# Unit 2: Networks of Exchange c. 1200-1450

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

## Targeted Standards

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

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| 6.2.12.HistoryCC.1.a | Determine the extent to which various technologies (e.g., printing, 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. |

## Rationale

This unit builds upon the previous unit, and is in the same time period. The focus is on global trade.

## Enduring Understandings

| Content Specific | Skills Specific |
|---|---|
| • As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.<br>• A variety of internal and external factors contribute to state formation, expansion, and decline.<br>• The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.<br>• The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.<br>• Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended | • 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.<br>• 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.<br>• Constructing a historically defensible claim requires the use of relevant evidence and historical reasoning to support interpretations of the past.<br>• Identifying patterns and connections among historical developments and processes helps reveal how and why societies change and |

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| consequences. | interact over time. |

## Essential Questions

| Content Specific | Skills Specific |
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| • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?<br>• 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?<br>• How can identifying claims and arguments in different types of sources help us better understand and respond to information?<br>• 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.
- 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 |
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| 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 | • Trading cities: Kashgar, Samarkand<br>• New forms of credit and money economies: bills of exchange<br>• banking houses, use of paper money | • Matching claims and evidence<br>• Contextualization practice | • AP classroom practice<br>• Essay mapping |
| Identify patterns among or connections between historical developments and processes. | • Mongol Empire<br>• transfer of Greco-Islamic medical knowledge to Western Europe<br>• Transfer of numbering systems to Europe<br>• Adoption of Uyghur script | • Flow chart of changes attributed to Mongol Empire<br>• Mapping activity<br>• AP daily video | • Short Answer question<br>• AP classroom practice |
| Identify patterns among or connections between historical developments and processes. | • Indian Ocean<br>• Arab and Persian communities in East Asia<br>• Chinese merchant communities in Southeast Asia<br>• Malay communities in the Indian Ocean | • Comparison Graphic Organizer (Indian Ocean v Silk Roads)<br>• Annotation of text | • Short Answer question<br>• AP Classroom Practice |

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| Explain a historical concept, development, or process | • Trans-Saharan Trade Routes<br>• Camel Saddle<br>• Caravans<br>• Mansa Musa<br>• Gold/Salt trade<br>• Ghana, Mali, Songhai | • Graphic Organizer: Ghana, Mali, Songhai<br>• Contextualization Activity<br>• Practicing "describe" statements | • Short answer question<br>• AP Classroom Practice |
| Identify a source's point of view, purpose, historical situation, and/or audience | • Cross-cultural interactions<br>• Buddhism in East Asia<br>• Hinduism and Buddhism in Southeast Asia<br>• Islam in sub-Saharan Africa<br>• Gunpowder<br>• Paper<br>• Ibn Battuta<br>• Margery Kempe<br>• Marco Polo | • Annotation of text<br>• Source analysis<br>• Mapping Activity | • Short Answer question<br>• AP Classroom Practice |
| Identify patterns among or connections between historical developments and processes. | • Bananas in Africa<br>• Rice varieties in East Asia<br>• Citrus in the Mediterranean | • AP daily video<br>• Feudalism annotation activity | • Short answer question<br>• AP Classroom Practice |
| Support an argument using specific and relevant evidence<br>• Describe specific examples of historically relevant evidence<br>• Explain how specific examples of historically relevant | • networks of exchange<br>• silk roads<br>• artisans | • Southernization Article Analysis | • Short answer question<br>• AP Classroom Practice<br>• Personal Progress check for Unit 2 |

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| evidence support an argument. | | | |

## Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit |
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| • Identifying evidence<br>• Identifying a claim | • AP World, unit 1 |

## 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".

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| 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".

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| 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). |