

HPISD CURRICULUM
(SOCIAL STUDIES, AP WORLD HISTORY)

EST. NUMBER OF DAYS: 25 DAYS __

UNIT NAME	UNIT 4: CONNECTING HEMISPHERES 1450-1750
<p>Unit Overview</p>	<p>This unit examines the major developments that led to the emergence of modern Europe and an age of global conquest, interdependence, and exchange. Classical and Christian ideals shaped the Renaissance as the Protestant Reformation shattered the religious unity of Europe as Christianity continued to spread to new lands. Absolute monarchs forged modern nation-states with strong central governments while the struggle between monarchs and Parliament in England became an important step in the development of modern democracy. A scientific revolution enabled explorers to travel the world in search of trade and riches, spreading cultural beliefs that were often accomplished by conquest and destruction of native cultures, while economic developments and changes affected all social classes.</p>
<p>Generalizations/Enduring Understandings</p>	<p>Interactions with the Environment Migrations primarily occur as a result of economic, religious, or political factors and often lead to a “two-way” exchange of culture.</p> <p>Epidemic diseases are often spread along major trade routes and are a significant factor leading to societal decline.</p> <p>Technology frequently is used or developed to improve transportation or manufacturing and often is the result of cross-cultural interactions.</p> <p>Cultural Interactions World religions have spread and gained converts primarily as a result of increased trade, migrations, or societal upheaval.</p> <p>The diffusion of religions away from their “homeland” results in versions of the religion that often incorporate some new rituals or ceremonies.</p> <p>Scientific advance is often a result of cross-cultural interactions between two societies.</p> <p>State Formation Over time political structures become more elaborate focusing on large bureaucracies and standing armies as populations increase.</p> <p>Political revolutions, generally led by the elites, are more likely to focus on shifting power rather than on social change.</p> <p>Economic Structures The economies of most societies in history rely primarily upon agricultural production.</p>

	<p>As transportation systems improve, long distance trade becomes increasingly more important in history.</p> <p>Social Structures Most societies in history are characterized by coercive labor.</p> <p>Gender roles differ between social classes.</p> <p>In most societies in history, families tend to be the most important social unit.</p> <p>Most social hierarchies are centered around occupation.</p>
<p>Concepts</p>	<ol style="list-style-type: none"> 1. Questions of Periodization <ul style="list-style-type: none"> • Continuities and breaks, causes of changes from the previous period and within this period 2. Change in trade, technology, and global interaction; e.g., <ul style="list-style-type: none"> • the Columbian Exchange • the impact of guns • changes in shipbuilding • navigational devices 3. Knowledge of major empires and other political units and social systems <ul style="list-style-type: none"> • Ottoman • China • Portugal • Spain • Russia • France • England • Tokugawa • Mughal • Characteristics of African empires in general but knowing one as illustrative: <ul style="list-style-type: none"> ✓ Kongo ✓ Benin ✓ Oyo ✓ Songhay -Gender and empire (including the role of women in households and in politics) 4. Slave systems and slave trade 5. Demographic and environmental changes: <ul style="list-style-type: none"> • Disease • Animals • New crops • Comparative population trends 6. Cultural and intellectual developments <ul style="list-style-type: none"> • Scientific Revolution • The Enlightenment • Comparative global causes and impacts of cultural change (e.g., African contributions to cultures in the Americas) • Changes and continuities in Confucianism

	<ul style="list-style-type: none"> Major developments and exchanges in the arts (e.g. Mughal) <p>7. Diverse Interpretations</p> <ul style="list-style-type: none"> What are the debates about the timing and extent of European predominance in the world economy? <p>How does the world economic system of this period compare with the world economic network of the previous period?</p>	
<p>Guiding/Essential Questions</p>	<p>How did labor systems in two of the following areas compare? Latin America, Russia, Ottoman Empire, and Western Europe</p> <p>What factors led to the creation of the first global economic network in the late 15th century?</p> <p>How important was Islamic culture to the European Renaissance?</p> <p>What was the relationship of the Reformation with European political, economic, and social developments during this time period?</p> <p>How were the expansion of Russia and the expansion of the Ottoman Empire between the 16th and 18th centuries similar and/or different?</p> <p>What changes occurred in Africa after the first wave of European contact in the 15th and early 16th centuries?</p> <p>To what degree did Chinese society change during the Ming dynasty?</p> <p>What were the key similarities and differences between China's expeditions in the early 15th century with those of Western Europe in the late 15th and early 16th centuries?</p>	
	<p>Performance Levels</p>	<p>Learning Progression</p>
<p>Learning Targets</p>	<p>The students will be able to explain the impact of the Columbian Exchange on the Americas and Europe.</p>	<p>Students will read ch. 23 of the text. Students will create a map in which they identify demographic and environmental changes created by the Columbian Exchange on both the Americas and Europe. Classroom discussion about potential similarities and differences. **Decision Point</p>
	<p>The student will be able to explain the impact of European and Chinese expansion on global trade.</p>	<p>Students will read selections from Ch.23 and Ch.26 of the text. Students will create a map in which they show the changes that occur in both the Atlantic and Indian Oceans during the time period. Students will complete a matching exercise in which label changes as occurring in the Indian Ocean or the Atlantic Ocean. Classroom discussion about overall attitudes towards trade/exploration found in Ming China and Western Europe.</p>

	The student will be able to explain the political, economic, and religious impact of the Renaissance and Reformation.	Students will make up economic impacts of the Renaissance as there weren't any that would be covered in a world history course Students will study various pieces of Renaissance artwork and identify basic features such as realism and humanism Students will read selections from The Prince to identify political features of the Renaissance. Students will analyze passages from the 95 Theses to identify basic ideas of Protestantism. Students will take a quiz on the basic features of both movements **Decision Point
	The student will be able compare the major political, economic, and social development of Maya, Inca, and Aztec civilization and explain how prior civilizations influenced their development.	Students will read Ch.11 from the text as well as selections from Bentley and Bulliet. Classroom discussion comparing the main features of all 3 Meso-American and Andean South American civilizations. Students will complete a chart in which they identify influences of Moche and Olmec civilizations on the post-classical societies. **Decision Point
Formative Assessments		
Summative Assessments		
	TEKS	Specifications
TEKS (Grade Level) / Specifications	(1) History. The student understands traditional historical points of reference in world history. The student is expected to: (D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;	With rising tax revenues and increased military capabilities, absolute monarchies (e.g. France) and constitutional monarchies (e.g. Great Britain) developed that wielded significant central power. States such as Russia copied western practices somewhat liberally, while East Asian states like Japan and China either heavily regulated such interactions or banned them altogether.
	(5) History. The student understands the causes, characteristics , and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to: (A) explain the political, intellectual, artistic , economic, religious impact of the Renaissance;	

	and	
	(B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation.	
	(6) The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to: (A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development;	
	(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization;	
	(7) History. The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to: (A) analyze the causes of European expansion from 1450 to 1750;	Spain and Portugal, followed by Britain and the Netherlands, created sea-based empires in the Indian and Atlantic ocean.
	(B) explain the impact of the Columbian Exchange on the Americas and Europe;	
	(C) explain the impact of the Atlantic slave trade on West Africa and the Americas;	The demand for cash crops led to the use of coercive labor systems in multiple regions of the world, which in turn accelerated slave trades in Africa.
	(D) explain the impact of the Ottoman Empire on Eastern Europe and global trade;	
	(E) explain Ming China's impact on global trade; and	
	(F) explain new economic factors and principles that contributed to the success of Europe's Commercial Revolution.	With the inclusion of the Americas in the world economy, the nature of global trade expanded dramatically.

	<p>(22) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:</p> <p>(A) summarize the development of the rule of law from ancient to modern times;</p>	
	<p>(24) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:</p> <p>(B) describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history.</p>	
	<p>(25) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:</p> <p>(C) explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments; and</p>	
	<p>(27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:</p> <p>(B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;</p>	
	<p>(C) explain the impact of the printing press on the Renaissance and the Reformation in Europe;</p>	
	<p>(D) describe the origins of the scientific revolution in 16th Century Europe and explain its impact on scientific thinking worldwide</p>	

	(E) identify contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle	
Topics	<ul style="list-style-type: none"> • The formation of monarchy, such as absolute and constitutional in Eurasia • The expansion of states to create sea-based and land-based empires stretching to Asia and the Americas • The rise of complex economic theory (e.g. capitalism and mercantilism) • The spread of coercive labor systems in Russia, Africa, SE Asia, and the Americas. • Cultural and economic trends that propel the West towards world power • States' decisions with regards to interactions with the West (absorption in Russia or isolation in Japan) • The continuing growth of the world economy 	
Language of Instruction	<p>Catholic Reformation Thirty Years' War Scientific revolution Mercantilism Adam Smith Martin Luther Humanism Jesuits Deism Enlightenment Protestantism Absolute monarchy Louis XIV Henry the Navigator Ferdinand Magellan British East India Co. Coercive labor systems Colombian exchange Romanov dynasty Peter I the Great Catherine the Great Pugachev rebellion Hernan Cortes Potosi Haciendas Galleons Mita Treaty of Tordesillas Creoles Ottomans Aurangzeb Abbas Babur Din-I-Ilahi</p>	

	<p>Safavid dynasty Sail al-Din Akbar Mughal dynasty Janissaries Canton Triangular trade Middle Passage Great Trek Dahomey Asian sea trading network Dutch trading empire Deshima Manchus El Mina</p>
State Assessment Connections	
National Assessment Connections	
Resources	<p>World Civilizations: The Global Experience, Third Edition by Stearns, et al (Ch.16-22) Documents in World History, Volume 1, Peter Stearns, et al</p>