



Marietta City Schools
2023–2024 District Unit Planner

Individuals and Societies World History

Unit title	<i>Unit 3: Regional Empires & Trade</i>	MYP year	5	Unit duration (hrs)	<i>13.5 Hours (9 days)</i>
-------------------	---	-----------------	---	----------------------------	----------------------------

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

GA DoE Standards

Standards

Concepts/Skills to be Mastered by Students

SSWH4 Analyze impact of the Byzantine and Mongol empires.

- d. Explain the decline of Byzantium and the impact of the fall of Constantinople in 1453 CE/AD.
- e. Describe the impact of the Mongols on Russia, China, and the Middle East, include: the role of Chinggis (Genghis) Khan in developing the Mongol Empire.

SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD.

- a. Analyze the origins of Islam and the growth of the Islamic Empire.
- b. Understand the reasons for the split between Sunni and Shi'a Muslims.
- c. Assess the economic impact of Muslim trade routes to India, China, Europe and Africa.
- d. Identify the contributions of Islamic scholars in science, math, and geography
- e. Analyze the relationship between Judaism, Christianity, and Islam.

SSWH6 Describe the diverse characteristics of early African societies before 1500 CE/AD.

- a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.
- b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.
- c. Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.

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.

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
15. determine adequacy and/or relevancy of information

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 the impact of geography on historical and current event
8. draw conclusions and make generalizations based on information from maps.

SS Reading Standards 6-8:

L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.

SS Writing Standards 6-8:

L9-10WHST1: Write arguments focused on discipline-specific content

L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Key Terms:

Shi'a/Sunni Split; Relationship between Judaism, Christianity, & Islam; Decline of Sudanic kingdoms; Religious growth & development; Religious relationships; Religious syncretism; Contributions of Islamic empires; Development of Sudanic kingdoms; Development of Islamic empires; Important Islamic scholars; Important Africans; Swahili trading cities; Geographical extent of the Islamic empires; Impact of Muslim trade routes; Diffusion of Islam; Tran-Saharan trade networks & Swahili trading cities; Relationship between Judaism, Christianity, & Islam

Key concept	Related concept(s)	Global context
-------------	--------------------	----------------

Change is a conversion, transformation, or movement from one form, state, or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes, and consequences.	Growth Power Culture	Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.
Statement of Inquiry		
As societies expand, patterns and trends, along with diversity will cause change that can result in commonality, cooperation, and conflict.		
Inquiry questions		
<p>Factual What are the main beliefs of Islam? What are the contributions of Islamic scholars to science, math, and geography? What parts of the world did Islam spread to?</p> <p>Conceptual How are Christianity, Islam, and Judaism similar and different? How did patterns and trends along with diversity cause change in parts of Asia and Africa? How did Islamic civilization spread to encompass such an extensive empire?</p> <p>Debatable Did the spread of Islam lead to conflict or change? Why?</p>		
MYP Objectives	Assessment Tasks On Level Course	
<i>What specific MYP <u>objectives</u> will be</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>

<i>addressed during this unit?</i>		
<p>Criterion B: Investigating</p> <p>Criterion C: Communicating</p>	<p>Ottoman, Safavid, and Mughal Newspaper</p> <p>Students will create three newspaper articles using google slides on the gunpowder empires. Students will investigate these empires and communicate their understanding of the empires by writing on specific teacher topics and questions for each empire.</p>	<p><u>Formative Assessment(s):</u></p> <p>Unit 3 CFA seven multiple choice questions that assess content standards at DOK 1 and DOK 2 level</p> <p>Quick check on content and concepts</p> <p>Daily opening activities to check for understanding</p> <p>Small group discussions & feedback: participation in group discussion</p> <p><u>Summative Assessment(s):</u></p> <p>Unit 3 Summative: African Civilizations and the Rise of Islam</p> <p>Students take a 30 question multiple choice test to show understanding of content which ties to the statement of inquiry</p>
MYP Objectives	Assessment Tasks Honors Level Course	
<i>What specific MYP <u>objectives</u> will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
	<p>The Hajj of Mansa Musa</p> <p>Students will review and analyze documents and other resources to complete activities related to the pilgrimage of Mansa Musa to Mecca</p>	<p><u>Formative Assessment(s):</u></p> <p>Gunpowder Empires Newspaper</p> <p><u>Summative Assessment(s):</u></p> <p>Unit 3 Multiple Choice Summative</p>
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 On-Level Course

Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD. a. Analyze the origins of Islam and the growth of the Islamic Empire. b. Understand the reasons for the split between Sunni and Shi'a Muslims.	Spread Of Islam DBQ Students will read and/or analyze primary and secondary text and maps about the spread of the islamic empire to write on the following questions: How did Islamic civilization spread to encompass such an extensive empire?	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project
SSWH6 Describe the diverse characteristics of early African societies before 1500 CE/AD. a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca. b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.	Kingdoms of Africa Padlet Group Activity-Teacher will reate their own Padlet. Students will work in groups to research and present information about early African Kingdoms using the Padlet platform.	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Projects
SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD.	Islamic Achievements Activity SSWHd	Content scaffold learning Graphic Organizers Language Acquisition scaffolds

a. Analyze the origins of Islam and the growth of the Islamic Empire. d. Identify the contributions of Islamic scholars in science, math, and geography	Students will 1. pick two contributions and/or achievement from a list and write 2 summarizing sentences that include important facts about the selected contribution and/or achievement and 2. find an image online that represents the contribution/achievement	Chunking text SWD/504- Accommodations provided ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Projects
--	---	--

<u>Learning Experiences Honors Course</u> Add additional rows below as needed		
---	--	--

Objective or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.
	The Mongols Students will use the information in the presentation to analyze documents related to the Mongol Empire to complete the PIECES graphic organizer and answer discussion questions.	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text SWD/504- Accommodations provided ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Projects

Content Resources

On-Level Course

This unit has a Museum Box that includes artifacts and documents for SSWH 5e. Complete the [Museum Box Request form](#) to reserve the Museum Box.

[GADOE Teacher Notes](#)

SSWH5, SSWH6

[GADOE Teacher Notes](#)

SSWH12

[Islamic Empire Map Q&A](#)

SSWH5a

Students will interpret a map of North Africa and southwest Asia to understand the geographical expansion of the Islamic empire.

[Islam Scaffold Vocabulary \(Spanish and English\)](#)

SSWH5a

Students will complete a graphic organizer with identified content vocabulary words for the unit.

[Islam Scaffold Reading \(Spanish and English\)](#)

SSWH5a

Students will answer questions about the tenets of Islam based on the reading.

[10 similarities and differences of Shia and Sunni muslims](#)

SSWH5b

Students will use information from the video to compare and contrast the two muslim groups.

[Mansa Musa Reading](#)

SSWH6ab

Students will answer questions by underline or highlighting where in the reading the information to answer is located and use the highlighted text to answer the question.

[African Kingdoms Reading Activity](#)

SSWH6

Students will read primary and secondary and examine maps to answer multiple choice and open ended questions on Mansa Musa and the kingdoms of Mali, Ghana and Songhai.

[African Kingdoms Scaffold Reading Activity \(Spanish and English\)](#)

SSWH6

Students will read text to answer multiple-choice questions on the kingdoms of Mali, Ghana and Songhai.

Additional Supports:

[DoE World History Inspire Site](#)

[World History Teacher Notes](#)

[Discovery Education Experience](#) (searchable by subject- login required: student Google Email)