Unit 1: The Global Tapestry c. 1200-1450

Content Area: **Social Studies**
Course(s):
Time Period: **September**
Length: **10-13 class periods**
Status: **Published**

Rationale

This unit sets the foundation for the course. It is a survey of world history from circa 1200 C.E. to circa 1450.

Targeted Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

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.

Enduring Understandings

Content Specific	Skills Specific
• A variety of internal and external factors contribute to the formation, expansion, and decline of states. • Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes. • The development of ideas, beliefs, and religions illustrates how groups in society perceive themselves, and the interactions between societies and their beliefs often have significant political, social, and cultural implications. • As societies develop, they both affect and are affected by the ways in which they produce, exchange, and consume goods and services.	• Historical developments and processes are shaped by the broader contexts in which they occur; understanding these contexts allows for deeper insight into the causes, consequences, and significance of historical events. • Effective communication relies on the ability to identify and understand claims and arguments in both text-based and non-text-based sources, enabling critical analysis and informed responses across diverse contexts. • Constructing a historically defensible claim requires the use of relevant evidence and historical reasoning to support interpretations of the past.

Essential Questions

Content Specific	Skills Specific
• How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? • How have scientific and technological developments over the course of history changed the way people live and economies and governments function?	• How can we use evidence and historical reasoning to construct a claim that accurately interprets the past? • How can identifying claims and arguments in different types of sources help us better understand and respond to information? • How does understanding historical context help us explain the causes and effects of historical events?

Key Resources

This section houses the essential required resources for this unit.

- Strayer, R. W., & Nelson, E. (2023). Ways of the world: A brief global history with sources: For the AP world history: Modern course since 1200 C.E. Bedford, Freeman & Worth Publishers.

- A Visual Sourcebook of Chinese Civilization
- AP Classroom

Supplementary Resources

This section houses additional approved resources for this unit.

- OPTIC organizer
- Part 1: Islam Empire of Faith
- Southeast Asia in World History
- Unit 1 Digital Notebook

Skills, Content, Activity, Assessment

Skills	Content	Activity	Assessment
These are the essential **skills** taught. Look to the verbiage of the **standards** for the essential skills in the unit. →	What **content** is used to teach the skill? →	What **activities** are used to teach this content/skill? →	How do we **assess** this content/skill? Include benchmarks, formative assessments, and pretests.
Identify and describe a historical context for a specific historical development or process	• Developments in East Asia from 1200-1450 • Systems of government employed by Chinese dynasties • Song Dynasty • Confucianism • imperial bureaucracy	• Modeling annotation of a source • AP daily videos and discussion • TEA strategy for developing claims	• AP classroom practice • Essay mapping
Identify and describe a historical concept, development, or process.	• Dar al Islam • Abrahamic religions • Abbasid Caliphate • Sunni/Shia split	• Islam: Empires of Faith video & notes • Note-taking activity • Short Answer question (group activity)	• Short Answer question • AP classroom practice
Identify and describe a claim and/or argument in a text-based or non-text-based source.	• South & Southeast Asia • Hinduism, Islam, Buddhism	• Identifying claims and evidence in a text activity • Annotation of text	• Short Answer question • AP Classroom Practice
Identify the evidence used in a source to support an argument.	• Maya city-states • Mexica • Inca • Chaco • Mesa Verde • Cahokia	• Chinampas video activity • Annotation of text • AP daily video	• Short answer question • AP Classroom Practice
Explain a historical concept, development, or process	• Great Zimbabwe • Ethiopia • Hausa Kingdoms	• Annotation of text • Source analysis	• Short Answer question • AP Classroom

			Practice
Identify a historical concept, development, or process	• Abrahamic religions • feudalism • manorialism • serfdom	• AP daily video • Feudalism annotation activity	• Short answer question • AP Classroom Practice
Make a historically defensible claim	• State formation and decline • Song Dynasty • Abbasid Caliphate • Hindu & Buddhist states	• Comparison chart • TEA strategy activity • Group essay mapping	• Short answer question • AP Classroom Practice

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Identifying evidence • Identifying a claim	• US history 1 & 2, ELA

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).