Unit 1: Societies in Transition

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **6 Weeks**
Status: **Published**

Summary

In World History, students serve as novice historians as they engage in historical inquiry and refine key skills necessary for post-secondary success through a global lens. In order to do so, the curriculum is designed around three central pillars: core understandings that cut across eras, development of transferable skills, and connecting historical and current events. In each unit, students are presented with a key framework that can be applied to different case studies and allows them to analyze new information and comprehensively engage in comparative analysis.

In line with the three core course trajectory, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Sourcing - identify and explain the significance of a source's point of view, purpose, historical context, and intended audience
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a historically defensible claim and support it with evidence, both in writing and orally
- Analytical Writing - Formulate an argument in response to a prompt question that is supported with evidence
- Speaking and Listening - Engage in collaborative discussions by building on others' ideas and concretely and persuasively expressing one's own

This unit is part of the larger aforementioned course sequence and specifically focuses on societies in transition where students will understand how the process of modernization changed the way states viewed themselves. Consequently, this change brought about increased contact and new conflicts both within and outside of the states where philosophical changes were part of a driving force towards the modern world. By the end of this unit, students will be able to evaluate the impacts of political, social, economic, and cultural changes through the study of the Renaissance and Reformation Period, rise and fall of new dynasties and empires, the Scientific Revolution, Enlightenment, and shifts in leadership such as from Absolutism. Students

will engage in comparative analysis to examine the ways in which societies change over time, how change impacts regions differently, and the roles individuals and leaders play in social shifts. Students will build historical thinking skills through case studies, primary source investigation and conducting independent and collaborative research.

This unit explores how societies transitioned economically, culturally, socially, politically, and geographically into the Early Modern Period in various regions. The instructor is required to utilize the Renaissance, Reformation, Scientific Revolution, Enlightenment, and Absolutism versus Limited Monarchies as the main case-studies and and then select one additional case study for each topic from the following list:

- Renaissance Comparisons:
    - Neo-Confucianism
    - Timbuktu
- Reformation Comparisons:
    - Rise of Safavid Empire challenging Sunni dominance
    - Bhakti Movement
- Scientific Revolution/ Enlightenment Comparisons:
    - Islamic Golden Age and Baghdad House of Wisdom
    - Comparison of Maya, Aztec and Incan exploration of math and science
- Absolutism vs. Limited Monarchies Comparisons:
    - Tokugawa Shogunate
    - Ottoman system of rule
    - Mughal system of rule

These case studies will be used to engage students in comparative analysis regarding the following framework as related to Societies in Transition:

- Throughout the world during the Early Modern period, challenges to existing power structures arose and were handled differently due to who was in power and where they ruled.
- Due to increased demands on rulers from the printing press, new weaponry and imperial expansion, change in leadership tactics and leaders' philosophies on how to execute their rule occurred.
- As a result of new empires emerging and new ideas circulating, religious traditions are challenged from below and by those in power.
- As a result of societies transitioning into the Early Modern period, the global economy became more

interconnected.

- As a result of increased wealth, governments began to expand the power of state through standing armies and greater assertion of their borders.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

This course fulfills one of three units in Social Studies course work required by both Cranford High School and the state of New Jersey for graduation.

Revision Date: August 2023

Standards

6.2.12.GeoGE.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.

6.2.12.HistoryCC.1.a: 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.

6.2.12.HistoryCC.1.e: 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.

6.2.12.CivicsPR.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.

6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.

6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics

6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).

6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text

leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.EG.5 - Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities

SEL.PK-12.3.1 - [Sub-Competency] - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.2 - [Sub-Competency] - Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds

SEL.PK-12.3.3 - [Sub-Competency] - Demonstrate an understanding of the need for mutual respect when viewpoints differ

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, tolerance, race and ethnicity, and religious tolerance.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent do individuals and societies experience significant change to daily life and practices during transitional periods?
- To what extent does cultural exchange facilitate change?
- How did societies experience transitions during the Early Modern period as compared to earlier time periods?

Enduring Understandings:

- The process of modernization changed the way states viewed purpose, which brought about increased contact and new conflicts, both within and outside of the states.
- Philosophical changes were part of a driving force towards the modern world.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): Renaissance, Protestant Reformation, Printing Press, Counter-Reformation, Scientific Revolution, Enlightenment, Absolutism, Limited Monarchy, Parliament, Ming, Qing, Ottoman Empire, Mughal Empire, Safavid Empire, Sunni/Shia Islam, Islamic Golden Age, Hinduism, Caste
- The methods and motivations by which empires and states expanded.
- The principles of the Enlightenment and its influence on philosophy.
- The role of cultural exchange in bringing about social change.
- How the increase of state power led to more centralized forms of government.
- Economic development through the desire for goods led to more sophisticated methods of banking.
- The influence technology had on state power and increasing the reach of new ideas.
- The changes brought to societies were often met with pushback by authority.
- The transitions of societies into the modern period were slow-moving, and often occurred over the span of hundreds of years.
- The differing and changing ways humans viewed themselves and their roles within society during this period.
- The origins of organizing territories into states with borders.

Students will be skilled at:

- Assessing why some Emperors were more effective than others in maintaining control over their empires.
- Explaining the impact of the printing press on the dissemination of information, specifically in relation to the Protestant Reformation.
- Explaining how modern banking facilitated political and cultural developments in various regions.
- Explaining how philosophical movements impacted the way individuals view themselves within societies.
- Comparing philosophical movements in Europe with similar philosophical movements in Asia and/or the Middle East.

- Analyzing the impact of the Scientific Revolution and other global technological movements in bringing about modern developments.
- Explaining the impact of various forms of leadership (Absolutism, Limited Monarchies, Emperors, etc.) on states and citizens.
- Analyzing shifts in status quo, such as where individuals fit into society and how they view themselves.
- Comparing how a change in religion of those in power affects regions differently.
- Explaining how the expansion of state allows for more opportunity for development, change, and access to wealth.

Learning Plan

This unit includes, but is not limited to, the following learning strategies:

Pre-Transition Hierarchical Society Comparison: Students will address the question, "How were global societies organized prior to the Early Modern period?" By briefly examining hierarchical systems in various parts of the world, such as the Feudal System in Europe, the Caste System in India, Tribute System of the Aztecs, and Yuan Ranks under Mongol Rule.

Inquiry Activity- Renaissance: Students will address the question, "To what extent were developments of the Renaissance period influenced by other states?" by investigating the influence of China and Korea on the printing press, Venetian contact with the Islamic World, and Greek and Roman Empire Literature and architecture. Students will use these resources to examine how the Renaissance was a "Rebirth" through cultural diffusion.

Reformation Primary Source Analysis: Students will analyze primary sources related to the causes and effects of the Protestant Reformation, such as excerpts from Martin Luther's 95 These, Indulgences, and reforms from the Catholic Church's Counter-Reformation. Students will assess the causes and effects of the Protestant Reformation on individuals' lives and states as a whole.

Reformation Roundtable: Students will research different religious leaders during the Protestant Reformation, the establishment of Shiism in the Safavid Empire, the use of the Ibadat Khana under the rule of Mughal Emperor Akbar, and/or the Bhakti Movement to determine their major beliefs, influence, and contributions to religious movements. Students will then engage in discussions with one another to compare and contrast religious beliefs, changes to societies, and the influence of religion.

Reaction to Religious Change Journal Response: Students will analyze how religious movements were met with pushback either by those in power or by civilians, as well as the effects of countermovements or reactions. Students will act as a reactor after examining reactionary movements and reflect on why individuals or groups were wary of change.

Enlightenment Analysis: Students will analyze primary sources relating to Enlightenment ideas and examine the new ideals that came about in relation to individualism and responsibilities of states. Students will connect the rise of philosophy to the context of a changing Europe.

Enlightenment in a Present-Day Context: Students will examine philosophical ideas from the European Enlightenment, Neo-Confucism, and/or Islamic Golden Age and make connections to norms, policies and practices today. Students will note where the philosophical ideas are most present and reflect on why certain ideas have lasted in our understanding of individual rights and social structure.

Travel Blog: Students will create a travel blog where they will address social, political, cultural, economic, and interactions in each empire. Each group will place an emphasis on the challenges of governing a large multiethnic empire.

World Leaders Comparative Analysis: Students will pick a leader of a state to research and address the question, "To what extent does new leadership contribute to positive change?" Students will analyze their leader's major accomplishments and setbacks, leadership tactics, and impact on the state. Students will use research-based evidence and original analysis to support a claim on their researched leader, then compare their findings to those researched by their peers. Leaders to research include, but are not limited to: Louis XIV, Suleiman the Magnificent, Tokugawa Shogunate, Elizabeth I, and Emperor Akbar.

Scientific Revolution- Current Day Connection: Students will first analyze scientific concepts and inventions that came about during the Early Modern Period, examining their impact on scientific practices, challenges faced by emerging scientists, and the benefits of new ideas. Students will then pick a recent or emerging scientific development and compare it to one from the Early Modern period, drawing connections to how scientific innovation brings about change, pushback against innovations, and addressing the extent to which technological change impacts everyday life.

<u>Case Study Teaching Strategies:</u>

Timbuktu as a Center of Learning and Trade: Students will examine primary sources such as maps, images of inventions, and trade manuscripts to analyze how Timbuktu served as a cultural hub. Students will speculate about the cultural impact of Timbuktu and reflect on how it serves as an example of a "society in transition" using the framework provided.

Baghdad House of Wisdom Investigation: Students will assess, “To what extent did the Baghdad House of Wisdom bring about scientific and philosophical changes?” Students will research various inventions and philosophical ideas and their impact on society and develop a claim backed by research and analysis to address the central question of this lesson.

The Safavid Empire and Impact of Twelver Shi’ism: Students will investigate why the Safavid Empire formed a new sect of Islam by examining political and social motivations. Students will then reflect on the lasting impact of the Shi’a movement by making present day connections.

Bhakti Movement and the Role of Women: Students will first learn about the Bhakti movement and the historical context of India during the time of the movement. Students will then analyze poetry by women in dedication to Hindu gods, reflecting on the impact of the Bhakti movement on women’s lives and changes in the ways individuals view themselves in relation to Hinduism.

Neo-Confucianism and Morality: Students will address what “morality” is and how they view a moral society. Students will then examine Neo-Confucian ideas of morality and how it shaped Chinese society during the Song Dynasty and after. Students will reflect to what extent these ideals are reflected in their lives or in societies today to assess the impact of the movement.

Gunpowder Empires: Students will analyze one of the gunpowder empires (Mughal, Ottoman, Safavid) in how they gained power, exercised power over a large group of people, and their leadership tactics. Students will analyze the relationship between rulership and religion, the treatment of conquered peoples by rulers, and how rulers legitimized their power.

Tokugawa Shogunate: Students will read and reflect on the rise of the Tokugawa Shogunate and their role in the development of Japan. Students will reflect on why the Tokugawa Shogunate were closed off to Westerners but more willing to trade with other Asian states, their unification of Japan, and their role in Japan’s ability to modernize.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Do Nows
- Exit Slips
- Classwork/Homework
- Inquiry Activity: Renaissance
- Reformation Roundtable
- Enlightenment Analysis
- Travel Blog
- World Leaders Comparative Analysis

Summative Assessments:

- Unit Test (Multiple Choice, Free Response)
- Societies in Transition Artifacts Project: Students will reflect on the major developments which contributed to transition within societies studied in this unit. Students will create an "artifact exhibit" by expanding their research on an aspect of the period that they found to be most impactful, and will write an exhibition piece on their artifact explaining why it is significant to the period. Students will engage in comparative analysis in this assessment, as they will either compare a significant change in two states/ regions, or reflect on peers' projects and engage in comparative analysis.

Benchmark Assessments:

- Comparative analysis of historical case studies in relation to the provided unit framework
- Document Analysis Questions (following the core course format)

Alternative Assessments:

- Curation Project: Students may curate a sample of different artifacts to highlight key concepts discussed in this unit. They will explain in narrative form how their chosen artifacts reflect concepts discussed in class.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

Primary Sources:

- Asia for Educators Primary Source Database: Columbia University
- Leo Africanus: Description of Timbuktu from the Description of Africa (1526)
- Timbuktu: Center for Learning and Trade: Teaching with Primary Source (PBS)
- The Edicts of the Tokugawa Shogunate: Excerpts □from□ The□ Edict □of□ 1635 □Ordering □the□ Closing □of□ Japan:□ Addressed□ to □the □Joint□ Bugyō □of □Nagasaki□
- "Mind is Principle" by Lu Jiuyaun (Neo-Confucianism)
- Ottoman Culture under Suleyman the Magnificent: Teaching With Primary Sources (PBS)
- Babur, Akbar, and the Mughal Empire: Teaching with Primary Source (PBS)
- Martin Luther's 95 Theses
- Excerpts from Machiavelli's The Prince
- Italian Renaissance Art: The MET
- Stanford Historical Education Group: World History
- Art of the Ottomans, Safavids and Mughal Empires
- Comparing the Golden Age of Islam to the Enlightenment
- Going Global in the Mughal Empire: Duke University
- The Baghdad That Was: Using Primary Sources to Teach World History

Secondary Sources:

- Islamic Influence on the Renaissance: The Met
- "Did East Asian Printing Traditions Influence the European Renaissance?" Article: APWorld.org
- Clips from the film Luther
- Islamic world to 1600
- The Story of India: PBS Newshour
- The Bhakti Movement
- The Polity of the Tokugawa Era
- Tokugawa Japan: An Introductory Essay (University of Colorado Boulder)

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials including graphic organizers for writing.