

# Unit 08: Eighteenth Century European Expansion

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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| LA.K-12.NJSLSA.R  | Reading  |
|                   | Key Ideas and Details  |
| LA.K-12.NJSLSA.R1 | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.                                     |
| 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.K-12.NJSLSA.R2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| 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.K-12.NJSLSA.R3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a 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.  |
|                   | Craft and Structure  |
| 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.K-12.NJSLSA.R4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  |
| 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.K-12.NJSLSA.R5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.   |
| LA.K-12.NJSLSA.R6 | Assess how point of view or purpose shapes the content and style of a text.  |
| LA.RH.11-12.6     | Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.  |
| LA.K-12.NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |

|                    |   |
|--------------------|---|
| 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.K-12.NJSLSA.R8  | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  |
| 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.K-12.NJSLSA.R9  | Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  |
|                    | Range of Reading and Level of Text Complexity   |
| 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.K-12.NJSLSA.R10 | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.   |

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## **Integration of Career Readiness, Life Literacies and Key Skills**

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|----------------|--|
| CRP.K-12.CRP1  | Act as a responsible and contributing citizen and employee.                        |
| CRP.K-12.CRP2  | Apply appropriate academic and technical skills.                                   |
| CRP.K-12.CRP3  | Attend to personal health and financial well-being.                                |
| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP5  | Consider the environmental, social and economic impacts of decisions.              |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.                                     |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9  | Model integrity, ethical leadership and effective management.                      |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals.                         |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence.                 |

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## **Technology / Integration of Computer Science and Design Thinking**

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## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section**

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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see Crosswalks

### **21st Century Life and Careers**

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#### **Stage I: Desired Results**

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#### **Transfer/Overview/Rationale**

##### **Transfer / Overview / Rationale**

Unit Rationale

The purpose of this unit...

#### **Meaning**

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#### **Essential Questions**

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Essential Questions

- What was the agricultural revolution?
- Why did European countries seek to extend their influence around the world?

#### **Enduring Understanding/Indicators of Understanding**

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Enduring Understanding/Indicators of Understanding

- Agriculture underwent dramatic changes, from the open field system to a more capitalistic style of farming; this increased production which improved crop diversity and nutrition for all citizens
- European nations sought to increase their world power through the economic system of mercantilism, an accumulation of bullion in the state treasury

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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#### Knowledge

Students will know...

- 29 key terms for student completion
- European nations experienced a dramatic population increase in the 18th Century
- European expansion shaped the globe by connecting economic and trade interests
- Agriculture and nutrition changed the lives of ordinary people

### **Skills**

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#### Skills

Student will be skilled at ...

- Students will be able to compare and contrast the open field system of agriculture with the newer, more capitalistic approach to farming
- Students will be able to point to specific, diversified diets which improved nutrition for all people
- Students will be able to explain all facets of mercantilism

## **Stage 3: Learning Plan**

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### **Resource and Mentor Texts**

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Resources and Mentor Texts

#### **Sources Used**

##### **Text**

John P. McKay, Bennett D. Hill, John Buckler, A History of Western Society. Princeton, NJ: Houghton Mifflin Company, 5th Edition. Documents Marvin Perry, Joseph R. Peden, Theodore H. Von Laue, Sources of the Western Tradition, Volume II From The Renaissance to the Present. New York, Houghton Mifflin Company, 4th Edition. Merry E. Wiesner, Julius R. Ruff, William Bruce Wheeler, Discovering the Western Past, Volume II: Since 1500. New York, Houghton Mifflin Company. Other materials obtained from various reputable internet sources, colleagues, and the 2005 AP Summer Seminar at Western Kentucky University, Bowling Green, Kentucky.

### **Formative Assessment Strategies**

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Formative Assessment Strategies

### **Learning Activities/Unit of Study**

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Learning Activities/Unit of Study

Document Analysis

“A Statistical View of European Rural Life 1600-1800.”

-13 documents

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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## Gifted & Talented Strategies

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students

at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.