

# World History Unit 1: The First Global Age (1300-1770)

Unit: *Social Sciences and History*, Grade(s) *Grade 9 - Grade 12*

Students will recall that the modern world began during this period. Asian Empires and European countries expanded their influence through exploration, which led to colonialism, trade, and conflict. They will grasp the concept that by the eighteenth century, political and social revolutions

Duration: 8 Weeks

## Unit

### Essential Questions/Enduring Understandings

- EQ1: What were the major effects of the Renaissance?
- EQ2: How do technological innovations impact the world, then and today?
- EQ3: How do trade networks allow ideas, goods, and people to spread?
- EQ4: How does culture and religion develop and change over time?
- EQ5: Why do societies explore and interact?
- EQ6: What factors contribute to globalization?
- EQ7: how do technological advances contribute to historical turning points?
- EU1: Wealth accumulated from European trade with the Middle East, fostered civic pride in the Italian cities. Wealthy citizens held a secular view of the world.
- EU2: The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.
- EU3: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

### Students will be able to...

- Evaluate various empires expanding
- Breakdown why some empires were more effective than others in maintaining control of their empires?
- Explain that the Renaissance elevated the value of the individual
- Summarize how European nations expanded trade and grew rich by acquiring new lands
- Describe the devastating effects of European expansion and trade on the people of Africa
- Discuss how European nations gained and lost power as a result of religious and political conflicts
- Understand how the struggle for power led to uprisings throughout Europe
- Analyze how artists expressed identification with, or reaction to, the issues of the day
- Evaluate the role faith plays in an Empire
- Identify culture reflecting the heritage of its people
- Classify the successes and failures under the Ming and Qing dynasties
- Identify the causes and effects of Japan's unification

### Evidence of Learning/ Assessment

- Competency 1
  - [DBQ The Printing Press](#)
- Competency 2
  - [Unit 1 Traditional Assessment](#)
- Formative Assessments
  - [Formative Assessments - Digital Choices](#)
  - Quizzes
  - Essays
  - Oral Reports/Presentations
  - Class Participation
  - Projects
  - Cooperative Group Projects/Activities
  - Research Papers/Reports
  - Homework Assignments
  - Role Playing/Simulations
  - Portfolios
  - Journals
  - Debates/Mock Trial
  - Timelines/Posters

#### Instructional Design/Learning Plan

- [Suggested Sequence for Learning](#)
- Suggested Learning Activities
  - Conduct research to answer the question to what extent did Greek, Roman, Asian, and Islamic civilizations influence the Renaissance.
  - Use diagrams, maps and charts to trace the movement of essential commodities from the East Indies to Europe and West Indies to Europe
  - Write a narrative that compares the development of slavery and coerced labor practices of indigenous populations (Encomienda system, indentured servants) in the Americas with Europe, Africa, and Asia.
  - Use maps of trade routes to explain the role of geographic location in the development of trade and economic activity during the Renaissance.
  - Draw evidence from informational texts to analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans and Americans

#### Unit Materials

- [World History Resources/Materials](#)
- InfoBase
- Flocabulary
- Achieve 3000
- Modern World History Holt McDougal

## Standards Covered

### \*ELA NJSL

**History, Social Studies, Science and Technical Subjects Grade 9-10**

**RH: Reading History and Social Studies**

- **Craft and Structure**

- RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6: Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

- **Integration of Knowledge and Ideas**

- RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

- **Key Ideas and Details**

- RH.9-10.1: Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

- **Range of Reading and Level of Text Complexity**

- RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

**WHST: Writing History, Science and Technical Subjects**

- **Production and Distribution of Writing**

- WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.9-10.6: Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- **Range of Writing**

- WHST.9-10.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- **Research to Build and Present Knowledge**

- WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.

**\*Social Studies NJSL**

**SOC.6.2.12: World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

**SOC.6.2.12.1: The Emergence of the First Global Age (1350-1770)**

- SOC.6.2.12.A.1: Civics, Government, and Human Rights
  - SOC.6.2.12.A.1.a: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
- SOC.6.2.12.B.1: Geography, People, and the Environment
  - SOC.6.2.12.B.1.a: Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

- SOC.6.2.12.B.1.b: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- SOC.6.2.12.C.1: Economics, Innovation, and Technology
  - SOC.6.2.12.C.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
  - SOC.6.2.12.C.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
  - SOC.6.2.12.C.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
  - SOC.6.2.12.C.1.d: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
  - SOC.6.2.12.C.1.e: Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
- SOC.6.2.12.CS1: The Emergence of the First Global Age: Global Interactions and Colonialism: The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.
- SOC.6.2.12.D.1: History, Culture, and Perspectives
  - SOC.6.2.12.D.1.a: Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
  - SOC.6.2.12.D.1.b: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
  - SOC.6.2.12.D.1.c: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
  - SOC.6.2.12.D.1.d: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
  - SOC.6.2.12.D.1.e: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
  - SOC.6.2.12.D.1.f: Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

#### SOC.6.2.12.2: Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)

- SOC.6.2.12.A.2: Civics, Government, and Human Rights
  - SOC.6.2.12.A.2.a: 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.
  - SOC.6.2.12.A.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
- SOC.6.2.12.B.2: Geography, People, and the Environment
  - SOC.6.2.12.B.2.a: Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
- SOC.6.2.12.C.2: Economics, Innovation, and Technology
  - SOC.6.2.12.C.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.
- SOC.6.2.12.CS2: Renaissance, Reformation, Scientific Revolution, and Enlightenment: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.
- SOC.6.2.12.D.2: History, Culture, and Perspectives
  - SOC.6.2.12.D.2.a: Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
  - SOC.6.2.12.D.2.b: Determine the factors that led to the Reformation and the impact on European politics.
  - SOC.6.2.12.D.2.c: Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.
  - SOC.6.2.12.D.2.d: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

- SOC.6.2.12.D.2.e: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

## Materials

For a closer look at the materials list below, log onto <https://edconnectnj.schoolnet.com/5805>

### Resources:

1. Unit 1 Reflection World History

## Additional Properties

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