

# Unit 2- Exploration

Content Area: **Social Studies**  
Course(s): **Social Studies 7**  
Time Period: **October**  
Length: **4 weeks**  
Status: **Published**

## Unit Summary

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During the Age of Exploration, European powers competed to explore and claim land in the Americas. New technology aided their efforts. Their arrival forever changed the native populations and landscape by introducing new ideas, plants, and animals as well as harmful diseases.

## Standards

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LA.W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
LA.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
LA.W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
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.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
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.c	Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

## Student Learning Objectives

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- Students will learn old maps determine the reason for early explorers' routes.
- Students will learn how the changes in Europe, from Medieval to the Renaissance, set the stage for exploration.
- Students will learn the power struggles among European countries and explain how that affected exploration.
- Students will learn the descriptions of key early explorers.
- Students will learn each explorer's influence in history.
- Students will learn the impact of the Columbian Exchange on Europe, Africa and America.
- Students will learn the ways in which Europeans exploited the landscape of the Americas.

## Essential Questions

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- What set the stage for European exploration?
- How did new technology influence European exploration?
- How did Europeans impact the environment in the Americas?
- What were the benefits and harms caused by the Columbian Exchange?
- What were the accomplishments of various European explorers?
- What were the goals of the Spanish conquistadors?
- What was the major effect of the Protestant Reformation on European exploration?

## Enduring Understandings

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- Students will understand that new technology aided explorers during the Age of Exploration.
- Students will understand that The Columbian Exchange had both positive and negative consequences.
- Students will understand that Europeans significantly altered the landscape and lives of native populations upon their arrival in the Americas.
- Students will understand that historical figures such as Christopher Columbus can be viewed as both a hero and a villain.
- Students will understand that power struggles among European countries affected the course of exploration.

## Application

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- Students will independently use their learning to...

## Skills

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Students will be skilled at:

- Analyzing a photograph and making inferences.