.</p> <p>Analyzing resistance efforts from indigenous people in response to European colonization.</p> <p>Comparing and contrasting the role of social hierarchy and gender relations in this time period.</p> <p>Crafting a historical argument using evidence.</p> <p>Explaining a source’s point of view, purpose, historical situation, and audience.</p> |

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| | <ul style="list-style-type: none">● Tariffs Trans-Atlantic Slave Trade <ul style="list-style-type: none">● Middle Passage● Olaudah Equiano Exploration & Colonization in Africa <ul style="list-style-type: none">● Asante Kingdom● Cape Town | Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue. |
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STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
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| A, T, M | <p>School-wide Communication Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> ● Purpose and Focus ● Organization, Unity, Coherence ● Development ● Language/Media ● Conventions | <p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>The first wave of globalization brought an increase in interactions between newly connected hemispheres and within hemispheres which expanded the spread and reform of existing religions and created syncretic belief systems as well as introduced new ethnic, racial, and gender hierarchies.</i></p> <p>Goal/challenge = Create a digital infographic that may be displayed in a museum kiosk with illustrations and facts that synthesizes visual and text data about a specific person or place experiencing European colonization for use as a classroom resource.</p> <p>Role for student = An expert on a specific person, place, invention, or event.</p> <p>Audience = Classmates within and outside of their class period.</p> <p>Situation = Students research data from multiple print and electronic sources, plan, and produce a digital infographic that is republished in the Google Classroom.</p> <p>Products and performances = Students create and present a digital infographic to their classmates as part of a museum kiosk demonstration, including a Works Cited page in proper MLA format.</p> <p>Standards/criteria for success = Digital infographics are accurate and complete with all required elements displayed in a colorful, easy to manipulate format.</p> <p>Or</p> |
| A, T, M | <p>School-wide Communication Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> ● Purpose and Focus ● Organization, Unity, Coherence ● Development | <p>Goal/challenge = Students will adopt a region or represent their own family's heritage. They will choose a way to share information on that region's goods, services, ideas, artistic/intellectual and technological achievements. They will also bring in food to share the day of presentations.</p> |

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| <p>T, M</p> | <ul style="list-style-type: none"> ● Language/Media ● Conventions <p>Social Studies Department Argumentative Writing Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> ● Introduction with claim and historical context ● Support using evidence ● Support using explanatory bridges ● Critical thinking ● Conventions | <p>Role = Researcher</p> <p>Audience= Classmates within and across sections.</p> <p>Situation = Students will contribute to an open marketplace displaying information on a region they've adopted or that represent their family heritage. They will share information on that region's goods, services, ideas, and advancements, along with bringing in food.</p> <p>Products and performances = Students can bring in examples of a region's goods, ideas, artistic/intellectual and technological achievements or create a presentation or video containing that information.</p> <p>Standards/criteria for success = All information is accurate and complete. Students will also submit a Works Cited page in proper MLA format.</p> <p><i>The first wave of globalization offers students an opportunity to practice historical thinking skills of comparison and change. They will use primary and secondary sources to defend their position.</i></p> <p>Students will demonstrate the following facets of understanding: explain, apply, interpret, take a perspective, and show empathy when conducting a formal debate and/or writing a formal essay in response to a prompt. The response will include a claim, reasons to support the claim, and historical context in the introduction. Each reason will have its own paragraph and be supported with evidence from multiple sources and explained (bridged) to show its support of the claim. Evidence will be documented with in-text citations and a Works Cited in proper MLA format. The essay will have a conclusion that restates the claim and reasons and offers some insight or calls the reader to action.</p> <p>Possible Prompts:</p> <ul style="list-style-type: none"> ● Compare and contrast the experience of two regions (North America, Latin America, Africa, Asia) during this first wave of globalization. ● How did Christianity change Latin American societies? ● Do the costs of the first wave of globalization outweigh the benefits? |
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| | | OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> |
| A | Evaluation of student notes with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and historical concepts. | Guided reading and note-taking from primary and secondary sources, global studies textbook, and teacher-created slideshows about globalization. |
| A, T, M | Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction. | Answering daily review, preview, summary, and speculative questions. |
| A, T, M | Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas. | Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, role-play, and/or assess a political, economic, social, and/or cultural issue presented before a simulated world audience. For example students will read and analyze a variety of primary sources on Hernan's meeting with Moctezuma . They will discuss the bias and historical reliability of each source and discuss whether they can ever truly know what happened. |
| A, T | Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors. | Multiple choice, stimulus-based, and short answer quizzes. |
| A, T | Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks. | Multiple choice, stimulus-based, short answer, and short essay tests. |

| Pre-Assessment | | |
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| Code | <i>Pre-Assessment</i> | |
| | Students will discuss their most recent meal. Where did the foods they ate originate? How do they think those foods spread from their place of origin? | |
| | Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> | Progress Monitoring |
| A, T | Teacher will provide readings from textbook and internet-based primary and secondary sources (Stanford History Education Group Reading Like a Historian). | Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill. |
| A, T | Students will take notes to acquire domain specific vocabulary and general and specific biographical details. They will paraphrase sources to demonstrate comprehension | Teacher monitors for engaged and varied responses from multiple students. |
| A, T | Students will view short videos from Ted Ed and answer interpretive, comprehension, and analysis questions. | Teacher monitors for engaged and varied responses to scaffolded questions from multiple students. |
| A, T | Students will work cooperatively to interpret and analyze visuals created during this first wave of globalization and identify examples of cultural and religious syncretism. | Teacher circulates to ensure that students are practicing low to higher level thinking skills. Periodic pauses for students to explain answers in their own words. |
| A, T | Students will complete a graphic organizer comparing and contrasting the changes and continuities in labor systems during this time period. | Teacher looks for engaged and evidence-based responses from multiple students. |
| A, T | Students will practice test-taking strategies with practice quizzes to explain why the right answer is correct and how the other choices serve as distractors. | |
| T, M | Students will practice argumentative writing strategies to isolate elements of the argumentative writing process. They will take a stance and gather and explain evidence to support that stance. | |