## Unit Title

**Unit 3: Land-Based Empires 1450 - 1750**

<table>
<thead>
<tr>
<th>MYP year</th>
<th>5</th>
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<tbody>
<tr>
<td>Unit duration (hrs)</td>
<td>12 Hours</td>
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</table>

### Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): What will students learn?

### GA DoE Standards

**SSWH9 Analyze change and continuity in the Renaissance and Reformation.**

- a. Explain the social, economic, and political changes that contributed to the rise of Florence.
- b. Identify artistic and scientific achievements of the Renaissance.
- c. Explain the main characteristics of humanism.
- d. Explain the importance of Gutenberg and the invention of the printing press.
- e. Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin.
- f. Describe the English Reformation, include: the role of Henry VIII and Elizabeth I.
- g. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.

**SSWH12 Describe the development and contributions of the Ottoman, Safavid, and Mughal empires.**

- a. Describe the development and geographical extent of the Ottoman, Safavid, and the Mughal Empires.
- b. Describe the cultural contributions of the Ottoman, Safavid, and Mughal Empires.

### College Board Learning Objectives:

**Unit 3 Learning Objective A** Explain how and why various land-based empires developed and expanded from 1450 to 1750.

**Unit 3: Learning Objective B** Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750.

**Unit 3: Learning Objective C** Explain continuity and change within the various belief systems during the period from 1450 to 1750.

**Unit 3: Learning Objective D** Compare the methods by which various empires increased their influence from 1450 to 1750.

**Unit 3: Learning Objective E** Explain the causes of the growth of networks of exchange after 1200.

**Unit 3: Learning Objective F** Explain the effects of the growth of networks of exchange after 1200.
Concepts/Skills to be Mastered by Students

Map and Globe Skills:
4. Compare and contrast the categories of natural, cultural, and political features found on maps
6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. Use a map to explain impact of geography on historical and current events
8. Draw conclusions and make generalizations based on information from maps

Information Processing Skills:
1. Compare similarities and differences
4. Distinguish between fact and opinion
5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. Identify and use primary and secondary sources
8. Identify social studies reference resources to use for a specific purpose
11. Draw conclusions and make generalizations
12. Analyze graphs and diagrams

Literacy Standards:

Writing Standards in Literacy
L9-10WHST2 A: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
L9-10WHST2 C: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts
L9-10WHST2 E: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

Reading Standards in Literacy
L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
L9-10RHSS2: Determine the central ideas of information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them
L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text
L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author’s claims
L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources

Published: Month, Year
Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.
<table>
<thead>
<tr>
<th>Key concept</th>
<th>Related concept(s)</th>
<th>Global context</th>
</tr>
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</table>
| **Systems** are sets of interacting or interdependent components. Systems provide structure and order in human, natural, and built environments. Systems can be static, dynamic, simple, or complex. | Conflict  
Governance  
Cooperation | **Personal and Cultural Expression** Students will explore the ways in which products, systems express ideas, culture, beliefs and values. |

**Statement of inquiry**

While change occurs over time, there is continuity to the basic structure of the society.

**Inquiry questions**

**Factual:**  
Compare the development and expansion of large land-based empires from 1450 to 1750 CE.  
What strategies did rulers use to legitimize and consolidate their power in land-based empires in this period? (include economic strategies and relationships between practitioners of belief systems).  
How can evidence of historical practices be interpreted and formulated effectively?

**Conceptual:**  
What elements remained continuous in Afro-Eurasian land based empires between 1450 - 1750?  
What elements underwent change among Afro-Eurasian land based empires between 1450 - 1750?

**Debatable:**  
How did the fact that some Afro-Eurasian empires remained primarily land based either handicap or enable their development between 1450 - 1750?
<table>
<thead>
<tr>
<th>MYP Objectives</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What specific MYP objectives will be addressed during this unit?</strong></td>
<td><strong>Relationship between summative assessment task(s) and statement of inquiry:</strong></td>
</tr>
<tr>
<td>Criterion A: Investigating</td>
<td><strong>Formative Assessment(s):</strong> Unit 3 Vocab Quiz</td>
</tr>
<tr>
<td>Criterion B: Investigating</td>
<td><strong>Summative Assessment(s):</strong> Devshirme DBQ, Unit 3 and 4 Exam (Pending end of Unit 4)</td>
</tr>
<tr>
<td>Criterion C: Communicating</td>
<td></td>
</tr>
<tr>
<td>Criterion D: Thinking Critically</td>
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</table>

**Criterion A:** Investigating  
**Criterion B:** Investigating  
**Criterion C:** Communicating  
**Criterion D:** Thinking Critically

**DBQ: Devshirme**  
Students apply DBQ skills to address a DBQ on the Ottoman bureaucratic strategy of *devshirme*, aiming for the Core Four points on the DBQ Rubric.

**Approaches to learning (ATL)**

**Category:** Communication  
**Cluster:** Communication Skills  
**Skill Indicator:** Write for different purposes

**Category:** Thinking  
**Cluster:** Creating Thinking Skills  
**Skill Indicator:** Use brainstorming and visual diagrams to generate new ideas and inquiry

**Learning Experiences**  
Add additional rows below as needed

<table>
<thead>
<tr>
<th>Objective or Content</th>
<th>Learning Experiences</th>
<th>Personalized Learning and Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze similarities and differences between “Gunpowder Empires” and assess change and continuity from empires during Global Tapestry unit</td>
<td>Gunpowder Empires Jigsaw and Body Biography Activity</td>
<td>To be determined by the World History AP Team</td>
</tr>
<tr>
<td>Analyze effectiveness of devshirme as a bureaucratic organization to strengthening the Ottoman Empire</td>
<td><strong>DBQ: Devshirme</strong></td>
<td>To be determined by the World History AP Team</td>
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**Content Resources**

**Required Vocabulary Terms** ATL 4, 5

**The Land-based Empires** ATL 2

Jigsaw Activity on 4 Land-Based Empires ATL 4
- The Ottoman Empire
- The Safavid Empire
- The Russian Empire
- The Mughal Empire
- Qing China
- Tokugawa Shogunate

Omani Video and Trade Network: The Omani Empire: [An Accidental Empire](#) (10:58) ATL 4

**Additional Supports**
- College Board World History Course and Exam Information
- AP Classroom (students create an account and have access to AP resources and tools)
- DoE World History Inspire Site
- World History Teacher Note
- Discovery Education Experience (searchable by subject- login required: student Google Email)

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