World History Unit 6 – “The Emerging Global World”

Elaborated Unit Focus
This unit is designed to help students understand how separate regions of the world first started to become more interdependent. Students will investigate certain individuals, groups and institutions that played key roles in the development of the modern world. These individuals include famous explorers, Ottoman rulers, and European scientists. Students will learn that location played a crucial role in the development of the Muslim heartlands and kept the cultures of the New and Old Worlds apart before 1492. An investigation of the movement and migration of plants, animals, humans and diseases will enable students to see the impact of the Columbian Exchange. The influence of Islam on the Muslim heartland’s laws and art is discussed. Additionally, students will complete activities to help them understand how technological innovation facilitated exploration and scientific inquiry. By the end of this unit students should have a command of the enduring understandings and be able to apply them to the modern world.

Standards/Elements
SSWH10 The student will analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia.
   a. Explain the roles of explorers and conquistadors; include Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain.
   b. Define the Columbian Exchange and its global economic and cultural impact.
   c. Explain the role of improved technology in European exploration; include the astrolabe.

SSWH12 The student will examine the origins and contributions of the Ottoman, Safavid, and Mughal empires.
   a. Describe the geographical extent of the Ottoman Empire during the rule of Suleyman the Magnificent, the Safavid Empire during the reign of Shah Abbas I, and the Mughal Empire during the reigns of Babur and Akbar.
   b. Explain the ways in which these Muslim empires influenced religion, law, and the arts in their parts of the world.

SSWH13 The student will examine the intellectual, political, social, and economic factors that changed the world view of Europeans.
   a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European world view.
Enduring Understandings/Essential Questions

The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences

- How did the actions of explorers like Zheng He, Vasco Da Gama, Christopher Columbus, Ferdinand Magellan, James Cook and Samuel de Champlain help forge a global world?
- To what extent did rulers like Suleyman the Magnificent, Shah Abbas I, Babur and Akbar help create societies that would affect the modern world?
- To what extent did scientists like Copernicus, Galileo, Kepler and Newton change the ideas of their societies?

The student will understand that the movement or migration of peoples and ideas affects all societies involved.

- How did the plants, animals, diseases and people transported during the Columbian exchange create a much different world from what it was before 1492?

The student will understand that location affects a society’s economy, culture and development.

- Why did the location of the “Old” and “New” world contribute to keeping those societies independent of each other before 1492?
- How did the location of the Muslim heartlands in the middle of the “Old World” land trade routes contribute to the desire for European counties to find alternative routes to China?

The student will understand that technological innovations have consequences, both intended and unintended, for a society.

- What role did technological innovations like the astrolabe play in helping Europeans explore areas not known to them?
*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

### Balanced Assessment Plan

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Standard/Element</th>
<th>Type of Assessment</th>
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</thead>
<tbody>
<tr>
<td>Have students trace on a map the journey of Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook and Samuel de Champlain. Be sure that they include port of origin, dates for travels, route of journey and significant accomplishments and discoveries made by the explorers.</td>
<td>10a</td>
<td>*Constructed Response</td>
</tr>
<tr>
<td>Have students describe their favorite meal. Then have them list the ingredients that are needed to prepare that meal. Students should then research the geographic origin of those ingredients. They should label the item “Old World,” “New World,” or “Both.” After they have researched all ingredients necessary on their list, they have to determine whether or not anyone on earth could have enjoyed that dish prior to 1492. For example: pasta with marinara sauce—could not have been enjoyed (even by Italians) because wheat was from the Old world while tomatoes were from the New World.</td>
<td>10b</td>
<td>*Constructed Response</td>
</tr>
<tr>
<td>Have students debate which scientific discovery or technological innovation was most important in shaping the global world.</td>
<td>10c, 13a</td>
<td>*Observation</td>
</tr>
<tr>
<td>Have the students label of map of the Ottoman, Safavid and Mughal empires during the appropriate time period. They should mark the boundaries, and major cities.</td>
<td>12a</td>
<td>*Constructed Response</td>
</tr>
<tr>
<td>Have the students create a Venn diagram comparing the Ottoman, Safavid and Mughal empires paying special attention to the religious, legal and artistic accomplishments of the three.</td>
<td>12b</td>
<td>*Constructed Response</td>
</tr>
<tr>
<td>All of the elements from the standards may be evaluated with multiple choice or other short-answer assessments.</td>
<td>All elements</td>
<td>* Selected Response</td>
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Sample Performance Task

Enduring Understanding: The student will understand that the movement or migration of peoples and ideas affects all societies involved.

Sugar and Spice and NOT Everything Nice

You have taken a job making graphics for a history channel presentation. Your boss has asked you to design and create a flow chart that shows the relationship between the movement of people and the effects of those movements on all societies involved. For this flow chart you will include all of the following factors:

- The export of new food crops to the Old World helps those continents recover its population.
- The decision of Columbus to try a new route
- The heated competition for colonies among northern European countries
- The establishment of sugar plantations in the colonies
- The problems faced by Europeans trading in the Middle East in the 1400s
- The decision to import forced labor from Africa
- The beginnings of the explorations of the Portuguese

Having been given the items above, your task is to create the links that connect them. You will create a chain linking the above seven (7) items together. They are not in the correct order; so, you first have to arrange them in the correct chronological order. You should explain how the first item led to the second which led to the third, and continue the chain until the end. You can complete this task completely in written form or you can choose to use three-dimensional props to help explain the links.

The important part of your task is two-fold:
1) the explanation of the links that connect the events
2) an explanation of how those events affected society.

Simply listing the above seven items in order will not suffice. You want to be sure completely to fill in the missing information.

Map and Globe Skills: 7, 8
Information Processing Skills: 1, 2, 3, 5, 7, 9, 11, 12, 16,
*Note concerning rubrics:* Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric (with bolded borders) is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

### Content Rubric

<table>
<thead>
<tr>
<th>Scale</th>
<th>1 Below Standard</th>
<th>2 Needs Improvement</th>
<th>3 Meets Standard</th>
<th>4 Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td><strong>The student explains the relationship among the events.</strong></td>
<td>Student lists events in the correct chronological order, but there is no explanation of the cause and effect that links them.</td>
<td>The cause and effect is present for some of the chain but it is incomplete. The explanations are not thorough. The chronology is correct though.</td>
<td>Student shows the chain of cause and effect for all events in a thorough, logical manner. The chronology is correct.</td>
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<td></td>
<td><strong>The student evaluates how the events (movement and migration) affect society.</strong></td>
<td>Student has the events listed, but no details are given about how society was affected.</td>
<td>Student describes the effects on society of some of the events. Details are sparse.</td>
<td>Student thoroughly and accurately describes the effects on society of all the events. Details are used liberally.</td>
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### Product Rubric

<table>
<thead>
<tr>
<th>Scale</th>
<th>1 Below Expectation</th>
<th>2 Needs Improvement</th>
<th>3 Meets Expectation</th>
<th>4 Exceeds Expectation</th>
</tr>
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<tbody>
<tr>
<td>Criteria</td>
<td><strong>Students produce a product that is attractive.</strong></td>
<td>Use of font, color, graphics, effects, etc., but these often distract from the presentation of content.</td>
<td>Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation of content.</td>
<td>Makes good use of font, color, graphics, effects, etc. to enhance the presentation.</td>
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<tr>
<td></td>
<td><strong>Students produce a product that is organized.</strong></td>
<td>There was no clear or logical organizational structure, just lots of facts.</td>
<td>Content is logically organized for the most part.</td>
<td>Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.</td>
</tr>
<tr>
<td></td>
<td><strong>Students produce a product that exhibits proper mechanics.</strong></td>
<td>More than 4 errors are spelling or grammar.</td>
<td>Four misspellings and/or grammatical errors.</td>
<td>Three or fewer misspellings and/or grammatical errors.</td>
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</tbody>
</table>
Resources for Unit

1. [http://spider.georgetowncollege.edu/htallant/courses/his111/columb.htm](http://spider.georgetowncollege.edu/htallant/courses/his111/columb.htm) provides a chart with a list of diseases, plants and animals that were transported both directions with the Columbian Exchange.


3. [www.Unitedstreaming.com](http://www.Unitedstreaming.com) Video titled “Conquerors: Suleyman the Magnificent” discusses the sultan’s rise to power and his achievements. Also contains a teacher’s guide.

4. [www.theottomans.org](http://www.theottomans.org) is a site dedicated to the Ottoman Empire.

5. [www.wsu.edu/~dee/MUGHAL/BABUR.htm](http://www.wsu.edu/~dee/MUGHAL/BABUR.htm) provides additional information on the origins and accomplishments of Babur.


8. [www.Unitedstreaming.com](http://www.Unitedstreaming.com) : Video titled “Taj Mahal: Heaven on Earth” has several segments relating to Akbar including his policy of tolerance. Contains a teacher’s guide and blackline masters.

9. [http://www.chinapage.com/zhenghe.html](http://www.chinapage.com/zhenghe.html) information about Zheng He including a comparison of his treasure ship with the ships of Columbus.


*This unit was created by Martha Battle, Mary Ann King, and Alphus Spears with additional input from Dr. Bill Cranshaw, Chris Cannon, Marlo Mong, Sarah Brown, and the Social Studies Advisory Council. It was last updated 9/25/07.*