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# Innovative Empires

Marisa C. Cavin

*American School of Bangkok*, [marisa.cavin@gmail.com](mailto:marisa.cavin@gmail.com)

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## Understanding by Design (UbD) Unit Planner

<u>Unit Title</u> <b>Innovative Empires</b>	<u>Created by</u> Marisa Cavin	<u>Course</u> MYP Integrated Humanities Year 2	<u>Timeframe</u> 7 weeks
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### Stage 1- Desired Results

<p><b>Statement of Inquiry:</b> Empires rose in certain places where plenty of resources supported innovation.</p> <p><b>Key Concept:</b> Time, Place and Space</p> <p><b>Related Concepts:</b> Innovation and revolution, resources</p> <p><b>Global Contexts:</b> Scientific and technical innovation</p> <p style="text-align: center;"><b>Global Context Exploration:</b> Modernization, consequences and responsibility</p> <p><b>Establish Goals</b> <u>Summatively Assessed:</u> Ai. Use a range of terminology in context Aii. demonstrate knowledge</p>	<b>Transfer</b>	
	<p><b><i>Students will be able to independently use their learning to....</i></b></p> <p>Critically analyze and summarize sources of information by developing a research journal to evaluate the significance of resources and innovation on societies across different times and places.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <b><i>Students will understand that...</i></b></p> <p>Comparing the specific causes and effects of the rise of different empires can help us better understand the concept of empires.</p> <p>Comparing the specific causes and effects of the rise of different empires can help us better understand the impact of resources and innovation across different times and locations.</p> <p>Physical Environment contributes to the development of distinct cultures.</p> <p>The interaction between people and the environment and understand how people both shape and are shaped by the environment that they live in.</p>	<p><b>Essential Questions</b> <b><i>Students will keep considering...</i></b></p> <p><i>(factual)</i> What does 'innovate' mean? What are different consequences of innovations?</p> <p><i>(conceptual)</i> How can location and time period lead to innovation? How can innovations lead to opportunity? How can a new technology change the balance of power within a society or between societies? How does adoption of a new technology often lead to other new technologies? How have human events influenced, and have been influenced by physical and human geographic conditions in local, regional, national, and global settings? How are people shaped by, and how do they shape their environments?</p> <p><i>(debatable)</i> Which innovation had the most impact?</p>
	<b>Acquisition</b>	

and understanding of subject-specific content and concepts, through descriptions, explanations and examples.  
Bii. formulate and follow an action plan to investigate a research question  
Biii. use methods to collect and record relevant information  
Ciii. create a reference list and cite sources of information  
Dii. summarize information to make valid, well-supported arguments

*Learner Profile Attributes of Focus:*  
Inquirer

***Students will know...***

- How social, cultural, political and economic factors shape and are shaped by the physical environment.
- How the physical environment contributes to the development of distinct cultures.
- Ways in which tools and techniques make certain tasks easier.
- Instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.
- For each empire, students will need to address the following categories of history using PERSIA (political, economic, religious, social, intellectual, artistic) as a guide: the geography and resources, brief history of the rise and fall of the empire, major innovations and their impact/effect, and subject-specific terminology. These may include any or all of the following terms:

Chronology, Timeline, (A.D., B.C., B.C.E, C.E.), power vacuum,

**Rome:** bridges, tunnels, aqueducts, Mediterranean, Aqua Appia, fountains, latrines, public baths, mills, concrete, voussoirs, roadways, trade, viaducts, pantheon, underwater concrete, cisterns, mining technology, ballista, republic, empire, patrician, plebian, drains, sewers, pax romana, senator, citizen, pater familias, education, pantheon, emperor-worship, Hellenistic, Colosseum, Latin, newspaper, welfare, bound books, highways, arches, julian calendar, twelve tables, corpus juris civilis, sanitation, air conditioning, surgical tools, postal service, corvus, urban planning, seige warfare

**Han:** Confucianism, Han Gaozu, state ideology, moral

***Students will be skilled at...***

(AtL = Approaches to Learning; specific MYP skills)

Communication AtL:

Read critically and for comprehension  
Make inferences and draw conclusions

Self-Management AtL:

Plan short and long-term assignments; meet deadlines  
Bring necessary equipment and supplies to class  
Keep to class schedules and assignment deadlines

Research AtL:

Make connections between various sources of information  
Create references and citations, use footnotes / endnotes and construct a bibliography according to recognized conventions

Thinking AtL:

Gather and organize relevant information to formulate an argument

virtue, cultural conversion, identity, central state, Liu Bang, Emperor Wu, Silk Road, Taoism, irrigation, iron tools, metallurgy, textile industry, looms, hydraulics, commerce, porcelain, Empress Lu Zhi, university, silver, bronze, gold, jade, silk, pottery, paper, dictionary, scribe, law, philosophy, Legalism

**Persia:** Cyrus the Great, Iran, Iron Age, Achaemenid Empire, Alexander the Great, Media, Lydia, Babylon, Mesopotamia, roadways, postal service, metalwork, weaving, architecture, artisan, Persepolis, Zoroastrianism, Zoroaster, tolerance, Pax Persica, medicine, taxation, satrap, Aramaic, battery, sulfuric acid, alphabet, human rights, qanat (water supply system), monotheism

**Inca:** Ecuador, Chile, Argentina, Peru, Pacific coast, Andean highlands, centralized state, Viracocha Inca, Cuzco, Lake Titicaca, Pachacuti, irrigation, forced resettlement, agricultural terrace, Quechua (Quipu), self-sufficient farmers, roadways, pantheon, divination, animal sacrifice, tribute system, smallpox, Atahualpa, Francisco Pizarro, Machu Picchu, permanent conquest, labor tax, public works, stratified society, aristocratic bureaucracy, staple agriculture, suspension bridges, animism, INTi, idolatry,

## Stage 2- Evidence

Code	Criteria	
T, M	(see established goals for specific criteria)	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they understand by evidence of...</i>  <a href="#">Empires Report Card - Summative Task</a>  <b>Goal:</b> For students to present their evaluation of the significance of resources and innovation on societies across different times and places.  <b>Role:</b> Research Historian</p>

	<p>Ai. Aii. Dii.</p>	<p><b>Audience:</b> The Research Forum, hosted by the International Committee of Historical Sciences; Historians, researchers, from around the world</p> <p><b>Situation:</b> The <a href="#">International Committee of Historical Sciences</a> is holding the XXII International Congress of Historical Sciences in Poznan, Poland in 2020. For the first time, they will hold a Research Forum, which invites all researchers to “share their ongoing or planned projects. By taking part in the Research Forum, you will be able to inform both scholars of established reputation and beginner researchers about your activity. The Research Forum will thus create the possibility of establishing cooperation between researchers, PhD students, and institutions supporting research.” Your secondary school has decided to contribute to this forum and send the best researchers and their project to this International Congress event next year.</p> <p><b>Purpose:</b> Students will choose one of the four empires they’ve been learning about throughout the unit and create a “Report Card” that identifies and evaluates the significance of different resources and innovations on the Empire’s society. Students can choose from a variety of formats in which to present their findings, keeping in mind the presentation of their work needs to be appropriate for an academic audience, and either a written piece of work no longer than A4 double-sided, or under a short time limit of 5 minutes maximum.</p> <hr/> <p><b>OTHER EVIDENCE:</b> <b><i>Students will show they have achieved Stage 1 goals by...</i></b></p>
T, M, A	<p>Bii. Biii. Ciii.</p>	<p>A. Research Journal - Summative Task</p> <ul style="list-style-type: none"> <li>- In this document, students will be collecting and recording their findings on the four different empires in the unit of study. For each empire, students will need to address the following categories of history using PERSIA (political, economic, religious, social, intellectual, artistic) as a guide: the geography and resources, brief history of the rise and fall of the empire, major innovations and their impact/effect, and subject-specific terminology. They will create and follow an action plan to keep up with their assignments. They will also create citations for all sources. This will be reviewed once a week by the teacher to ensure complete and thorough work.</li> </ul>
A	<p>Ai Aii</p>	<p>B. Terminology Quiz - Formative</p> <ul style="list-style-type: none"> <li>- Students will keep a glossary of significant words throughout the four empires of study, and quiz each other once a week on significant terms. They will also use this list to incorporate terms and examples into their research journal and final Empire Report Card Summative task.</li> </ul>
M	<p>Dii</p>	<p>C. Compare Empires - Formative</p> <ul style="list-style-type: none"> <li>- Students will compare two of the four empires by analyzing their rise and fall, the resources needed in each empire for success and expansion, and determine the most significant innovation(s) and create an argument for its significance.</li> </ul>
A	<p>Ciii</p>	<p>D. How-to Cite Quiz - Formative</p> <ul style="list-style-type: none"> <li>- Students will practice how to create citations and in-text citation practice prior to this quiz. They will also use this quiz to help fix their own works cited lists in their research journal summative task.</li> </ul>

## Stage 3- Learning Plan

Code	Learning Events	Progress Monitoring
	<b><i>Student success at transfer, meaning, and acquisition depends upon...</i></b>	
	Week 1	
A	- Prior Knowledge Quiz on Empires	- Quiz
M	- Unit Overview Introduction (breakdown the Statement of Inquiry, develop inquiry questions from what they think the unit is about, identify “good” v. “bad” research questions, introduce the “official” inquiry questions)	- Question writing allows the teacher to see who will need more support in Part 1 of the research journal
	- Introduce the Summative Task (GRASP only)	- Quizlet creation allows the teacher to identify who will need more technical support in the on-going project (and identify 1-to-1 device support).
	- How to set up a Research Journal, create action plan, create class guiding questions based on unit overview	- Teacher can also appoint 2 students as “tech support” based on ease of use and collaboration skills
A	- Read and watch sources, pull out significant and relevant information, summarize and paraphrase into jot notes, list sources used	
	- Create On-going Glossary Quizlet (students add to this at the end of each week by reviewing new or important content-specific terms)	
A, M	Week 2 - Rome	
	- Use teacher-approved sources (see below) to collect and record relevant information into their research journal	
	- Answer specific guiding questions independently with teacher check-in	
A, M	Week 3 - Han	
	- Use teacher-approved sources to collect and record relevant information into their research journal	
A, M	- Answer specific guiding questions independently with teacher check-in	
	Week 4 - Compare	
A, M	- Students will complete two formative this week to check for understanding and prepare for the Summative task criteria: Citations Quiz and Compare Empires Formative.	- Students who finish their comparison early, will find another peer to make a Comparison Poster for the classroom display.
	- Librarian makes a visit for the “How-to-Cite” lesson & quiz	- Teacher will complete 1-on-1 check-in’s with students on their Research Journals
	Week 5 - Persia	
A, M	- Use teacher-approved sources to collect and record relevant information into their research journal	
	- Answer specific guiding questions independently with teacher check-in	

T	<p>Week 6 - Inca</p> <ul style="list-style-type: none"> <li>- Use teacher-approved sources to collect and record relevant information into their research journal</li> <li>- Answer specific guiding questions independently with teacher check-in</li> </ul>	
M, T	<p>Week 7 - Research Journal Due &amp; Summative Task Work</p> <ul style="list-style-type: none"> <li>- RJ due at the start of this first class.</li> <li>- Terminology Quiz</li> <li>- Students are reminded of the Summative Task, and critically look at the rubric</li> <li>- Students choose and begin reorganizing their data to correspond with their chosen empire. They put their information into a specific format of their choice. They must present their piece next class.</li> </ul>	<ul style="list-style-type: none"> <li>- 3-2-1 clarifying questions on their summative task sheets</li> <li>- Students will self and peer assess their RJ and Empire Report Cards based on the criteria and task-specific clarification prior to turning in their work.</li> </ul>
	<p>Week 8</p> <ul style="list-style-type: none"> <li>- Unit Reflection</li> <li>- Take time to answer the Reflection Questions at the bottom of their Research Journal AND/OR the unit inquiry questions in a creative way (not an essay).</li> </ul>	<ul style="list-style-type: none"> <li>- Students get a third chance to demonstrate meaning by re-answering inquiry questions</li> </ul>

## Resources / Materials:

### General Unit Resources:

<https://ichs2020poznan.pl/en/>

Research Journal

Rome and Han Comparison Resource: [https://en.wikiversity.org/wiki/Comparison\\_between\\_Roman\\_and\\_Han\\_Empires](https://en.wikiversity.org/wiki/Comparison_between_Roman_and_Han_Empires)

### Rome Student Resources:

<https://www.britannica.com/place/Roman-Empire>

[https://www.ancient.eu/Roman\\_Engineering/](https://www.ancient.eu/Roman_Engineering/)

<https://www.timemaps.com/civilizations/ancient-rome/>

<https://www.history.com/news/10-innovations-that-built-ancient-rome>

<https://interestingengineering.com/19-greatest-inventions-of-the-roman-empire-that-helped-shape-the-modern-world>

<https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199935390.001.0001/oxfordhb-9780199935390-e-85>

Khan Academy

<https://www.khanacademy.org/humanities/world-history/ancient-medieval/classical-states-and-empires/v/comparison-rise-of-empires>  
<https://www.khanacademy.org/humanities/world-history/ancient-medieval/roman-empire/v/overview-of-the-roman-empire>  
<https://www.khanacademy.org/humanities/world-history/ancient-medieval/roman-empire-survey/v/emperors-of-pax-romana>  
<https://www.khanacademy.org/humanities/world-history/ancient-medieval/roman-empire-survey/v/fall-of-the-roman-empire>

**Han Student Resources:**

<https://www.britannica.com/place/China>  
<https://www.ancient.eu/article/1119/achievements-of-the-han-dynasty/>  
<https://www.history.com/topics/ancient-china/han-dynasty>  
<http://www.ushistory.org/civ/9c.asp>  
<https://www.travelchinaguide.com/intro/history/han/western.htm>

**Khan Academy**

<https://www.khanacademy.org/humanities/world-history/ancient-medieval/classical-states-and-empires/v/comparison-rise-of-empires>  
<https://www.khanacademy.org/humanities/world-history/ancient-medieval/classical-states-and-empires/a/rise-and-fall-of-empires>

**Persia Student Resources:**

<https://www.history.com/topics/ancient-middle-east/persian-empire>  
[https://www.periclespress.net/Persia\\_Darius.html](https://www.periclespress.net/Persia_Darius.html)  
<http://persianempires.com/persian-empire-inventions-and-contributions.html>  
<https://www.ancienthistorylists.com/mesopotamia-history/top-10-inventions-of-persian-civilizations/>  
<http://www.ushistory.org/civ/4e.asp>

**Khan Academy**

<https://www.khanacademy.org/humanities/world-history/ancient-medieval/classical-states-and-empires/v/comparison-rise-of-empires>  
<https://www.khanacademy.org/humanities/world-history/ancient-medieval/classical-states-and-empires/a/rise-and-fall-of-empires>  
<https://www.khanacademy.org/humanities/world-history/ancient-medieval/ancient-persia/a/the-rise-of-persia>  
<https://www.khanacademy.org/humanities/world-history/ancient-medieval/ancient-persia/v/overview-of-ancient-persia>

**Inca Student Resources:**

[https://www.ancient.eu/Inca\\_Civilization/](https://www.ancient.eu/Inca_Civilization/)  
<https://www.khanacademy.org/humanities/world-history/medieval-times/maya-aztec-and-inca/v/inca-empire-overview>  
<https://www.pbs.org/wgbh/nova/article/inca-empire/>  
<https://www.britannica.com/topic/Inca>  
<https://www.history.com/topics/south-america/inca>

Mission Bay High School UbD Unit Planner is from Wiggins, Grant and McTighe, Jay. *Understanding by Design Guide to Creating High-Quality Units*. Alexandria, VA: Association for Supervision and Curriculum Development. 2011.