

Grade 12 World History Since the Fifteenth, University (CHY4U) Lesson Plan

Unit 2: The World 1650-1789	Lesson 2-2: Eastern Empires of Trade	Time: 4 hours
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Key Idea: Demonstrate an understanding of the various empires in the Eastern hemisphere and how they operated their civilization before and after European contact

Overall Ministry Expectations	Learning Goals and Success Criteria
<p>Historical Inquiry and Skill Development</p> <ul style="list-style-type: none"> ▪ Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the 16th century ▪ Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful <p>The World, 1650-1789</p> <ul style="list-style-type: none"> ▪ Social, Economic, and Political Context: analyze key social, economic, and political issues, trends, and/or developments in various regions of the world between 1650 and 1789 ▪ Communities, Conflict, and Cooperation: analyze interactions between different groups in various regions of the world from 1650 to 1789 and how various forces/ factors affected those interactions ▪ Identity, Citizenship, and Heritage: analyze how political, social, economic, religious, and cultural ideas and practices in various regions of the world between 1650 and 1789 contributed to the development of identity, citizenship, and/or heritage 	<p>Historical Inquiry and Skill Development</p> <ul style="list-style-type: none"> ▪ Use evidence and historical literature to understand and foster critical thinking [A1.4] <ul style="list-style-type: none"> ○ I can use the content and think about how it impacts communities and culture (E) ○ I can communicate my critical thinking in assessments (E) ▪ Use historical literature in assessing its usefulness in research to form an understanding of why certain events progressed in a certain manner [A1.5] <ul style="list-style-type: none"> ○ I can assess historical content (E) ○ I can select necessary information used in my poster (E) ▪ Use historical literature and its understanding to make arguments regarding continuity and consequences during the 15th century [A1.6] <ul style="list-style-type: none"> ○ I can make arguments (E) ○ I can use my arguments in speech (E) ▪ Convey understanding by using a variety of writing and communications styles [A1.8] <ul style="list-style-type: none"> ○ I can identify evidences to communicate (E) ○ I can communicate my evidences and arguments in a poster (E) ▪ Use specific vocabulary in written communications to display understanding of narrative [A1.10] <ul style="list-style-type: none"> ○ I can understand define vocabulary from texts (E) ○ I can use specific vocabulary to communicate in a poster (E) ▪ Understand how historical understanding can be used in everyday contexts [A2.2] <ul style="list-style-type: none"> ○ I can understand how the caste system relates to the social hierarchy practised in India today (E) <p>The World, 1650-1789</p> <ul style="list-style-type: none"> ▪ Understand major social issues and developments in comparison to earlier times [C1.1] <ul style="list-style-type: none"> ○ I can define the various groups in the caste system (A, E) ○ I understand how the caste system is a social system (A, E) ▪ Understand how specific causes and consequences can negatively or positively affect economic trends or developments [C1.3] <ul style="list-style-type: none"> ○ I can explain how the caste system is tied into the economy (A, E) ▪ Explain why political systems had to change due to circumstances while others remained the same [C1.4]

	<ul style="list-style-type: none"> ○ I can explain the political changes in Russia (D) ○ I can understand the need for political centralization (D) ▪ Identify major causes and consequences of wars in various regions [C2.1] <ul style="list-style-type: none"> ○ I can explain the various warfare between dynasties (A, B, C, D) ○ I can explain the various battles, invasions, and raids are for economic and land expansion (A, B, C, D, E) ▪ Understand interrelationships between two populations or societies during the time period [C2.2] <ul style="list-style-type: none"> ○ I can explain the relationships between empires, dynasties, and communities towards Europeans (A, B, C, D) ○ I understand the interrelations between the various castes (A, E) ▪ Evaluate causes and consequences of economic and cultural systems between different countries or societies [C2.4] <ul style="list-style-type: none"> ○ I can define the economic system in Spain, France, and England (A, B, C, D) ○ I can explain the key motives for trade (A, B, C, D) ○ I can describe the consequences trade had on various dynasties, empires, and communities (A, B, C, D) ▪ Describe the role of religion and how it contributed to building an identity and heritage [C3.2] <ul style="list-style-type: none"> ○ I can describe religions such as Hinduism, Confucianism, Islam, and Buddhism (A, B, C) ○ I can explain how religion led various empires to build an identity of their own (A, B, C) ▪ Explain how major historical figures contributed towards identity and heritage [C3.4] <ul style="list-style-type: none"> ○ I understand the role of Confucius, Siddhartha Gautama, and Peter the Great (B, D) ○ I can explain how these individuals helped build and identity for their empires (B, D)
<p>Materials Required Moodle access & Internet Students need an electronic device</p>	<p>HOTS (Higher Order Thinking Skills)</p> <ul style="list-style-type: none"> ▪ Evaluate how various civilizations existed and changed after their contact with Europe (A, B, D, E) ▪ Analyze the impacts of European trade and influence on various empire and communities (A, B, C, D) ▪ Apply vocabulary and evidence in historical narrative in various writing styles (A, B, C, D, E) ▪ Create ways to communicate understanding of historical content, such as a poster (A, B, C, D, E)

<p>Purpose: What's the point?</p>	<p>Learning Activity: What is the teacher doing?</p>	<p>Student Action: What are students doing?</p>
<p>Hook students into the lesson.</p>	<p>Introducing Lesson Topic and Learning Goals</p> <ul style="list-style-type: none"> ▪ Write the learning goals on the board: 	<ul style="list-style-type: none"> ▪ Students listen to the teacher.

<p>(10 mins)</p>	<ul style="list-style-type: none"> ○ Use evidence and historical literature to understand and foster critical thinking ○ Use historical literature in assessing its usefulness in research to form an understanding of why certain events progressed in a certain manner ○ Use historical literature and its understanding to make arguments regarding continuity and consequences during the 15th century ○ Convey understanding by using a variety of writing and communications styles ○ Use specific vocabulary in written communications to display understanding of narrative ○ Understand how historical understanding can be used in everyday ○ Understand how specific causes and consequences can negatively or positively affect economic trends or developments ○ Explain why political systems had to change due to circumstances while others remained the same ○ Identify major causes and consequences of wars in various regions ○ Understand interrelationships between two populations or societies during the time period ○ Evaluate causes and consequences of economic and cultural systems between different countries or societies ○ Describe the role of religion and how it contributed to building an identity and heritage ○ Explain how major historical figures contributed towards identity and heritage 	<ul style="list-style-type: none"> ▪ They ask questions if any. ▪ They write down the Learning Goals (LG) or discuss with a partner to make sure they understand the LG.
<p>Students understand empires in India and how their empires changed after the arrival of Europeans.</p> <p>(30 mins)</p>	<p>2-2A: Indian Empires Before & After Europeans</p> <ul style="list-style-type: none"> ▪ Introduce the activity. (Use Moodle introduction as needed.) ▪ Ask students about the various civilizations they have already learned ▪ Ask students to read the paragraphs—taking turns ▪ Direct students to assess their understanding by completing the self-check quiz ▪ Give students time to complete the quiz individually. 	<ul style="list-style-type: none"> ▪ Write down key terms in the reading. Ask questions or provide comments ▪ Provide suggestions and answers to the questions asked by the teacher ▪ Take turns by reading paragraphs with peers ▪ Complete self-check quiz
<p>Students understand empires in East Asia and how their</p>	<p>2-2B: Chinese Empires Before & After Europeans</p> <ul style="list-style-type: none"> ▪ Introduce the activity. (Use Moodle introduction as needed.) 	<ul style="list-style-type: none"> ▪ Write down key terms in the reading. Ask questions or provide comments ▪ Take turns by reading paragraphs with peers

<p>empires changed after the arrival of Europeans.</p> <p>(40 mins)</p>	<ul style="list-style-type: none"> ▪ Ask students to think about the various countries in East Asia and how they are not homogenized ▪ Discuss as needed ▪ Read with the class or ask the students to read independently the following sections: <ul style="list-style-type: none"> ○ China: Before the Europeans ○ Confucianism ○ Buddhism ○ China: After Europeans ▪ Discuss with students the motives Europeans had on Chinese civilizations ▪ Direct students to assess their understanding by completing the self-check quiz ▪ Give students time to complete the quiz individually. 	<ul style="list-style-type: none"> ▪ Complete self-check quiz
<p>Students understand the Ottoman Empire and how their empires changed after the arrival of Europeans.</p> <p>(35 mins)</p>	<p>2-2C: Ottoman Empire Before & After Europeans</p> <ul style="list-style-type: none"> ▪ Introduce the activity. (Use Moodle introduction as needed.) ▪ Ask students what they know about the Middle East or the Ottoman Empire ▪ Read with the class or ask the students to read independently the following sections: <ul style="list-style-type: none"> ○ Ottoman Empire: Before the Europeans ○ Islam ○ Ottoman ○ Ottoman Empire: After Europeans ▪ Direct students to assess their understanding by completing the self-check quiz ▪ Give students time to complete the quiz individually. 	<ul style="list-style-type: none"> • Write down key terms in the reading. Ask questions or provide comments • Take turns by reading paragraphs with peers • Complete self-check quiz
<p>Students understand empires in Russia and how their empires changed after the arrival of Europeans.</p> <p>(45 mins)</p>	<p>2-2D: Russia Before and After Europeans</p> <ul style="list-style-type: none"> ▪ Ask students provide examples of various expansion learned form the course ▪ Understand the various impacts Europeans had on their empires ▪ Ask students to direct the readings amongst themselves in small groups ▪ Introduce the video by reading the video blurb ▪ Play the video: Ten Minute History - Peter the Great Peter and the Russian Empires ▪ Discuss key points of the video ▪ Direct students to assess their understanding by completing the self-check quiz ▪ Give students time to complete the quiz individually. 	<ul style="list-style-type: none"> • Write down key terms in the reading. Ask questions or provide comments • Take turns by reading paragraphs with peers • Complete self-check quiz

<p>Students review the various empires in the East and develop their own argument.</p> <p>(20 mins)</p>	<p>2-2D: Empires in the Classrooms-CA</p> <ul style="list-style-type: none"> ▪ Read the introduction to the activity clearly to the students ▪ Ask students if they need clarity on the instructions ▪ Divide the students into groups ▪ Facilitate the discussions and be sure students are answering all the indicated questions. ▪ Provide students with chart paper 	<ul style="list-style-type: none"> ▪ Follow the instructions with the teacher ▪ Ask questions should students need clarification ▪ Follow the steps and share arguments with peers ▪ Answer the provided questions collectively with peers ▪ Write the answers on the chart paper ▪ Share your group answers to the class
<p>Students demonstrate analytical and critical skills by taking on a historical thinking and their understanding of the content</p> <p>(50 mins)</p>	<p>2-2E: Formative Assignment- “Infographic Poster”</p> <ul style="list-style-type: none"> ▪ Read the formative section; ensure clarity and transparency ▪ Ask students if they require clarity ▪ Show students the formative example and cross reference with the rubric ▪ Direct students to the assignment guidelines and go over the questions and prompts they need to consider ▪ Both teacher and students should concurrently go through the success criteria 	<ul style="list-style-type: none"> ▪ Students should be able to have a coherent understanding of the activity which will be able to demonstrate their understanding of the entire lesson ▪ They will go over the assignment guidelines and ask questions should they need clarifications ▪ They will review the success criteria as a whole class
<p>Students recap the learning session and reflect on the success criteria</p> <p>(10 mins)</p>	<p>2-2F: Wrap up & Reflection</p> <ul style="list-style-type: none"> ▪ Go through the success criteria checklist and jointly affirm the learnings using <i>2-2F: Consolidation - Success Criteria.</i> 	<ul style="list-style-type: none"> ▪ Students ask questions and clarify as necessary.