

# Unit 4 -- Transoceanic Interconnections (1450-1750)

Content Area: **Basic Skills**  
Course(s): **Advanced Placement World History**  
Time Period: **November**  
Length: **3 Weeks**  
Status: **Published**

## Unit Overview:

---

This unit includes the technological innovations of the time, the causes and events connected to exploration, the trade of natural resources, populations, technology, and diseases between the Americas, Europe, and Africa after Columbus' explorations; and the establishment, maintenance, and development of maritime empires. It addresses challenges to state power and changes in social hierarchies and focuses on a discussion of continuity and change during this period.

## Enduring Understandings:

---

- As empires developed and changed, many groups resisted state expansion.
- By 1750, most of the world was integrated within a system of economic, political, and cultural connections.
- European states were seeking ways to expand their authority and control of resources in the era of empire-building.
- New ocean trade routes were opened, aiding the rise of this extended global economy.
- The Columbian Exchange had far-reaching effects beyond dramatic changes in population and biodiversity.
- The explorations of European states were the foundation of maritime empires.
- Throughout the world, civilizations developed social hierarchies.
- Various inventions allowed Europeans to venture long distances on the ocean.

## Essential Questions:

---

- How did cross-cultural interactions spread technology and facilitate changes in trade and travel from 1450-1750?
- How did economic developments from 1450 to 1750 affect social structures over time?
- How did the development of state power result in external and internal challenges in the period between 1450 and 1750?
- How were empires of European states established between 1450 to 1750, and what economic and labor systems fueled them?
- How were social categories, roles, and practices maintained or changed from 1450-1750?
- What economic strategies did maritime empires use to increase their power, and how did the developing empires affect political, religious, and cultural dynamics?
- What were the causes and effects of the state-sponsored expansion of maritime exploration?
- What were the causes of the Columbian Exchange and its effects on the Eastern and Western

Hemispheres?

### **Standards/Indicators/Student Learning Objectives (SLOs):**

---

SWBAT explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750.

SWBAT describe the role of states in the expansion of maritime exploration from 1450 to 1750.

SWBAT explain the economic causes and effects of maritime exploration by the various European states.

SWBAT explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.

SWBAT explain the process of state building and expansion among various empires and states in the period from 1450 to 1750.

SWBAT explain changes and continuities in systems of slavery in the period from 1450 to 1750.

SWBAT explain how rulers employed economic strategies to consolidate and maintain power.

SWBAT explain how social categories, roles, and practices have been maintained or changed over time.

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.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.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.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.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.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.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.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.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.

## Lesson Titles:

---

- Changing Social Hierarchies
- Columbian Exchange
- Continuity and Change from 1450 to 1750
- Exploration: Causes and Effects from 1450 to 1750
- Internal and External Challenges to State Power
- Maritime Empires Established
- Maritime Empires Maintained and Developed
- Technological Innovations from 1450 to 1750

## 21st Century Skills and Career Ready Practices:

---

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Information Literacy
- Media Literacy
- Life and Career Skills

- Communication and Collaboration
- Global Perspectives
- AP Exam Preparation

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that

management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
PFL.9.1.12.E.5	Evaluate business practices and their impact on individuals, families, and societies.
PFL.9.1.12.F.1	Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
PFL.9.1.12.F.2	Assess the impact of emerging global economic events on financial planning.
PFL.9.1.12.F.3	Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
PFL.9.1.12.F.6	Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.

### **Inter-Disciplinary Connections:**

---

This unit will cross-content with the following:

Language Arts -- Students will read primary sources and write essays and DBQs.

Science -- Students will learn about new innovations throughout the world.

Art -- Students will learn about art work that represented the historical time period being studied.

Math -- Students will learn about tax structures in ancient governments.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
MA.N-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

MA.N-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
VA.9-12.1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
VA.9-12.1.5.12acc.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.9-12.1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
9-12.HS-PS1-2.6.1	Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

- Analyzing Primary Sources on time frames between 1450-1750 (Analysis/DOK 4)
- Annotation writing of AMSCO book Unit 4 (Recall/ DOK 1)
- AP Test Preparation by translating multiple choice (Application/DOK 2)
- Comparing land based empires after 1450 (Compare and Contrast/DOK 2)
- Creating AP style Multiple Choice questions (Creating/DOK 6)
- Delsea One
- Evaluating other student's essay prompts (Grading/DOK 5)
- Group Activity on learning about AP writing formats (Formulate/DOK 3)
- Guessing scores from past AP Exams (Grading/DOK 5)
- Lecture/Discussion on different cultures from around the world (Compare and Contrast/DOK 2)
- Linking historical events from one time period to another (Synthesis/DOK 4)
- Stimulus Based Multiple Choice Exams modeled on the AP format (Evaluate,synthesize,analysis/DOK 4)
- SWAG
- Vocabulary Exercise from the unit (Review/DOK 1)
- Writing Exercises on DBQ and Essay on Transoceanic Interconnections (Synthesis/DOK 4)

## **Modifications**

---

### **Benchmark Assessments**

---

Skills-based assessment

Reading responses

Writing responses

### **Formative Assessment:**

---

- Anticipatory Set: Current event analysis as needed to connect today to the past
- Anticipatory Set: Explain review game rules
- Anticipatory Set: How do governments change over time?
- Anticipatory Set: Prepare and motivate students for their test/quiz
- Closure: Discuss Key Terms from Unit 4
- Closure: Exit Card on lectures
- Closure: Review Transoceanic Interconnections quiz
- Closure: Whip Around from Test/Quiz results
- Closure: Whip Around from the Transoceanic Interconnections lecture notes
- Warm Up: AP DBQ writing tips
- Warm Up: AP Essay writing tips
- Warm Up: Discuss current political issues in the world today
- Warm Up: Review key terms from the unit
- Warm Up: Review Test/Quiz results

### **Alternative Assessments**

---

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

### **Summative Assessment:**

---

- Alternate Assessment: Student created AP Questions on Unit 4
- Benchmark: AP Testing strategies
- Benchmark: Differences in Trading Routes
- Marking Period Assessment: Quiz on ABSCO Unit 4
- Marking Period Assessment: Test on ABSCO Unit 4
- Marking Period Assessment: Transoceanic Interconnections DBQ

## **Resources & Materials:**

---

AMSCO Textbook

Traditions and Encounters Textbook

5 Steps to a 5 Workbook

[AP Central Website](#)