



**YES Prep North Central  
Course:  
Instructors:  
Year: 2009-2010**



## Unit 1: How Trade Changed the World

TEKS and YES Standards	Standards translated into Knowledge and skills	Knowledge and Skills Translated into Daily Lesson Objectives
(1) History. The student understands traditional historical points of reference in world history. The student is expected to:	(A) identify the major eras in world history and describe their defining characteristics;	--create a timeline reflecting major eras from ninth grade history
	(B) identify changes that resulted from important turning points in world history such as the Mongol invasions, the development of cities	- explain why the Mongols rose as a world power in Eurasia - create a cause and effect chart showing how Mongol invasions changed power structures
(3) History. The student understands how, as a result of the collapse of the Western Roman Empire, new political, economic, and social systems evolved, creating a new civilization in Western Europe.	((A) compare medieval Europe with previous civilizations;	--explain why medieval Europe is referred to as the end to the "Dark Ages"
	(B) describe the major characteristics of the political system of <a href="#">feudalism</a> , the economic system of <a href="#">manorialism</a> , and the authority exerted by the <a href="#">Roman Catholic Church</a> ; and	-define feudalism -explain the causes of feudalism and its effects on the people
	(C) identify the political, economic, and social impact of the <a href="#">Crusades</a> .	-identify why the Crusades began -explain the two sides in the Crusades -form an opinion as to what the greatest effects of the Crusades were
((7) History. The student understands the impact of political and economic <a href="#">imperialism</a> throughout history.	(A) analyze examples of major empires of the world such as the Aztec, British, Chinese, French, Japanese, Mongol, and Ottoman empires; and	-trace the Mongol expansion on a map of Eurasia -explain the rise of the Mongol empire -analyze the effects of the Mongols on Eurasia
	(B) summarize effects of <a href="#">imperialism</a> on selected societies.	-identify imperialism -categorize the impact of the Mongols into negative, positive, and neutral categories -argue whether the Mongols were imperialists -formulate an argument as to how Eurasia would have developed if not for the Mongols



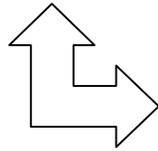
(11) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data.	(A) create thematic maps, graphs, charts, models, and databases representing various aspects of world history; and	-create a map showing the location of major world religions today -create a graph showing the percentage of the world religions in the world today
((25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	((C) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	Broken into YES Standards below
(26) Social studies skills. The student communicates in written, oral, and visual forms.	(C) interpret and create databases, research outlines, bibliographies, and visuals including graphs, charts, timelines, and maps; and	See 11A
YES Standard Y10.B	<ul style="list-style-type: none"> <li>• Identify multiple layers of bias in a document/text</li> <li>• Analyze historical decisions based on the bias that exists (and which bias influenced those decisions)</li> <li>• <del>Explain how some documents/sources reflect bias &amp; some expressly promote bias</del></li> <li>• Analyze primary sources such as propaganda and historical texts by identifying point of view and bias and explaining its effect</li> <li>• Analyze historical decisions based on the bias that exists (and which bias influenced those decisions)</li> </ul>	<ul style="list-style-type: none"> <li>--identify point of view in documents for Mongol DBQ</li> <li>--analyze documents to determine how that point of view effects written history</li> <li>- determine whether the Mongols acted appropriately based off of actions of the time period</li> </ul>
YES Standard Y10.CE	<ul style="list-style-type: none"> <li>▪ Identify how local causes and effects lead to regional causes and effects lead to global causes and effects (spread of diseases; expansion of trade; revolutions)</li> <li>▪ Rank relative importance of causes and explain ranking by including consequences for these actions</li> <li>▪ Determine cause and effect relationships based on information from visual and graphic organizers</li> <li>▪ Predict how results would have been different given a different set of historic causes (i.e. if the Mongols hadn't opened the Silk Routes...then...)</li> </ul>	<ul style="list-style-type: none"> <li>--explain the causes of growth of trade and the effects of that growth</li> <li>--argue whether the growth of trade was more positive or negative for the old world.</li> <li>--rank the causes and effects of trade</li> <li>--determine whether the growth of the Mongol empire expanded or restricted trade</li> <li>-predict how history would have been different had different societies not traded with each other</li> </ul>
IBMYP Objectives—  A-Knowledge	<ul style="list-style-type: none"> <li>• know and use humanities terminology in context</li> </ul>	Use the following terms correctly: -Point of view -Bias -Imperialism -Feudalism -cultural diffusion



		<ul style="list-style-type: none"> <li>-merchants</li> <li>-luxury goods</li> <li>-silk roads</li> <li>-Crusades</li> <li>-Missionary</li> <li>-Papacy</li> <li>-Buddhism</li> <li>-Confucianism</li> <li>-syncretism</li> </ul>
IBMYP Objectives— B-Concepts	<ul style="list-style-type: none"> <li>• understand and explain short-term and long-term causes of change</li> <li>• establish and explain links between causes, processes and consequences</li> <li>• recognize and explain continuity and change</li> <li>• recognize that change is inevitable and that the rate of change is relevant to the context</li> <li>• understand that as people interact with their</li> </ul>	<ul style="list-style-type: none"> <li>--identify changes in Eurasia during this time period</li> <li>--explain how empires gain control</li> <li>--evaluate what the most important changes during this time period were</li> <li>--predict what changes you expect to see in the next time period</li> </ul>

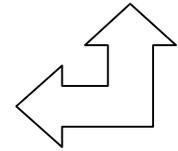
Area of Interaction	Enduring Understandings
<b>Human Ingenuity</b>	<ul style="list-style-type: none"> <li>• Imperialism and the desire to conquer new lands began well before European expansion, especially with the Mongol Empire.</li> <li>• The Catholic church became a powerful institution in feudal Europe, competing with emperors for power and authority.</li> <li>• The spread and growth of religion and empires led to cultural contact that had enormous consequences during this time period.</li> <li>• Sometimes change occurs within a society because of internal developments, and not because of external influences.</li> </ul>
<b>Approaches to Learning</b>	
<ul style="list-style-type: none"> <li>* throughout: knowledge-acquisition skills—developing memory strategies, reading and listening for information</li> <li>* DBQ: technical skills—classification, documentation, critical assessment of information, use of maps, graphs, diagrams</li> <li>* thinking skills—convergent and divergent thinking, drawing conclusions, organizing and articulating their own views</li> </ul>	





**Unit Essential Question**

UEQ: Do actions always have unintended consequences?



<b>Summative Assessment</b>		
Type of Assessment	Objectives Tested	MYP Assessment Criteria
<ul style="list-style-type: none"> <li>■ Traditional Assessment</li> </ul>	<p>YES Standard Y10.B—Mongol DBQ</p> <p>YES Standard Y10.CE and Criterion B: Change—all objectives about changes causes by the Mongols</p> <p>Unit Essential Question—reflection at the end of the unit</p>	<p>Criterion B: Change (listed above)</p>
<ul style="list-style-type: none"> <li>■ Project</li> </ul>	<p>Review of major religions from ninth grade—August. Child’s book of religions (Hinduism, Buddhism, Judaism, Christianity, and Islam) for the sixth graders. <b>Very creative idea 😊 What objectives will you cover in this project?</b></p>	<p>Criterion A: Knowledge (listed above)</p>

**Unit Vocabulary**

Listed in MYP Criterion A: Knowledge



TBD



# August 2009



## World History Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Weekly Focus</b>	Unit 1: How Trade Changes the World UEQ: Do actions always have unintended consequences?				
	<b>10</b>	<b>11</b>	<b>12</b> High School Summit	<b>13</b> Diagnostic	<b>14</b> High School Summit
			<i>Welcome back!</i>		
<b>Project</b>	<b>17</b> Why are we here? * Syllabus * Begin religion project * Textbook check out	<b>18</b> Why are we here? * Religion project: * Buddhism, Hinduism, Judiasm Christianity, Islam	<b>19</b> Why are we here? * Religion project: Buddhism, Hinduism, Judiasm Christianity, Islam	<b>20</b> How do religions spread? * Silk roads * Cultural diffusion	<b>21</b> History of Silk Roads * Collapse of classical civs * Ruling powers in control of silk roads



Comparison	<b>24 Comparative Feudalism</b> <ul style="list-style-type: none"> <li>* Rise of feudalism in Europe and Japan</li> </ul>	<b>25 Quiz #1.1</b> <ul style="list-style-type: none"> <li>* Religions</li> <li>* Silk roads</li> <li>* Political structures after the collapse of classical societies</li> </ul>	<b>26 Indian Ocean trading</b> <ul style="list-style-type: none"> <li>* Goods desired</li> <li>* Preparation for simulation</li> </ul>	<b>27 Indian Ocean Trade</b> <ul style="list-style-type: none"> <li>* Simulation</li> </ul>	<b>28 Indian Ocean Trade</b> <ul style="list-style-type: none"> <li>* Discussion as formative assessment</li> </ul>
	<b>29 What about Africa?</b> <ul style="list-style-type: none"> <li>* African economies</li> <li>* Trade with Islam</li> </ul>				



# September 2009



## World History Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Weekly Focus</b>		<b>1 Competing World Powers</b> <ul style="list-style-type: none"> <li>* Competition between Islam and Christianity</li> </ul>	<b>2 Quiz #1.2</b> <ul style="list-style-type: none"> <li>* Spread of Islam</li> <li>* Cultural diffusion via Indian Ocean trade</li> <li>* Competition of religions</li> </ul>	<b>3 Crusades</b> <ul style="list-style-type: none"> <li>* Causes of Crusades</li> </ul>	<b>4 Greatest Mistake?</b> <ul style="list-style-type: none"> <li>* Effects of the Crusades</li> </ul>
<b>Debate</b>	<b>7 No School!</b> <ul style="list-style-type: none"> <li>* Labor Day!</li> </ul>	<b>8 Discussion</b> <ul style="list-style-type: none"> <li>* How does conflict have unintended consequences?</li> </ul>	<b>9 Mongols: Great Rulers or Barbarians?</b> <ul style="list-style-type: none"> <li>* Overview</li> </ul>	<b>10 Mongols: Great Rulers or Barbarians?</b> <ul style="list-style-type: none"> <li>* Debate--Bubonic plague vs</li> </ul>	<b>11 Mongols: Great Rulers or Barbarians?</b> <ul style="list-style-type: none"> <li>* Debate—formative</li> </ul>



				opening of silk roads, etc	assessment
DBQ	<b>14 Mongolian DBQ</b> <ul style="list-style-type: none"> <li>* Overview of the DBQ</li> <li>* Analyzing documents</li> </ul>	<b>15 Mongolian DBQ</b> <ul style="list-style-type: none"> <li>* Creating document grouping</li> <li>* Writing an analytical thesis</li> </ul>	<b>16 Mongolian DBQ</b> <ul style="list-style-type: none"> <li>* Putting it all together-- writing the DBQ</li> </ul>	<b>17 Review for Assessment</b> <ul style="list-style-type: none"> <li>* How to study for unit assessments</li> <li>* How to answer five-answer MC questions</li> </ul>	<b>18 Unit 1 Assessment</b> <ul style="list-style-type: none"> <li>* Folder check for Unit 1</li> </ul> <i>End of 1st Six Weeks</i>

