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# Weaving the Threads of the Global Tapestry

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**Unit:** Weaving the Threads of the Global Tapestry

**Course:** AP World History Modern (based on course description, effective Fall 2019)

**Authors:** Melendy Jacobie & Gretchen Wickes

Stage 1 – Desired Results		
<p style="text-align: center;"><b>Established Goals (Key Concepts)</b></p> <p><b>EAST ASIA</b> KC-3.2.I.A Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.</p> <p>KC-3.1.III.D.i Chinese cultural traditions continued, and they influenced neighboring regions.</p> <p>KC-3.1.III.D.ii: Buddhism and its core beliefs continued to shape societies in Asia and included a variety of branches, schools, and practices.</p> <p>KC-3.3.III.A.i The economy of Song China became increasingly commercialized while continuing to depend on free peasant and artisanal labor.</p> <p>KC-3.1.I.D The economy of Song China flourished as a result of increased productive capacity, expanding trade networks, and innovations in agriculture and manufacturing.</p> <p><b>DAR AL-ISLAM</b> KC-3.1.III.D.iii Islam, Judaism, Christianity, and the core beliefs and practices of these religions continued to shape societies in Africa and Asia.</p> <p>KC-3.2.I As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity.</p> <p>KC-3.1.III.A Muslim rule continued to expand to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants, missionaries, and Sufis.</p> <p>KC-3.2.II.A.i Muslim states and empires encouraged significant intellectual innovations and transfers.</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Locate pertinent information from varied sources (print, on-line; primary, secondary).</li> <li>2. Critically evaluate sources and information (e.g., for accuracy, completeness, timeliness, lack of bias, properly referenced).</li> <li>3. Work effectively with, and learn from, others in a variety of situations, in school and beyond.</li> <li>4. Effectively communicate and present their knowledge.</li> </ol>	
	<b>Meaning</b>	
	<p style="text-align: center;"><b>Understandings (Thematic Focus)</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.</li> <li>- The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.</li> <li>- As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.</li> <li>- Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.</li> <li>- The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.</li> </ul>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>What did the world look like in 1450? How did it become that way?</p> <p>Why did the College Board select 1450 as the start date for this course? What would be a better start date for a Modern World History course?</p> <p>What constitutes a turning point in history?</p> <p>What is context and why is it important for understanding events in the past as well as how the past impacts the present?</p>
<b>Acquisition</b>		
<p style="text-align: center;"><b>Knowledge (Learning Objectives)</b></p> <p><i>Students will know...</i></p> <p><b>ECONOMIC SYSTEMS</b></p> <ul style="list-style-type: none"> <li>- Explain the effects of innovation on the Chinese economy over time.</li> </ul>	<p style="text-align: center;"><b>Historical Thinking Skills &amp; Reasoning Practices</b></p> <p><i>Students will be able to...</i></p> <p><b>DEVELOPMENTS AND PROCESSES</b></p> <p>Identify and explain a historical concept, development, or process.</p>	

<p><b>SOUTH &amp; SOUTHEAST ASIA</b> KC-3.1.III.D.iv Hinduism, Islam, and Buddhism, and their core beliefs and practices, continued to shape societies in South and Southeast Asia.</p> <p>KC-3.2.I.B.i State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia.</p> <p><b>THE AMERICAS</b> KC-3.2.I.D.i In the Americas, as in Afro-Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.</p> <p><b>AFRICA</b> KC-3.2.I.D.ii In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity and expanded in scope and reach.</p> <p><b>EUROPE</b> KC-3.1.III.D.v Christianity, Judaism, Islam, and the core beliefs and practices of these religions continued to shape societies in Europe.</p> <p>KC-3.2.I.B.ii Europe was politically fragmented and characterized by decentralized monarchies, feudalism, and the manorial system.</p> <p>KC-3.3.III.C Europe was largely an agricultural society dependent on free and coerced labor, including serfdom.</p>	<p><b>TECHNOLOGY &amp; INNOVATION</b> - Explain the effects of intellectual innovation in Dar al-Islam.</p> <p><b>SOCIAL INTERACTIONS</b> - Explain the effects of agriculture on social organization in Europe from c. 1200 to c. 1450.</p> <p><b>GOVERNANCE</b> - Explain the systems of government employed by Chinese dynasties and how they developed over time. - Explain the causes and effects of the rise of Islamic states over time. - Explain how and why various states of South and Southeast Asia, the Americas, and Africa developed and changed over time. - Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450. - Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450.</p> <p><b>CULTURAL DEVELOPMENTS</b> - Explain the effects of Chinese cultural traditions on East Asia over time. - Explain how systems of belief and their practices affected society in the period from c. 1200 to c. 1450. - Explain how the various belief systems and practices of South and Southeast Asia affected society over time. - Explain how the beliefs and practices of the predominant religions in Europe affected European society.</p>	<p><b>CONTEXTUALIZATION</b> Identify and describe a historical context for a specific historical development or process.</p> <p>Explain how a specific historical development or process is situated within a broader historical context.</p> <p><b>MAKING CONNECTIONS</b> Analyze patterns and connections between and among historical developments and processes.</p> <p><b>ARGUMENTATION</b> Make a historically defensible claim.</p> <p><b>COMPARISON</b> Describe similarities and/or differences between historical developments or processes.</p>
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### Stage 2 - Evidence

CODE (AMT)	Evaluative Criteria (for rubric)	
AMT	<p style="text-align: center;"><a href="#">Performance Task Rubric</a></p> <p>Checkpoint 1: Answer all questions in at least 3 complete sentences. All answers must be completely in your own words.</p>	<p><b>Performance Task(s)</b> <i>Students will demonstrate acquisition, meaning-making and transfer by creating a global tapestry. In groups of 3-4, students will create sections of a "tapestry" that illustrates what the world looked like in 1450. Each group will create a poster that represents a cross-section of life within a specific region during this time period. Each of the following elements should be thoroughly described and explained to include the information below:</i></p>
T	<p>Checkpoint 2: Create a bibliography of at least 3 sources in APA citation format.</p>	<p><u>Social Interactions (S)</u> How were the societies in your region organized? What rules, norms, and customs determined interactions between groups and individuals in this region?</p>
M	<p>Checkpoint 3: Create visual(s) that will help explain your answers.</p>	<p><u>Politics &amp; Governance (P)</u> How did your region's governments rise, expand, and/or fall? How did your region's governments maintain order and exercise power?</p>

	<p><u>Accountability for Group Members</u> Groups of 3:</p> <ol style="list-style-type: none"> <li>1. S - answers with citations, P - answers with citations, one visual for S/P</li> <li>2. I - answers with citations, C - answers with citations, one visual for I/C</li> <li>3. E - answers with citations, T - answers with citations, one visual for E/T</li> </ol> <p>Groups of 4:</p> <ol style="list-style-type: none"> <li>1. S - answers, citation, visual E - answers, citation</li> <li>2. P - answers, citation, visual E - visual</li> <li>3. I - answers, citation, visual T - answers, citation</li> <li>4. C - answers, citation, visual T - visual</li> </ol>	<p><u>Interactions with the Environment (I)</u> How were the societies in your region shaped by the geography, natural resources, and the environment of this region? How did the societies in your region manipulate the environment to meet their needs?</p> <p><u>Cultural Developments (C)</u> What ideas and beliefs shaped the societies in your region? How did their beliefs affect the way the society saw themselves and others (foreigners)? Did they acquire beliefs from others or spread theirs to others?</p> <p><u>Economic Systems (E)</u> How did the societies in your region produce and exchange goods and services? How did this production and exchange affect the society?</p> <p><u>Technology and Innovation (T)</u> What innovations did the societies in your region create or advance? What were the consequences of these innovations on them and others?</p> <table border="1" data-bbox="641 661 1521 1323"> <thead> <tr> <th>REGIONS</th> <th>NAMES OF SOCIETIES IN REGION IN 1450</th> </tr> </thead> <tbody> <tr> <td>East Asia</td> <td>Song China, Korea, Japan</td> </tr> <tr> <td>Middle East</td> <td>Abbasid, Seljuk, Mamluk</td> </tr> <tr> <td>South Asia</td> <td>Delhi, Vijayanagara, Rajput, Sinhala</td> </tr> <tr> <td>Southeast Asia</td> <td>Srivijaya, Khmer, Majapahit, Sukhothai</td> </tr> <tr> <td>West Africa</td> <td>Mali, Hausa</td> </tr> <tr> <td>Southern &amp; East Africa</td> <td>Ethiopia, Great Zimbabwe, Swahili</td> </tr> <tr> <td>The Americas</td> <td>Maya, Mexica, Inca, Chaco, Mesa Verde, Cahokia</td> </tr> <tr> <td>Europe</td> <td>Feudal States, al-Andalus</td> </tr> </tbody> </table> <p>-----</p> <p><b>Other Evidence (formative)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Early Civilizations Stations Questions</li> <li><input type="checkbox"/> Belief Systems Worksheet</li> <li><input type="checkbox"/> Checkpoint 1: Answers</li> <li><input type="checkbox"/> Checkpoint 2: Bibliography</li> <li><input type="checkbox"/> Checkpoint 3: Visuals</li> <li><input type="checkbox"/> Global Tapestry (SPICE-T) Chart</li> </ul>	REGIONS	NAMES OF SOCIETIES IN REGION IN 1450	East Asia	Song China, Korea, Japan	Middle East	Abbasid, Seljuk, Mamluk	South Asia	Delhi, Vijayanagara, Rajput, Sinhala	Southeast Asia	Srivijaya, Khmer, Majapahit, Sukhothai	West Africa	Mali, Hausa	Southern & East Africa	Ethiopia, Great Zimbabwe, Swahili	The Americas	Maya, Mexica, Inca, Chaco, Mesa Verde, Cahokia	Europe	Feudal States, al-Andalus
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**Stage 3 – Learning Plan**

<b>CODE</b> (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i> <a href="#">Mapping &amp; Vocabulary</a>	
A	<b>Learning Activities</b> Lesson 1 <a href="#">Human migration → Neolithic Revolution → Civilization</a>	Progress Monitoring (e.g., formative data)

A	<u><a href="#">Lesson 2</a></u> <u><a href="#">Civilizations Stations</a></u>	<input type="checkbox"/> <u><a href="#">Early Civs Stations Questions</a></u>
A	<u><a href="#">Lesson 3</a></u> Belief Systems: Confucianism, Hinduism, Buddhism, Judaism, Christianity & Islam	<input type="checkbox"/> <u><a href="#">Belief Systems Chart</a></u>
AMT	Introduce <u><a href="#">Global Tapestry project</a></u> - Give rubric and information on appropriate sources and citations	
AMT	Students research - Checkpoint conferences - Are the research groups on track? What are they missing?	
AMT	Presentations - Students complete <u><a href="#">Global Tapestry SPICE-T Chart</a></u> while watching presentations.	

All unit resources can be found in this [Google Folder](#).

We would like to thank the members of the AP World History Teachers Facebook group for their wealth of knowledge and willingness to share it freely, specifically Steve Virgone, Rachel Hendrickson, Jonathan Henderson and Benjamin Freeman.