Unit 2 -- Networks of Exchange (1200-1450)

Content Area: **Basic Skills**
Course(s): **Advanced Placement World History**
Time Period: **September**
Length: **3-4 Weeks**
Status: **Published**

Unit Overview:

This unit's topics address important trade and cultural interchange developments including the Silk Roads, the Mongol Empire, and the Indian Ocean and trans-Saharan trade. The unit discusses the cultural and environmental consequences of these exchanges and suggests economic comparisons of the various networks. Technological and commercial innovations, imperial expansion, and demand for luxury goods were key factors in the ongoing expansion of trade. Growing trade networks accelerated cultural, biological, and technological diffusion across Afro-Eurasia.

Enduring Understandings:

• Few societies had inhabited the Sahara Desert because its arid climate made it nearly impossible to farm.

• Several major trading networks connected people in Africa, Europe, and Asia with the Silk Roads and the trans-Saharan trade routes.

• South Asia, with its location in the center of the Indian Ocean, benefited enormously from the trade in the Indian Ocean Basin.

• The Crusades helped pave the way to expanding networks of exchange.

• The diffusion of different religions had varying effects.

• The Mongols of Central Asia marched across much of Eurasia throughout the 13th century, leaving destruction in their wake.

• The most dramatic environmental consequence of increased commerce was not food, but rather disease.

Essential Questions:

• How did Eurasian empires grow over time, and how did their expansion influence trade and communication?

• What were some of the environmental effects of trade in Afro-Eurasia from 1200-1450?

• What were the causes and effects of the growth of networks of exchange after 1200?

• What were the causes and effects of Trans-Saharan trade?

• What were the intellectual and cultural effects of the trade networks from 1200-1450?

Standards/Indicators/Student Learning Objectives (SLOs):

SWBAT explain the causes and effects of growth of networks of exchange after 1200.

SWBAT explain the process of state building and decline in Eurasia over time.

SWBAT explain the significance of the Mongol Empire in larger patterns of continuity and change.

SWBAT explain the role of environmental factors in the development of networks of exchange in the period from 1200-1450.

SWBAT explain the casues and effects of the growth of the trans-Saharan trade.

SWBAT explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia.

SOC.6.1.12.D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
SOC.6.2.12.A.1.a	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
SOC.6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
SOC.6.2.12.C.1.a	Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
SOC.6.2.12.C.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
SOC.6.2.12.C.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
SOC.6.2.12.C.1.d	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
SOC.6.2.12.C.1.e	Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
SOC.6.2.12.D.1.b	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
SOC.6.2.12.D.2.c	Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.
SOC.6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
SOC.6.2.12.CS1	The Emergence of the First Global Age: Global Interactions and Colonialism: The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

Lesson Titles:

- Comparison of Economic Exchange
- Cultural Consequences of Connectivity
- Environmental Consequences of Connectivity
- Exchange in the Indian Ocean
- The Mongol Empire and the Making of the Modern World
- The Silk Roads
- Trans-Saharan Trade Routes

21st Century Skills and Career Ready Practices:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Information Literacy
- Media Literacy
- Life and Career Skills
- Communication and Collaboration
- Global Perspectives
- AP Exam Preparation

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest

value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
PFL.9.1.12.F.1	Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
PFL.9.1.12.F.2	Assess the impact of emerging global economic events on financial planning.

Inter-Disciplinary Connections:

This unit will cross-content with the following:

Language Arts -- Students will read primary sources and write essays and DBQs.

Science -- Students will learn about new innovations throughout the world.

Art -- Students will learn about art work that represented the historical time period being studied.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
VA.9-12.1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
VA.9-12.1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
9-12.HS-PS1-1.1.1	students observe patterns in systems at different scales and cite patterns as empirical evidence for causality in supporting their explanations of phenomena. They recognize classifications or explanations used at one scale may not be useful or need revision using a different scale; thus requiring improved investigations and experiments. They use mathematical representations to identify certain patterns and analyze patterns of performance in order to reengineer and improve a designed system.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Analyzing Primary Sources on time frames between 1200-1450 (Analysis/DOK 4)
- Annotation writing of AMSCO book Unit 2 (Recall/ DOK 1)
- AP Test Preparation by translating multiple choice (Application/DOK 2)
- Delsea One

- Group Activity on learning about AP writing formats (Formulate/DOK 3)
- Lecture/Discussion on different cultures from around the world (Compare and Contrast/DOK 2
- Linking historical events from one time period to another (Synthesis/DOK 4)
- Stimulus Based Multiple Choice Exams modeled on the AP format (Evaluate,synthesize,analysis/DOK 4)
- SWAG
- Venn Diagram on cultures (Compare and contrast/DOK 2)
- Vocabulary Exercise from the unit (Review/DOK 1)
- Writing Exercises on DBQ and Essay on the Networks of Exchange (Synthesis/DOK 4)

Modifications

Benchmark Assessments

Skills-based assessment
Reading responses
Writing responses

Formative Assessment:

- Anticipatory Set: Explain review game rules
- Anticipatory Set: Current event analysis as needed to connect today to the past
- Anticipatory Set: How do regions change over time?
- Anticipatory Set: Prepare and motivate students for their test/quiz
- Closure: Discuss Key Terms
- Closure: Exit Card on lectures
- Closure: Review Networks of Exchange quiz
- Closure: Whip Around from Test/Quiz results
- Closure: Whip Around from the Networks of Exchange lecture notes
- Warm Up: AP DBQ writing tips
- Warm Up: AP Essay writing tips
- Warm Up: Discuss current political issues in the world today
- Warm Up: Review key terms from the unit
- Warm Up: Review Test/Quiz results

Alternative Assessments

Performance tasks
Project-based assignments

Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Summative Assessment:

- Marking Period Assessment: Networks of Exchange DBQ

- Alternate Assessment: Student created AP Questions on Unit 2

- Benchmark: AP Testing strategies

- Benchmark: Differences in Trading Routes

- Marking Period Assessment: Quiz on ABSCO Unit 2

- Marking Period Assessment: Test on ABSCO Unit 2

Resources & Materials:

AMSCO Textbook

Traditions and Encounters Textbook

5 Steps to a 5 Workbook

AP Central Website