

Unit 9: The Early Modern Era in Africa and Asia

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| Unit #: | APSDO-00022362 | Duration: | 3.0 Week(s) | Date(s): | |
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Grades:
9

Subjects:
Social Studies

Unit Focus

In this unit, students will analyze the history and culture of African kingdoms, Southeast Asian kingdoms, Japan, and China up to 1850. The goal of this unit is to not only explore these unique cultures, but also to identify the factors that caused these states to become subject to European imperialism. Assessments will include standard quizzes and tests along with source analysis. In addition to the world history textbook, primary instructional materials for this unit will include primary and secondary textual and visual sources.

Stage 1: Desired Results - Key Understandings

| Established Goals | Transfer | |
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| <p>Common Core <i>History/Social Studies: 9</i></p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. <i>CCSS.ELA-LITERACY.RH.9-10.4</i> • Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. <i>CCSS.ELA-LITERACY.RH.9-10.6</i> | <p>T1 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions. T2 (T6) Evaluate how individuals and groups influence or change society. T3 (T7) Actively engage in a problem or idea that is meaningful to self and society.</p> | |
| | Meaning | |
| | Understandings | Essential Questions |
| | <p>U1 (U300) Economic systems provide for the production and distribution of resources in ways that benefit some and harm others. U2 (U400) The natural resources and location significantly affect the lives and opportunities of its inhabitants. U3 (U402) Movement of population depends upon availability of resources and perception</p> | <p>Q1 (Q400) How are people affected by their environment? Q2 (Q402) Why do people move? Q3</p> <p>To what extent does the control of resources impact society?</p> |

Connecticut Goals and Standards

Social Studies : 9

- Analyze how historical contexts shaped and continue to shape people’s perspectives. *HIST.9–12.5*
- Analyze the impact of constitutions, laws, treaties and international agreements on the maintenance of national and international order. *CIV.9–12.3*
- Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies and cultural practices have influenced migration patterns and the distribution of human population. *GEO.9–12.7*
- Analyze the role of comparative advantage in international trade of goods and services. *ECO.9–12.8*
- Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. *INQ.9–12.10*
- Evaluate social and political systems in different contexts, times and places that promote civic virtues and enact democratic principles. *CIV.9–12.10*
- Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use and settlement patterns. *GEO.9–12.9*
- Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context and corroborative value of the sources to guide the selection. *INQ.9–12.6*
- Use maps, satellite images, photographs and other representations to explain

of security.
U4 (U600) Groups, cultures, societies and nations are influenced by the actions, ideas and goods of others.
U5
 Religious beliefs influence cultural practices and human behavior.

Q4

To what extent does the movement of goods and people influence culture?

Acquisition of Knowledge and Skill

Knowledge

Skills

K1

The African Kingdoms of Ghana and Mali were located on the western coast of Africa with access to the Atlantic Ocean

S1

Analyze in detail a series of events to determine a pattern

K2

Sub-Saharan Empires included the Bantu

S2

Determine central ideas or information of a primary or secondary source

K3

Tribal social structure included enslavement of indigenous peoples

S3

Cite specific textual evidence from primary and secondary sources to support analysis

K4

Tribal rivalries (those between kin-groups) created changes in political structure

S4

Make a claim and support conclusions with reasons and text evidence

K5

The natural resources of the Western Sub-Saharan kingdoms contributed to the economic system of the Triangle/Atlantic Trade

S5

Read and interpret maps, graphs and charts to establish or determine a relationship/pattern

K6

The introduction of Christianity and Islam impacted inherited cultural traditions

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| <p>relationships between the locations of places and regions and their political, cultural and economic dynamics. <i>GEO.9-12.2</i></p> | <p>K7 Ming rulers solidified China, brought back traditional Chinese practices and accomplished other architectural goals.</p> <p>K8 Chinese merchants maintained businesses along the well-established Afro-Eurasian trade routes.</p> <p>K9 The Tokugawa family won a long civil war in Japan and took control as shoguns.</p> | |
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