Bonus Unit: A Changing World: 1500-1750

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 40**
Length: **1 Week**
Status: **Published**

Unit Overview

This unit is about the changing world of the 15th, 16th and 17th centuries and how science, exploration and trade brought the different world regions into fundamentally intertwined relationships.

Standards

CCSS.ELA-Literacy.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCSS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCSS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-Literacy.WHST.6-8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCSS.ELA-Literacy.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
CCSS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.WHST.6-8.10	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.
SOC.9-12.6.2.12.A.2.a	Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.
SOC.9-12.6.2.12.A.2.b	Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.
SOC.9-12.6.2.12.A.2.c	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.9-12.6.2.12.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.9-12.6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration,

	colonization, and settlement patterns.
SOC.9-12.6.2.12.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.9-12.6.2.12.C.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
SOC.9-12.6.2.12.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.9-12.6.2.12.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.9-12.6.2.12.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.
SOC.9-12.6.2.12.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.9-12.6.2.12.D.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
SOC.9-12.6.2.12.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.9-12.6.2.12.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.9-12.6.2.12.D.1.f	Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

Essential Questions

- How did exploration change the balance of trade and power throughout the world?
- How did European settlers change life for the native peoples of other regions?
- What changes in thought occurred during the “Enlightenment”?

Application of Knowledge and Skills...

Students will know that...

- 1. Know the important Enlightenment terms and their meaning: heliocentric, telescope, gravity and the Scientific Method
- 2. Know the important thinkers of the Enlightenment and their scientific contributions: Copernicus, Galileo, Newton, Descartes, and Locke.
- 3. There were many important explorers of the Age of Exploration including: Columbus, Magellan, Cook, Cabot, da Gama, and Prince Henry
- 4. During the 1500s the Spanish and Portuguese conquered large portions of the Americas.

- 5. During the 1500s a trans-Atlantic slave trade developed.
- 6. The British took over Australia in the 1700s.
- 7. The exact sequence of events is critical to understanding historical periods, e.g. Polynesian exploration of the Pacific Islands explains how these people settled in such a wide region.

Students will be able to...

- A. Identify the main ideas and supporting details while reading
- B. Use the following terms: heliocentric, telescope, gravity and Scientific Method
- C. Compare and contrast written, video, or internet resources
- C. Describe the exploration routes of: Columbus, Magellan, Cook, Cabot, da Gama, and Prince Henry
- D. Make connections between Spanish and Portuguese conquests and the effects hundreds of years later
- E. State the origins of slavery in the Americas
- F. Explain the effect of the British takeover of Australia
- G. Apply group work skills to interpreting and debating historical events
- H. Narrate the exact sequence of events in a given historical period, e.g. Polynesian exploration of the Pacific Islands in their correct order.

Assessments

- Common Core Focus Formative: Other written assessments Read and write about the Polynesian settlement of the Pacific Islands, with little more than canoes to move around this vast area. RH.6-8.3., WHST.6-8.2d.
- Creating Worksheets Formative: Other written assessments While students are creating their posters, they will also create worksheets to accompany their posters. The groups will present their posters and their classmates will complete the student generated worksheets during the presentations. 6.2.12.A.2.a, 6.2.12.A.2.b, 6.2.12.A.2.c 6.2.12.B.1.a, 6.2.12.B.1.b, 6.2.12.B.2.a, 6.2.12.B.2.b 6.2.12.C.1.b, 6.2.12.C.1.c, 6.2.12.C.1.d, 6.2.12.C.1.e 6.2.12.D.1.a, 6.2.12.D.1.b, 6.2.12.D.1.c, 6.2.12.D.1.d, 6.2.12.D.1.e, 6.2.12.D.1.f, WHST.6-8.5., WHST.6-8.6., WHST.6-8.9., WHST.6-8.10.
- Lesson Planning Formative: Other visual assessments Using the outlines that students created individually they will combine with peers that have been assigned the same topic and will create posters which include: headings, relevant information, and pictures. 6.2.12.A.2.a, 6.2.12.A.2.b, 6.2.12.A.2.c 6.2.12.B.1.a, 6.2.12.B.1.b, 6.2.12.B.2.a, 6.2.12.B.2.b 6.2.12.C.1.b, 6.2.12.C.1.c, 6.2.12.C.1.d, 6.2.12.C.1.e 6.2.12.D.1.a, 6.2.12.D.1.b, 6.2.12.D.1.c, 6.2.12.D.1.d, 6.2.12.D.1.e, 6.2.12.D.1.f, WHST.6-8.5., WHST.6-8.6., WHST.6-8.9., WHST.6-8.10.
- Outlining Practice Formative: Other written assessments Students will read about an assigned topic: Enlightenment, Age of Exploration, Conquering the Americas, Slavery in the Americas or Europeans in the Pacific. They will individually outline their section. Possible Standards Addressed: 6.2.12.A.2.a, 6.2.12.A.2.b, 6.2.12.A.2.c 6.2.12.B.1.a, 6.2.12.B.1.b, 6.2.12.B.2.a, 6.2.12.B.2.b 6.2.12.C.1.b, 6.2.12.C.1.c, 6.2.12.C.1.d, 6.2.12.C.1.e 6.2.12.D.1.a, 6.2.12.D.1.b, 6.2.12.D.1.c, 6.2.12.D.1.d, 6.2.12.D.1.e, 6.2.12.D.1.f, RH.6-8.3., RH.6-8.5., RH.6-8.6., RH.6-8.8.
- The Changing World, 1500-1750 Summative: Written Test Test encompassing the many achievements of profound thinkers, explorers, and leaders who participated directly and indirectly in the era of the Columbian Exchange. 6.2.12.A.2.a, 6.2.12.A.2.b, 6.2.12.A.2.c, 6.2.12.B.1.a, 6.2.12.B.1.b, 6.2.12.B.2.a, 6.2.12.B.2.b, 6.2.12.C.1.b, 6.2.12.C.1.c, 6.2.12.C.1.d, 6.2.12.C.1.e, 6.2.12.D.1.a, 6.2.12.D.1.b, 6.2.12.D.1.c, 6.2.12.D.1.d, 6.2.12.D.1.e, 6.2.12.D.1.f, WHST.6-8.2d.

• Vocabulary Diagnostic: Other written assessments Students will complete a comprehensive matching vocabulary worksheet that previews key vocabulary of the unit. 6.2.12.A.2.a, 6.2.12.A.2.b, 6.2.12.A.2.c 6.2.12.B.1.a, 6.2.12.B.1.b, 6.2.12.B.2.a, 6.2.12.B.2.b 6.2.12.C.1.b, 6.2.12.C.1.c, 6.2.12.C.1.d, 6.2.12.C.1.e 6.2.12.D.1.a, 6.2.12.D.1.b, 6.2.12.D.1.c, 6.2.12.D.1.d, 6.2.12.D.1.e, 6.2.12.D.1.f, RH.6-8.4.

Activities

- Recreate Galileo's experiments, regarding the speed of falling objects, at the Leaning Tower of Pisa
- Use a prism to understand how it separates white light
- Perform observations demonstrating the bending nature of light as it passes through water
- Create a rudimentary telescope the same as Hans Lippershey
- Create a poster of famous scientists and explorers and write a unique caption for each person
- Use the Maps101 map collections for making worksheets and projection in the classroom: colonial exploration
- Use the Map101 interactive maps to control displayed information and analyze maps as history unfolds: African slave trade

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
- Use the graphic organizer "Main Idea Pyramid" to chunk information from different sections of the unit

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: heliocentric, telescope, gravity and the Scientific Method

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

- Draw two illustrations explaining the concepts of heliocentrism and geocentrism
- Create a book cover for a biography about Isaac Newton
- Record the emotional experiences of Columbus' journey through a fictional diary
- Create a poster on the future plans of NASA and competing space agencies and companies

Integrated/Cross-Disciplinary Instruction

There are many opportunities in this unit for collaboration between science teachers and the social studies curriculum. Students can learn about Isaac Newton and his work in gravity, light, and motion in social studies. Then they can perform corresponding experiments in science labs.

Resources

- Macmillan/McGraw-Hill Our World textbook
  (c)2005 Prism
- Macmillan/McGraw-Hill Our World Practice and Activities Workbook isbn:0021499926
- Prism
- Eyeglass lenses
- http://www.maps101.com/

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.