

AP World: Modern

Period 2: State Rivalries

TWITTER

Research

Project

**Updated for the
2019-2020 Changes!**

**Unit Guide Learning
Objective 3.1 & 4.5**

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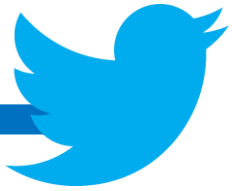
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Teacher Instructions



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Project Overview

This is a simple research project that breaks up the monotony of standard research and allows students to use an unusual forum for school work. Additionally, it grants them a bit of creative space to work with! With a partner, they are essentially providing a succinct explanation of one of the following terms in their own words: **Ottoman-Safavid Conflicts, Siege of Vienna (1529 and 1683), Thirty Years War, and the Moroccan Conflict with the Songhai Empire (16th century)**

In their Tweets, students are required to:

- 1) Explain the basic information of the term (who, what where, when).
- 2) Explain the impact of each on World History.
- 3) Provide a compelling “Why I Should Care” section where they detail why the topic is important to learn about.
- 4) To make it interesting, students can only use up to three Tweets! This forces them to really understand and condense the material.

How they do that is up to them! They can certainly stick to written form only, or they can incorporate memes and GIFs to help get their point across—it’s up to them!

It’s also made a bit more competitive and fun by offering a reward for the Tweet with the most ‘Likes’ for each of the topics! To reward students, I use my **Classroom Money Game** as a simple, and effective way to REALLY boost student engagement and effort. You can check the out [here](#) if you like. Regardless, they should be rewarded in some way... be it extra credit, candy, etc.

Groups will then present their Tweets to class, **To collect the Tweets as a teacher**, you have several options. You can have students:

- A) Tag your Twitter account in the Tweets so you can see them
 - B) Post screen shots of their Tweets via e-mail/online class forum
 - C) Show you their Tweets manually on presentation day
- ...or you could come up with an entirely new method--it’s up to you!

Instructions Continue onto Next Page



Teacher Instructions



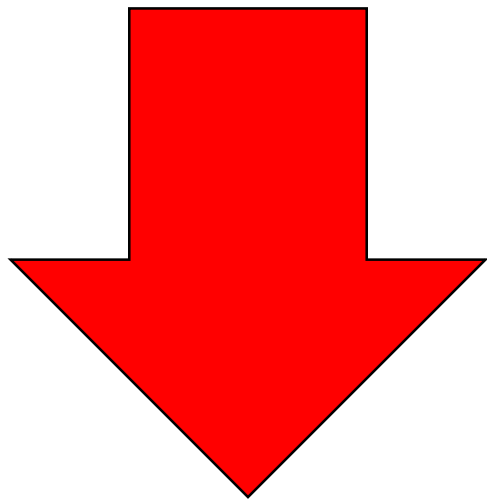
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Step-by-Step Instructions

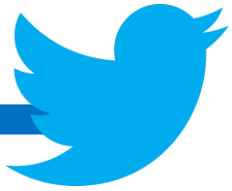
1. Introduce the project to students by handing out the ***Student Instructions*** and ***Twitter Project Rubric*** pages (Pages 6 and 7) at the beginning of the week; inform them the project will be due the day prior to the quiz.
2. Have students find a partner and instruct them to choose one of the terms to Tweet about and present to the class (make sure each term has at least ***two*** groups covering it... if one term is chosen by less than two groups, just randomly select a group to switch over to the uncovered term).
3. Explain the rubrics to students and answer any questions. **Note:** The ***Creativity*** section of the rubric is referring to their creativity on Tweet composition (memes, GIFs, humor, etc.) and/or explaining the term in their own words. Students who copy definitions should receive a low score in the ***Creativity*** section.
4. Inform students that they will take notes on the topics when other groups present their terms. The terms ARE on the quiz and Unit Tests.
5. ***Share the news that it is a competition!*** In addition to the grade, the single Tweet with the most likes for each of the four topics wins Morgan Bucks, extra credit, or whatever reward you offer! Hype it up!
6. Inform students that on the day of the presentations, they can tag you on their Tweet, e-mail or post screenshots of their Tweets on your class forum, or show you their Tweets manually to 'turn it in.'
7. ***On presentation day*** (whichever day you chose for it), ***randomly select two groups from each of the terms.*** There should be eight presentations in total; make sure to cap them at 4-5 minutes each so you have time to correct any mistakes or add any necessary details.
8. Afterwards, check to see which group had the single Tweet with the most likes for each of the topics! Four groups should be rewarded for their Twitter acumen.

If you have any questions or problems, e-mail me at morgansapacademy@gmail.com. I generally respond quickly! I would advise that you avoid Teachers Pay Teachers as a means of communication—the e-mail is far quicker and easier!

Print enough
Student Instruction
and *Twitter Project*
Rubric sheets (Pages
6 & 7) to provide
each pair of students
with one of each.



Student Instructions



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State Rivalries

With a partner, you will be explaining one of the terms below in a series of Tweets. You are allowed a maximum of three Tweets (strung together) to ***explain the term, explain the impact of the topic on world history, & provide a compelling 'Why I Should Care' section explaining why its important to learn about the topic.*** The use of memes and GIFs are permitted; words, memes, GIFs, etc., **MUST** be school appropriate! Your Tweets will be presented and explained to class later this week. Your instructor will provide the due date, as well as how to submit the Tweets.



One last thing... there will be a reward for the group that procures the most 'Likes' for EACH of the terms below (i.e., if you have the most likes on a single Tweet for your term of choice, you win!).

If you're thinking 'OMG I'M WAY TOO COOL TO POST SCHOOL STUFF ON MY TWITTER,' then make a fake account and post it. We wouldn't want your rock-solid reputation to be destroyed by a single AP History Tweet! Phew... crisis averted... Choose **ONE** of the following terms to explain and provide a real-world example of in three Tweets or less:

- Ottoman-Safavid Conflicts
- Siege of Vienna (1529 and 1683)
- Thirty Years War
- Moroccan Conflict with the Songhai Empire (16th century)

Twitter Project Rubric



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Name(s): _____ Period: _____ Date: _____

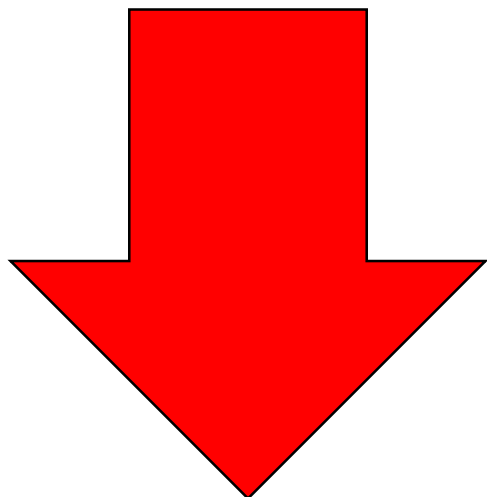
Below is the rubric that will be used to grade your Tweets. Please remember to write the name(s) in your group, period, and date on this sheet to turn in on presentation day.

Rubric

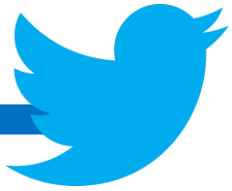
Topics	1	2	3	4	Total
Term Explanation	Basic term information & significance was incorrect or inaccurate	Basic term information & significance was somewhat correct or accurate	Basic term information & significance was mostly correct or accurate	Basic term information & significance completely correct or accurate	
Why I Should Care	The Why I Should Care portion was unfounded or incomplete	The Why I Should Care portion was somewhat relevant and meaningful	The Why I Should Care portion was mostly relevant and meaningful	The Why I Should Care portion was wholly relevant and meaningful	
Creativity	No creativity or nuance was present in the Tweet(s) or presentation (if applicable)	Little creativity or nuance was present in the Tweet(s) or presentation (if applicable)	Some creativity or nuance was present in the Tweet(s) or presentation (if applicable)	Tweets or presentation (if applicable) were nuanced and/or creative	
Presentation (if applicable)	Little information was communicated effectively, seamlessly, or at a reasonable volume	Some information was communicated effectively, seamlessly, or at a reasonable volume	Most information was communicated effectively, seamlessly, or at a reasonable volume	All information was communicated effectively, seamlessly, or at a reasonable volume	
Tweet Length	Not Applicable—see next box.	Group exceeded the three-Tweet max.	Not Applicable—see next box.	Group remained within the required 1-3 Tweet range.	

**TURN THIS IN TO YOUR INSTRUCTOR
WITH YOUR NAME(S), PERIOD, AND
DATE ON PRESENTATION DAY!**

Print a copy of the
Teacher Answer Key
sheet (Pages 10-11)
to correct or add to
student explanations
or examples when
they're done
presenting



Teacher Answer Key



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Answer Key

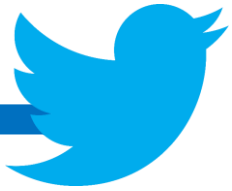
Make sure to correct or add to incomplete student explanations or examples after they've finished their presentations. It is critical students understand and log these terms for the quiz, Unit Tests, and the AP Test itself in May.

The Ottoman Empire utilized gunpowder, as did the other three major Muslim states of the Early Modern Era (the Safavid Dynasty in Persia and Mughal Empire in India). They were also major military and naval threat to Christian Europe, expanding and threatening Europeans on several occasions, only to be defeated by European alliances twice at **Vienna** (1529 and 1683), as well as on the sea by the Spanish Empire and Venice at the Battle of Lepanto in 1571. They also engaged in a 200-year-long series of intermittent conflicts with the Shi'a empire of the Safavids (see below) known as the **Ottoman-Safavid Conflicts**. These conflicts with Persia and the Europeans would greatly wear down the Ottoman Empire after the late 17th century, as well as strain the Turkish and Christian elites and peasantry with harsh taxation on their predominantly peasant-based agricultural economy.

Moroccan conflict with the Songhai Empire – The Songhai had been the dominant force in Western Africa for more than a century, however, a rivalry for succession in 1583 left the Empire in a weakened state. Meanwhile, to the north, the **Saadi Dynasty** of Morocco was at the height of its power. In 1578, Morocco successfully repelled an attempt by Portugal to conquer it, however, the expense of paying for the defenses used to hold off the Portuguese was a large strain on Morocco. In search of new resources for his kingdom, Sultan Ahmad Saadi turned his attention to the Songhai Empire, where he erroneously believed the gold mines from which its wealth came from, were located.

The command he entrusted to Judar Pasha, a Spanish eunuch who had been captured as a child, and, with a victory at Taghaza, the Moroccans continued onto Gao and sacked the city, but finding little wealth, soon moved on to the richer trading centers of Timbuktu. The looting of these cities marked the end of the Songhai Empire as an effective force in the region; however, Morocco proved likewise unable to assert a firm control over the area due to the vastness of the Songhai Empire and difficulties of communication and resupply across the Saharan trade routes, and a decade of sporadic fighting began.

Teacher Answer Key



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The Thirty Years War began as a conflict between Catholic and Protestant states, with the notable states of Hapsburg Spain and the Holy Roman Empire on the side of the Catholics, and England, the Protestant German states, Sweden, and the anti-Hapsburg French on the side of the Protestants. The conflict started when successional and religious issues arose with the coronation of Ferdinand II of the Holy Roman Empire. This conflict decimated the population and territory of modern-day Germany (where most of the war was fought) by the near-stalemate, but was ultimately tipped in favor of the Protestant alliance by the entry of majority-Catholic France against their political (but not religious) rivals: Spain.

The result of this conflict propelled France (and Sweden) into prominence in the late Early Modern Era, and dealt a fatal blow to Spanish territory, wealth, and military power. It also signified the end of inter-state conflicts regarding religion in Europe and established France as the dominant Continental power as per their plan to exploit the religious conflicts for political and diplomatic power.