

AP World History Modern
Unit 2: Trade Routes Map Project

Directions: This project will require you and your partner to explore in depth one of the three major trade networks from Unit 2. This project will act as the spine of the unit as we move through content and skill practice. Pay attention to all parts of the directions and the rubric.

Required Map Content:

- **Who:** Individuals and groups such as cultures, empires, states, etc.
- **What:** Trade goods, Technology, Ideas, and Diseases
- **Where:** Names of cities, empires, countries, bodies of water, deserts, etc.
- **When:** Overall dates for the project focus, key events when relevant
- **How:** Technologies, Innovations, Methods that facilitated trade, etc.
- **Travelers:** Well-known travelers and relevant info: name, dates, destinations, purposes, etc.
- **Environment:** What were the environmental and human challenges along the trade routes such as bandits, weather, physical obstacles, etc.

Required Analysis: (Choose ONE of the options below to include)

- **Causation:** Use the frameworks for analysis that were introduced in class to prioritize the significance of causes and effects. For causes, this was individuals, groups, and historical conditions/social forces, for effects this was long-term and short-term.
- **Comparison:** Identify and explain similarities and differences between your trade route and one other trade route. Provide explanations for these comparisons that explore the reasons for the similarities and differences.
- **Continuity & Change over Time:** What aspects of the trade route continued over time and what aspects changed? You can use the SPICET themes to support this analysis.

Form/Style

- Is your map visually appealing? (images, artifacts, color, neatness)
- Do you have a 3D element?

Narrative:

- Create an imaginary traveler who would have ventured across your trade route. You should write an account of their experience from the first-person point-of-view. Consider: What was the nature of this person's journey? Which places on the map did they visit? How did they interact with other cultures? Use detailed information from primary sources and research to drive this narrative. The requirements for using primary sources are below. This narrative should be an audio recording that is accessible via QR code(s). The QR code will be placed somewhere on the map for viewers to access.

Primary Sources:

- You should find (3) primary sources that were useful in constructing your narrative. Be sure to explain how each source was used in this process. The primary source excerpts should be visible on the map.

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Scoring Rubric

Category	Proficient (9-10)	Approaching (7-8)	Inadequate (5-6)
Knowing and Understanding Content	Demonstrates detailed knowledge of the group's designated trade route. Project covers all required content from the checklist, has accurate details and descriptions, and includes explanations and examples.	Demonstrates satisfactory but basic understanding of the group's designated trade route. Minor issues of accuracy, or incomplete explanations may be present and detract from the overall effort. Some required content from the checklist	Demonstrates limited or little knowledge of the group's designated trade route. Issues of accuracy, incomplete examples and explanations, or missing topics are common.
Communication and Organization	The map meets all the format requirements according to the checklist. Information is organized clearly and displayed that allows the audience to interact with the map effectively. The narrative audio is clear and engaging.	Few formatting issues regarding the requirements. Organization of information and ideas is clear but may have minor issues. The audience is able to interact with the map, but some issues remain. The narrative audio is somewhat clear with minor	There are numerous formatting issues. Information is poorly organized and the display does not allow the audience to interact with the map. Major issues exist regarding the narrative audio.
Research and Evidence	Effectively uses a variety of information and sources to provide factual and relevant evidence. The group effectively demonstrates how the primary sources influenced character development and narrative writing.	Evidence uses a variety of information, but some minor issues regarding the relevance and factual accuracy remain. The group somewhat demonstrates how the primary sources influenced character development and narrative writing.	The group does not fulfill the minimum requirement for evidence selection. Sources selected do not provide factual and relevant information. The group fails to demonstrate how the primary sources influenced character development and
Analysis and Critical Thinking	Effectively analyzes information by demonstrating use of one of the historical reasoning processes. Examples and explanations show in-depth understanding of concepts and the ability to apply learning.	Makes attempts to provide analysis but does not always succeed. Analysis lacks complexity or is inconsistent across all part of the project. Minor issues exist regarding examples and explanations.	Analysis is limited or nonexistent regarding the use of a historical reasoning process. Major issues exist regarding examples and explanations.

Note: My co-teacher and I used this project as a spine for our unit 2 plans. Each day was a skills-based activity and project work time leading to the first complete DBQ. www.coffeehousehistorian.com