Unit 3 -- Land Based Empires (1450-1750)

Content Area: **Basic Skills**
Course(s): **Advanced Placement World History**
Time Period: **October**
Length: **2 Weeks**
Status: **Published**

Unit Overview:

This unit describes and compares the expansion, administration, and belief systems of various land-based empires from 1450-1750. Some these empires were the Songhai in West Africa, the Safavids based in Persia, the Mughals in northern India, the Ottomans in the Middle East, Eastern Europe, and Northern Africa, and the Manchus in eastern Asia. Empires measured their power in land, prospered by consolidating power in central government, and were closely tied with particular religious faiths.

Enduring Understandings:

- Building and maintaining large land-based empires is a major theme in the period 1450-1750.

- Centralization of power was done by controlling taxes, the army, bureaucracy's, and building temples.

- Gunpowder empires began to emerge after 1450 with the origins coming out of China.

- Religion, a key fator in the expansion of empires, was a divisive force as much as it was a unifying one.

- The Ottoman Empire, Safavids, and Mughals all became major powers during this era.

Essential Questions:

- By what methods did empires increase their societal and cultural influence from 1450-1750?

- How did certain land-based empires develop and expand in the period from 1450-1750?

- How did different belief systems endure or change during the period from 1450-1750?

- How did rulers in land-based empires legitimize and consolidate their power from 1450-1750?

Lesson Titles:

- Comparison in Land-Based Empires

- Empires Expand

- Empires: Administration

- Empires: Belief Systems

- Land-Based Empires Essay Activity

Standards/Indicators/Student Learning Objectives (SLOs):

SWBAT explain how and why various land-based empires developed and expanded from 1450-1750.

SWBAT explain how rulers used a variety of methods to legitimize and consolidate their power.

SWBAT explain continuity and change within the various belief systems during the period from 1450-1750.

SWBAT compare the methods by which various empires increased their influence from 1450-1750.

SWBAT have a good idea how to be successful completing AP Short Answers.

SWBAT have a good idea how to be successful completing AP Long Essay Questions.

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.A.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.
SOC.6.2.12.A.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
SOC.6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
SOC.6.2.12.B.2.a	Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
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.a	Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
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.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
SOC.6.2.12.D.1.d	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
SOC.6.2.12.D.1.e	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

SOC.6.2.12.D.1.f	Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.
SOC.6.2.12.D.2.a	Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
SOC.6.2.12.D.2.e	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
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.
SOC.6.2.12.CS2	Renaissance, Reformation, Scientific Revolution, and Enlightenment: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

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.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
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.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
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.
PFL.9.1.12.G.1	Analyze risks and benefits in various financial situations.

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.

Math -- Students will learn about tax structures in ancient governments.

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.
MA.N-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
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.
MA.N-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
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.
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.
VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
9-12.HS-PS1-2.1.1	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.

9-12.HS-PS1-6.ETS1.C.1	Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (tradeoffs) may be needed.

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

- Analyzing Primary Sources on time frames between 1450-1750 (Analysis/DOK 4)

- Annotation writing of AMSCO book Unit 3 (Recall/ DOK 1)

- AP Test Preparation by translating multiple choice (Application/DOK 2)

- Comparing land based empires after 1450 (Compare and Contrast/DOK 2)

- Creating AP style Multiple Choice questions (Creating/DOK 6)

- Delsea One

- ecture/Discussion on different cultures from around the world (Compare and Contrast/DOK 2)

- Evaluating other student's essay prompts (Grading/DOK 5)

- Group Activity on learning about AP writing formats (Formulate/DOK 3)

- Guessing scores from past AP Exams (Grading/DOK 5)

- 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

- 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: Current event analysis as needed to connect today to the past

- Anticipatory Set: Explain review game rules

- Anticipatory Set: How do governments change over time?

- Anticipatory Set: Prepare and motivate students for their test/quiz

- Closure: Discuss Key Terms from Unit 3

- Closure: Exit Card on lectures

- Closure: Review Land-Based Empires quiz

- Closure: Whip Around from Test/Quiz results

- Closure: Whip Around from the Land-Based Empires 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:

- Benchmark: Differences in Trading Routes

- Alternate Assessment: Student created AP Questions on Unit 3

- Benchmark: AP Testing strategies

- Marking Period Assessment: Land-Based Empires Essay

- Marking Period Assessment: Quiz on ABSCO Unit 3

- Marking Period Assessment: Test on ABSCO Unit 3

Resources & Materials:

AMSCO Textbook

Traditions and Encounters Textbook

5 Steps to a 5 Workbook

AP Central Website