

Europe Enters the Modern Age

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 4**
Length: **3-4 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Ancient Rome	1	4
Europe During Medieval Time	1	4
Islam in Medieval Times	1-2	4
The Culture and Kingdoms of West Afric	2	4
Imperial China	2	4
Japan During Medieval Times	2-3	4
Civilizations of the Americas	3	4
Europe's Renaissance and Reformation	3-4	4
Europe Enters the Modern Age	4	4

Unit Overview

In this unit, students will learn about Europe entering the Modern World. They will learn:

- The causes of European exploration
- The beginnings of exploration by Portugal and Henry Hudson
- Spain's explorations by Columbus, Pizarro and Cortes, and the impact to the Aztecs and Incas
- The Roots of the Scientific Revolution

- Leaders of the Scientific Revolution
- The Scientific Method
- The Roots of the Enlightenment
- Enlightenment Thinkers
- The Impact of the Enlightenment on Government
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- Women of the Enlightenment

Enduring Understandings

- The rewards, challenges, and dangers faced by European explorers during the Age of Exploration, as they explored "uncharted territory"
- The major shift in the way people thought about the natural world from the Scientific Revolution and its leaders thoughts, ideas, discoveries and writings that marked this movement
- The roots of the Enlightenment, the philosophers whose ideas greatly influenced the Enlightenment and see how their works led to new ideas about government and individual rights.
- The several women who played important roles in the Enlightenment, and their contribution toward spreading the Enlightenment and advocacy of women's equality

Essential Questions

- How did the Age of Exploration change the way Europeans viewed the world?
- How did the Scientific Revolution change the way people understood the world?
- How have the ideas of the Enlightenment influenced modern government?

New Jersey Student Learning Standards (No CCS)

Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa. (6.2.12.A.2.a)

Evaluate the importance and enduring legacy of the major achievements of the leaders of the Scientific Revolution and Enlightenment living in Europe over time. (6.2.8.D.4.g)

Analyze the impact of new intellectual, philosophical, and scientific ideas, during the Scientific Revolution and the Enlightenment, on how humans viewed themselves and how they viewed their physical and spiritual worlds.(6.2.12.D.2.d)

Cite specific textual evidence to support analysis of sources regarding the major shift in the way people thought about the natural world during the Scientific Revolution LA.6-8.RH.6-8.1

Determine the central ideas or information of a primary or secondary source regarding the challenges and rewards of early explorers, providing an accurate summary of the source distinct from prior knowledge or opinions.LA.6-8.RH.6-8.2

Write informative/explanatory texts about the origin of the Enlightenment LA.6-8.WHST.6-8.2

Write arguments focused on the why and how women played an important role in the Enlightenment.

Amistad Integration

Students investigate the beginnings of the Atlantic Slave Trade in the 1400's and read accounts of the capture and trafficking of slaves. Students reflect upon their finding and discuss implications

Students also discuss if the Enlightenment was racists, share their views and cite evidence to support

Holocaust/Genocide Education

Students examine the relationship between early colonialism of the Americas and genocide of indigenous people.

Interdisciplinary Connections

Write arguments focused on the why and how women played an important role in the Enlightenment. LA.6-8.WHST.6-8.1

Technology Standards

Understand and use technology systems(TECH.8.1.8.A.CS1)

21st Century Themes/Careers

not applicable for this unit

Financial Literacy Integration

PFL.9.1.8.B.6 - Evaluate the relationship of cultural traditions and historical influences on financial practices

Instructional Strategies & Learning Activities

Experiential exercise to discover rewards and dangers of early explorers

Visual Discovery activity to explore how people's understanding of the world was affected by the Scientific Revolution - role cards and act-it-out

Response Group activity, students visit an Enlightenment salon and learn about five of the most influential

Enlightenment thinkers.

Game play called "Whose Idea Was This, Anyway?" analyze excerpts from important historical documents to determine which thinker's ideas they represent.

Read-alouds

Note taking

Timeline development

Think-pair-share

jigsaw

timeline development

Writing explanatory or argumentative paragraphs to answer essential questions

Flipped instruction as appropriate

Differentiated Instruction

- Mind Map; Word Clouds
- Inquiry/Problem-Based Learning
- Read alouds and note taking
- Completion of T-charts and venn diagram.
- Interactive lessons contained in digital student notebook of History Alive The Ancient World
- Think-Pair-Share using stations (reading and note taking), along with cartoon-captioning

- Collaborative group work and problems solving (create commemorative columns)
- Use of Google Earth and VR technology (Rome Reborn Project)
- Game-based learning (Rome to Home Scattergories,
- Use of piktochart, digital storyboard, and other online resource
- Jigsaw activities.
- Flipped instruction as appropriate
- timeline development.
- Use of text differentiation using TCI textbook features
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- LMS use
- The Hot Seat/Role-Play
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping

Formative Assessments

- Observations
- Questioning using TCI section reading notes

- Student self assessments
- Exit slips using Google Classroom Questions
- Note-taking using section TCI Reading notes
- TCI Lesson Games

Summative Assessment

- Quiz: Multiple Choice and Short Answers
- TEST
- Explanatory Paragraphs
- Document Based Questions (DBQ)

Benchmark Assessments

- Link It Assessments
- Departmental Diagnostic Assessments

Alternate Assessments

Performance Assessments

- Students debate the positive and negative effects of European exploration as if in a trial
- Students role play by assuming identities of influential figures in the Enlightenment engaged in a coffee shop or salon discussion

Resources & Technology

- Student chromebook
- Promethean Board

- Google Earth
- Class Flow
- Active cast
- Google G suite

BOE Approved Texts

- TCI'S History Alive!: The Medieval World and Beyond

Closure

Google Classroom Question at the end of class as exit ticket

Class Flow activities including text responses, polls, T/F, multiple choice

Students use Active cast to display of drawings or answers from TCI Reading Notes

Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.

Sequence It - create timelines of major events discussed

Have students exchange cards and answer the question they have acquired.

Students answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why

- Text differentiation feature offered by TCI textbook
- Read aloud features offered by TCI textbook
- Dynamic vocabulary links offered by TCI textbook
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- Google Translate

Special Education

Including but not limited to: :

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.

- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.

Permit a student to rework missed problems for a better grade..

504

Accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support

- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Instruction and action included but not limited to:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback

- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Gifted and talented will have the option of:

- Analyzing the Magna Carta and provide evidence on how it influenced The English Bill of Rights (England, 1689), The Declaration of Independence (British Colonies in America, 1776) or The Declaration of the Rights of Man and of the Citizen (France, 1789)
- Writing a narrative story that demonstrates the key ideas of the social contract theories of philosophers like Thomas Hobbes, John Locke, and Jean-Jacques Rousseau

Gifted and Talented students are provided encouragement and opportunities, as appropriate, to

- Focus on effort and practice
- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Encourage risk taking

