

Unit 1: The World in 1750

Unit Description

This is Unit 1 in the Modern Global History Curriculum. It covers 1750-present.

This unit is not meant to be a comprehensive overview of the world in 1750 – That would take many more lessons (and possibly its own course) to cover adequately. Instead, this unit is designed to present students with a basic overview of a few major civilizations in the year 1750.

More importantly, this unit is designed to introduce students to major skills and concepts they will encounter during the course:

- **Historical concept of power:** What does it mean, who has it, and how do historians learn about the power structures of societies (this is the overarching theme of the Unit and the Summative Assessment)
- **Source annotation skills:** Specifically, how to annotate a source for a research question
- **Source analysis skills:** Text and image analysis
- **Basic geography concepts:** Geographic features and how their impact on people/places/society
- **Classroom routines**
- **Basic historical writing skills:** Thesis statements with supporting evidence

Essential Questions

1	What major societies existed in the world in 1750?
2	How is power defined and expressed in societies around the world?

Learning Goals & Standards

	Learning Goal	CCLS Standard	Content Standard
1	I can analyze sources to understand the world in 1750.	<u>CCSS.ELA-LITERACY.RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	<u>The World in 1750 (10.1)</u> The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interaction of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks. (Standards 2, 3, 5)

2	I can cite specific evidence from primary and secondary sources to support my conclusions about power in a society.	<p><u>CCSS.ELA-LITERACY.RH.9-10.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.</p>	<p><u>The World in 1750 (10.1)</u> The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interaction of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks. (Standards 2, 3, 5)</p>
3	I can present information about power in a society.	<p><u>CCSS.ELA-LITERACY.SL.9-10.4</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.1</u> Write arguments focused on discipline-specific content.</p>	<p><u>The World in 1750 (10.1)</u> The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interaction of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks. (Standards 2, 3, 5)</p>

Unit Summative Assessment	
Type	DBQ Short Answer Assessment

Student Deliverables	DBQ Short Answer Assessment
Description	<p>Prompt: What does it mean to have power and how do historians determine who holds power in a society?</p> <p>Students complete this written assessment during one class period.</p> <p>Students respond to the prompt using three pieces of evidence from four sources AND two pieces of outside evidence.</p> <p>Each source is from one of the following societies:</p> <ul style="list-style-type: none"> • The Ottoman Empire • The Tokugawa Shogunate • The Mughal Empire • The Qing Dynasty

Other Assessments		
Type	Title	Description
Formative	Exit Tickets	Formative assessments administered at the end of most class periods to assess student accomplishment of the lesson aim.
Formative	Classwork	Specific classwork assignments throughout the unit are graded to check student understanding of class content.
Formative	Unit Assessment Progress Checks	Progress checks throughout the unit assessment work periods. These are intended to: a) identify struggling students who would benefit from small group instruction and b) keep students on track during the project

Unit at a Glance				
Day	Topic	Aim	Learning Activities	Assessment
1	Geographic Features	I can explain how geographic features impact people, places, and society.	<p>Do Now: Which geographic features do you think has the largest impact on people who live near it? (display definition and geographic features examples on slide)</p> <p>Mini Lesson: Geographic Features</p>	<p>Exit Ticket: Choose one geographic feature you looked at today. How does this geographic feature impact people who live near it?</p>

			<p>Group Activity: Geographic Features Stations</p> <p>Class Share Out</p>	
2	The Ottoman Empire	I can evaluate the tolerance of the Ottoman Empire towards its diverse population.	<p>Do Now: Is the US government tolerant? Explain.</p> <p>Key Terms</p> <p>Table Discussion: Challenges of Ruling over Diverse Populations</p> <p>Mini Lesson: The Ottoman Empire</p> <p>Source Analysis with Annotation Question: The Ottoman Empire</p> <p>Table Discussion: Compare annotations</p> <p>Class Share Out</p>	<p>Exit Ticket: Do you believe the Ottoman Empire was tolerant of its diverse population? Explain.</p>
3	The Tokugawa Shogunate	I can understand the power structure of the Tokugawa Shogunate.	<p>Do Now: Who has power in the United States of America? How do you know?</p> <p>Group Activity: Determine the social hierarchy of the Tokugawa Shogunate based on a description of each social class.</p> <p>Mini Lesson: Key Terms & The Tokugawa Shogunate</p> <p>Class Share Out</p>	<p>Exit Ticket: In your own words, define power and explain what it means to be powerful. How can you determine who holds the most power in a society?</p>
4	The Mughal Empire	I can draw conclusions about power in the Mughal Empire based on artwork.	<p>Do Now: What can you learn about this city based on the image?</p> <p>Mini Lesson: Key Terms & The Mughal Empire</p>	<p>Exit Ticket: Who held power in the Mughal Empire?</p>

			<p>Independent Work: Text Annotation Activity</p> <p>Group Discussion: Source Analysis (two paintings with a focus on power)</p> <p>Class Share Out</p>	
5	The Qing Dynasty	I can understand the power structure of the Qing Dynasty.	<p>Do Now: Which part of the United States government has the most power?</p> <p>Mini Lesson: Key Terms & The Qing Dynasty</p> <p>Independent Work: Text Annotation Activity</p> <p>Group Discussion: Jigsaw Activity & Power Discussion</p> <p>Class Share Out</p>	Exit Ticket: Who had the most power in the Qing Dynasty?
6	Unit Review	I can participate in a discussion with my peers about power and the world in 1750.	<p>Do Now: Define power in your own words.</p> <p>Group Discussion: Power and the World in 1750</p> <p>Review Q & A</p>	Summative Unit Assessment
7	Unit Assessment	I can use sources to present ideas about power in a written assessment.		Summative Unit Assessment