Unit 1: Worlds Meet

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 1**
Length: **September - October**
Status: **Published**

Unit Overview

As Europeans looked beyond the borders of their continent and across the ocean, a period of exploration embarked that would change the landscape of the world forever. In this unit, students will discover the pathways of these great explorers to the new world and how this age of exploration led to a great cultural exchange between Europeans and native peoples. Students will evaluate both the positive and negative consequence of exploration on the world, looking at both the benefits of cultural exchange and exchange of goods, as well as the profound impact on native peoples, such as those exacted by the conquistadors. Students will then learn about initial exploration led to the settlement of North America by European countries, notably English, French, Dutch, and the Spanish.

Standards

SOC.6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
SOC.6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
SOC.6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
SOC.6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
SOC.6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
SOC.6.1.8.D.1.c	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
SOC.6.1.8.CS1	Three Worlds Meet: Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.
SOC.6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
SOC.6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
SOC.6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.

Essential Questions

- Should dominant powers force their values and way of life on conquered peoples?
- Is capitalism a force for negative or positive change?
- Why did explorers come to North America?
- Why did settlers come to North America?
- How did geography affect the settlement of sites?
- What were the reactions of the Native Americans to these new settlers?

Application of Knowledge: Students will know that...

- A large merchant class arose in Europe as international trade increased.
- Cabot, Verrazano, Hudson, Cartier, and Champlain were important explorers of North America
- Europeans explored the eastern coast of North America in the 1500's looking for a Northwest Passage.
- Hernando Cortes and Francisco Pizarro lead Spanish conquistadors to create a grande Spanish Empire in the New World.
- Indentured servants, and later slaves did much of the work in the tobacco fields.
- Marco Polo improved European cartographic knowledge and inspired other Europeans to improve trade between Europe and East Asia.
- Shipping technology and trade routes were improved in the 1400's.
- The effects of Columbus' travels are known as the Colombian Exchange.
- The Pilgrim settlers create the "Mayflower Compact" to govern themselves.
- The Pilgrims came to America seeking religious freedom.
- The tobacco crop was essential to the success of the Jamestown colony.

Application of Skills: Students will be able to...

- analyze different points of view about an issue.
- analyze the decision-making process of historical figures by gathering information, identifying options, and evaluating consequences
- analyze the impact of the Pilgrims' ideas on the development of our current American government
- compare and contrast life in Jamestown with life in Plymouth
- connecting explorers to their area of explorations and conclusions of their journeys.
- draw conclusions by comparing and contrasting historical maps.
- explain how the legacies of Jamestown and Plymouth are still relevant in contemporary American society.
- read a historical map.

Assessments

• Diagnostic: Columbia Exchange - Students will be given a list of natural resources, foods, trade goods, plants, animals, and other items. They will arrange the items in a list by the region from which they originated. They will discuss which items had the greatest impact in trade.

• Formative: Historical Maps - Compare historical maps of European explorers and determine how rates of travel time decreased between the 12th and 16th centuries.

• Formative: Population Graphs - Given two sets of population data decide the best method of graphing to depict the information. Then graph the data.

• Formative: Explorer Report

• Summative: Age of Exploration Test - Test encompassing the reasons for and results of the Columbian Exchange.

• Diagnostic: Visual Literacy - Read the introductory text and pictures. Students will discuss and speculate how the environment of early America affected settlers.

• Formative: Plymouth in the News - Given fictional headlines about Plymouth Colony speculate what details would follow in an accompanying article.

• Formative: The Lost Colony - Analyze and explain the events leading to the disappearance of the Roanoke settlers.

• Formative: Unit Test Study Guide - Review chapter content by defining key terms, completing short answer questions, and writing extended response essays.

• Summative: The Settlement of North America Test - Test encompassing the early exploration of North America by the French, Dutch and English. The test will also include information about life in Jamestown and Plymouth.

Suggested Activities

- Throughout the unit, students will create an interactive notebook.
- Create a book recording the journey of Marco Polo, including animals, food, plants, places, and people he encountered.
- Webquest: research English words derived from Native American languages
- Create a foldable to compare the accomplishments of Marco Polo, Christopher Columbus, Hernando Cortes and Francisco Pizarro
- Using available population graphs students will work in pairs to create questions for their peer to answer
- Draw and illustrate a cartoon comparing the Spanish and Native American viewpoints of New World colonization
- Complete a map on the voyages of Henry Hudson
- Create a graphic organizer of key dates and events in Jamestown's history
- Complete a map comparing the routes of European explorers looking for the Northwest Passage
- Complete comprehension questions and then compare and discuss answers in small student groups
- Write newspaper headlines about the settlement and disappearance of Roanoke

- Create a fictional evening news program about life in Jamestown, assign the students roles

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Color code a map tracking the routes of explorers to provide visual imagery
- Label an illustration of parts of a caravel to help with visualization
- Create a timeline showing the expeditions to find the Northwest Passage

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: merchant, expedition, currency, navigation, caravel, log, colony, Columbian Exchange, tribute, conquistador, missionary, Northwest Passage, profit, portage, charter, armada, stock, cash crop, indentured servant, House of Burgesses, Mayflower Compact

Content specific modifications to extend learning for gifted students may include:

- Use model magic, cloth, Popsicle sticks and other supplies to create a three dimensional model of a caravel
- Create a menu and illustrations of typical Native American foods
- Write a log of the experiences of being a sailor working for Christopher Columbus
- Create a fictional interview between a modern historian and an early European explorer of North America.
- Study pictures of John Smith and formulate a hypothesis of his personality based on visual information in the pictures.

Integrated/Cross-Disciplinary Instruction

The explorer report will be an important opportunity for students to develop their ability in literary expression. This assignment will reinforce and provide practice for students in writing introductory, body and conclusion paragraphs.

Students will continue to develop their ability to write extended response essays. First, they will write extended response essays in completing their chapter review. Then, students will answer more briefly by completing open-ended response questions on their test.

Resources

- Macmillan/McGraw-Hill Our Nation textbook (c)2005
- Macmillan/McGraw-Hill Our Nation Practice and Activity Workbook isbn:0021503907
- Discovery Education
- Liberty Kids
- BrainPop
- Schoolhouse Rock
- http://interactivesites.weebly.com/social-studies.html
- Readworks

21st Century Skills

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.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.