

Global Exchange & Societies Unit 1 Overview: World History, 10th Grade

Driving Concept 1: Intraregional Interactions

Through this driving concept, students will examine the interactions of people and the movement of ideas and biological or ecological forces within different regional networks across the world in the 14th and 15th centuries. Students will analyze the role of natural resources, access to bodies of water, climate and continental shape on the interconnectedness of different societies. Students will evaluate the impact of trade, cultural patterns, political ideologies and the development or inheritance of different technological and scientific innovations on different societies across the globe.

Driving Concept 2: Convergence, Upheaval and Resistance (1400– 1750)

Through this driving concept, students will analyze the shift from micro to macro networks of human interaction. Students will analyze the impact of increased global interaction on human populations across the world, including the movement of plants, animals, pathogens, technology and people — both voluntary and unjustly forced. Students should analyze different perspectives and sources to evaluate the different motivations for increased trade and interaction.

Essential Question

How did cross-cultural interactions through trade, exploration, and religion shape the development and connectedness of societies across Afro-Eurasia during the 14th and 15th centuries?

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About This Unit

Unit 1: Global Exchange & Societies focuses on global interactions and cultural exchanges across Afro-Eurasia during the 14th and 15th centuries. Students will analyze how trade, early exploration, and religion shaped the development and connectedness of societies during this time period. Students will explore the impact of long-distance trade across Afro-Eurasia, particularly the exchange of natural resources, goods, ideas, and diseases that led to the Black Death in Europe. The development of trade networks, including the Silk Road, Indian Ocean, and Trans-Saharan route, allowed early exploration to occur. Students will evaluate the accounts of early explorers such as Ibn Battuta, Marco Polo, and Zheng He to understand the customs, lives, and societies of various regions across Afro-Eurasia. Lastly, students will complete a comparative analysis of how major belief systems—Islam in Songhai, Christianity in Europe, and Confucianism, Buddhism, and Daoism in Ming China—shaped political and social structures.

Use the Best Practices Repository for information on implementing every strategy and lesson activity!

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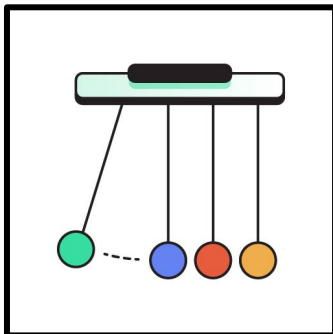
Priority Standards	
2.1	Evaluate the utility of the writings of Ibn Battuta, Marco Polo and Zheng He for understanding the lives and customs of different people across Afro-Eurasia.
2.4	Analyze the impact of the exchange of natural resources, disease, technology, ideas, goods and religious practices on at least three different societies across Afro-Eurasia in the 14th and 15th centuries.
2.5	Analyze the impact of the exchange of natural resources, goods, ideas, technologies and religion on at least two different societies across Western Africa and Sub-Saharan Africa in the 14th and 15th centuries.
2.9	Compare the political and social structures created by Islam in the Songhai Empire of Western Africa, Christianity and the Catholic Church in Europe, and Confucianism, Buddhism and Daoism in Ming China.
2.10	Explain the impact of large-scale systems of trade across Afro-Eurasia on the growth of militaries, communication networks and technological advancements (including sailing knowledge) and how large-scale systems of trade armed societies for global engagement.

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Additional Standards	
2.2	Analyze geographic features of Afro-Eurasia, Sub-Saharan Africa, the Americas and Oceania in the early 1400s, including the impact of native crops, bodies of water, landforms and climate on the development of societies in each region.
2.3	Compare the size and relative isolation of different regional networks across Afro-Eurasia, Sub-Saharan Africa, the Americas and Oceania at the start of the 15th century.
2.6	Analyze the impact of the exchange of agricultural methods and scientific, mathematical and technological innovations on at least two different societies across the Americas in the 14th and 15th centuries.
2.7	Analyze the impact of navigation techniques and the exchange of natural resources on at least two societies across Oceania in the 14th and 15th centuries.
2.9	Compare the political and social structures created by Islam in the Songhai Empire of Western Africa, Christianity and the Catholic Church in Europe, and Confucianism, Buddhism and Daoism in Ming China.
2.16	Evaluate the factors that led to the expansion and solidification of the Islamic kingdoms of Western Africa, Christian kingdoms of Northeast Africa and the Swahili city-states on the eastern coast, and analyze the political, economic and social structures of at least three different countries.

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Unit Preview		
<i>Subtopic(s)</i>	<i>Compelling Question</i>	<i>Standard(s)</i>
Examining the Global Tapestry	What impact did long-distance trade networks have on the development and interaction of societies in Afro-Eurasia during the 14th and 15th century?	2.4, 2.5, 2.10
Early Explorers	With the lens of 14th and 15th century explorers, what can be inferred about Afro-Eurasian societies and cultures?	2.1, 2.9, 2.10
Religion & Order	How did the core beliefs and practices of the major world religions influence societies in Afro-Eurasia during the 14th and 15th century?	2.4, 2.5, 2.9, 2.16
Assessment: Structured Peer Discussion		2.1, 2.2, 2.4, 2.5, 2.9, 2.10, 2.16



Unit Focus Skill: Causation

Thinking historically means considering why certain things happened and what effects occurred because of an event, development, or process. It also means recognizing that there are multiple causes of and multiple effects from any event, development, or process.

Examining the Global Tapestry: Topic Overview

	<u>LESSON 1 (180 MINS)</u>	<u>LESSON 2 (120 MINS)</u>
SUPPORTING QUESTION	How did intra- and inter-regional trade networks foster the diffusion of goods, ideas, and disease?	How did the Black Death influence societies in Afro-Eurasia?
STANDARD(S)	2.3, 2.4, 2.5, 2.6, 2.7, 2.10	2.4
FOCUS SKILL(S)	Causation Contextualization	Causation Contextualization
DO FIRST	Frayer: Network Quickwrite	Frayer: Black Death Prediction
ACTIVITY 1 - LAUNCH	Introduce and begin Unit 1: Inquiry Journal	Consequences of Trade Guided Notes
ACTIVITY 2- PRACTICE	Creation of Trade Routes Newscasts	Black Death Primary Source Analysis
ACTIVITY 3- EXHIBIT	Presentations of Trade Routes Newscasts	Ring-Around-The-Rosie-Rewrite
CONCLUSION	Exit Ticket- Write and Draw	Inquiry Journal- Compelling Question

Early Explorers: Topic Overview

	<u>LESSON 3 (60 MINS)</u>	<u>LESSON 4 (60 MINS)</u>	<u>LESSON 5 (60 MINS)</u>
SUPPORTING QUESTION	How do Marco Polo's travels reflect the economic interconnectedness of Afro-Eurasia in the 13th century?	How did Ibn Battuta's descriptions of Muslim societies differ across regions?	How did Zheng He's voyages impact both the regions he visited as well as Ming China?
STANDARD(S)	2.1, 2.4, 2.10	2.1, 2.5, 2.10	2.1, 2.4, 2.10
FOCUS SKILL(S)	Contextualization Perspective	Perspective	Causation Evaluating Evidence
DO FIRST	Frayer: Silk Roads Anticipatory Guide	Frayer: Hajj Notice, Wonder, Think	Frayer: Expedition A-Z Guide
ACTIVITY 1 - LAUNCH	Inquiry Journal Topic 2: Supporting Questions	What is Historical Perspective?	Graphic Biography of Zheng He
ACTIVITY 2- PRACTICE	Marco Polo Presentation and Guided Notes	Perspective of Ibn Battuta	Primary Source Reading
ACTIVITY 3- EXHIBIT	Introduction to THINKS Marco Polo + THINKS	Missing Perspectives	Zheng He Visual Portrayal
CONCLUSION	Exit Ticket: Triangle, Square, Circle	Exit Ticket: "Historygram"	Inquiry Journal- Compelling Question

Religion & Order: Topic Overview

	<u>LESSON 6 (120 MINS)</u>	<u>LESSON 7 (60 MINS)</u>	<u>LESSON 8 (120 MINS)</u>
SUPPORTING QUESTION	What factors influenced the development and expansion of the Mali and Songhai Empires?	How did religion influence life in the Ottoman Empire?	What political and cultural role did the Catholic Church play in the lives of Medieval Europeans?
STANDARD(S)	2.4, 2.5, 2.9, 2.10, 2.16	2.2, 2.3, 2.4, 2.5	2.4, 2.5, 2.9
FOCUS SKILL(S)	Contextualization Historical Significance	Contextualization Historical Significance	Contextualization Perspective
DO FIRST	Frayer: Islam Quickwrite	Frayer: Empire True or False	Frayer: Christianity Notice, Wonder, Think
ACTIVITY 1 - LAUNCH	Inquiry Journal for Topic 3: Religion & Order	What is Contextualization?	Mini Lecture + Note-Taking
ACTIVITY 2- PRACTICE	Mali and Songhai Empires Presentation and Guided Notes	What is the Context? - Religion and the Ottoman Empire	Primary & Secondary Source Analysis
ACTIVITY 3 - EXHIBIT	Source Analysis: Mali & Songhai Empires	Gallery Walk	The Cathedral Chronicle: A Medieval Newspaper
CONCLUSION	Exit Ticket: Mind Map	Contextualization Graphic Organizer	Exit Ticket: Triangle, Square, Circle

Religion & Order: Topic Overview – Continued

	<u>LESSON 9 (60 MINS)</u>	<u>LESSON 10 (90 MINS)</u>
SUPPORTING QUESTION	How did Chinese religions and philosophies influence governmental decisions in China?	How did the core beliefs and practices of the major world religions shape the political and social structures of Afro-Eurasia during the period 1300-1500?
STANDARD(S)	2.4, 2.5, 2.9	2.4, 2.5, 2.9
FOCUS SKILL(S)	Quantitative Analysis Comparison	Causation Comparison
DO FIRST	Frayer: Philosophy Quickwrite	Frayer: Religion Notice, Wonder, Think
ACTIVITY 1 - LAUNCH	Introduction to Formative Assessments Formative Assessment: World Religions- QUA	Topic Recap
ACTIVITY 2- PRACTICE	Guided Notes	World Religions Jigsaw
ACTIVITY 3- EXHIBIT	Primary Source Analysis	Inside/Outside Circle- Comparison Graphic Organizer
CONCLUSION	Exit Ticket - Write and Draw	Inquiry Journal - Topic 3 Compelling Question

Assessment Overview

	LESSON 11 (60 MINS)	<u>LESSON 12 (120 MINS)</u>
SUPPORTING QUESTION	Place-Based Lesson Extension <i>See page 11 for lesson options and view Best Practice Repository for additional information about implementation</i>	How did cross-cultural interactions through trade, exploration, and religion shape the development and connectedness of societies across Afro-Eurasia during the 14th and 15th centuries?
STANDARD(S)		2.1, 2.4. 2.5, 2.9
FOCUS SKILL(S)		Causation Evaluating Evidence
DO FIRST		Frayer: Connectedness Give One, Get One
ACTIVITY 1 - LAUNCH		Causation Graphic Organizer
ACTIVITY 2- PRACTICE		Structured Peer Discussion
ACTIVITY 3- EXHIBIT		N/A
CONCLUSION		Inquiry Journal - Essential Question



Place Based Lesson Extension

	LESSON 11 (60 MINS)
SUPPORTING QUESTION	
STANDARD(S)	
FOCUS SKILL(S)	
DO FIRST	
OPTION 1 - PODCAST	
OPTION 2 - SYNCHRONOUS PRESENTATION	
OPTION 3 - FIELD TRIP	
CONCLUSION	

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Unit Commentary:

Unit 1 provides significant opportunities for students to engage in the work of historians. While many skills are used throughout the lessons, the main one for teachers to reinforce is Causation as the unit culminates in an assessment using this skill.

Topic 1, while containing just two lessons, engages students in an examination of how trade routes brought the Afro-Eurasia region together. Highlighting several important centers of exchange, students will evaluate the positive effects of trade as well as its role in spreading disease.

In Topic 2, students will encounter three major explorers: Marco Polo, Ibn Battuta, and Zheng He. Students will engage in primary source analysis to evaluate both the perspectives of the explorers as well as perspectives of their voyages. Additionally, students will complete their first THINKS graphic organizer, which will be a common activity throughout the school year.

The largest of the three topics, Religion and Power is last in the unit. While looking across regions and religions and philosophies, students will compare how religions have impacted governance. Embedded within these lessons are objects from museums to illustrate how these religions and philosophies were impactful across societies.

The unit concludes with a Structured Peer Discussion Assessments. Students will make a claim about the most significant factor that fueled the expansion and connectedness of regions in this period. They will use a document set to support their claim with evidence and then engage in a classroom discussion. While classroom discussion can be challenging at the start of the year, engaging students in this way reinforces their ownership of the learning process, facilitates collective classroom dynamics, and demonstrates the actual ways that historians "*do history*."

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Suggested Readings and Helpful Resources:

For information on:

- [Trade Networks and the Black Death](#)
- [Networks and Exchange in the Islamic World](#)
- [West African Kingdoms](#)
- [China Under the Tang and Ming Dynasties](#)
- [The Rise of Mansa Musa and the Mali Empire](#)
- [Why Moroccan Scholar Ibn Battuta May Be the Greatest Explorer of all Time](#)
- [The Sudanic African Empires: Ghana / Mali / Songhay & The Swahili City States of East Africa](#)

Unit Pedagogical Resources:

- [The Educational Benefits of Storytelling](#)
- [7 Culturally Responsive Teaching Strategies and Instructional Practices](#)
- [How to Teach History in a Culturally Responsive Way](#)

Museum Component:

- Optional Field Trip: [The Smithsonian's National Museum of Asian Art](#)
 - Exhibit → Center of the World: China and the Silk Road