Unit 3: Land-Based Empires c. 1450-1750

Content Area: **Social Studies**
Course(s):
Time Period: **October**
Length: **8-11 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".

6.2.12.GeoHE.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
6.2.12.EconGE.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.
6.2.12.EconGE.1.c	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, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

Rationale

This unit explores the impact of land based 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,	• 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

exchange, and consume goods and services.	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 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.

- AP Classroom

Supplementary Resources

This section houses additional approved resources for this unit.

- OPTIC organizer

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.
Explain a historical concept, development, or process	• Safavid-Mughal conflict • Songhai Empire's conflict with Morocco	• Annotation of a source • AP daily videos and discussion • Guided videos on Mughals and Turks • Graphic Organizer (guided reading) • Identify v Explain graphic organizer	• AP classroom practice • Short Answer Question
Identify and describe a historical context for a specific historical development process.	• Ottoman devshirme • Salaried samurai • Mexica: human sacrifice • divine right • Promotion of Islam	• Zooming in activity (strayer text) • Annotation • Basics of Bureaucracy graphic organizer	• Short Answer question • AP classroom practice
Explain the point of view, purpose, historical situation, and/or audience of a source.	• protestant reformation • Sikhism	• Identifying claims and evidence in a text activity • Annotation of text • Mapping activity • Sourcing activity	• Short Answer question • AP Classroom Practice
Support an argument using specific and relevant evidence. • Describe specific examples of historically	• Manchu • Mughal • Ottoman • Safavids	• Autopsy of an Empire • Empire Dating • PIECES poster	• Long Essay Question

relevant evidence. • Explain how specific examples of historically relevant evidence support an argument.			

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Identifying evidence • Identifying a claim • Support an argument using relevant evidence	• Units 1 & 2 AP World History

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).