

The Emergence of the First Global Age (1350- 1770)

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **1st Marking Period**
Length: **6 Weeks**
Status: **Published**

The Emergence of the First Global Age: Global Interactions and Colonialism

Beginning in the late 1400s, European nations explored the seas beyond Europe, hunting for an all-water route to Asia. They did not find it, but they did encounter two previously unknown continents—the Americas. They also built great trading empires in Asia. With their travels and trade, Europeans ushered in the first global age, bringing together people and civilizations from around the world.

In the late 1400s, the Spanish and other Europeans began to explore the Americas. The Europeans conquered Native Americans and competed for colonies. In Africa, the slave trade and power struggles created an era of turbulence. Exploration and trade led to increased contact between the peoples of Africa, Europe, and the Americas. A global exchange of plants, animals, institutions, and ideas permanently affected people's lives around the world.

Transfer

Students will be able to independently use their learning to describe how European voyages of exploration led to European empires in the Eastern and Western Hemisphere and to differentiate between these empires.

Students will be able to independently use their learning to analyze European impacts and distinguish how European colonization of the Americas shaped global economies and societies.

Meaning

Understandings

Students will understand that...

- the search for spices led to global exploration
- European exploration affected the people of Africa
- European nations built empires in South and Southeast Asia
- European encounters in East Asia were shaped by the worldviews of both Europeans and Asians
- a small number of Spanish conquistadors conquered huge Native American empires
- Spain and Portugal built colonies in the Americas
- European struggles for power shaped the North American continent
- the Atlantic slave trade shaped the lives and economies of Africans and Europeans (**NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES**)
- the voyages of European explorers led to the new economic systems of Europe and its colonies

Essential Questions

Students will keep considering...

- How the methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.
- How colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

Application of Knowledge and Skill

Students will know...

Students will know...

- that European interests in the spice trade led to new routes and lands
- that new sea routes led to an expanded European presence in Africa
- the legacy the Portuguese left in Africa
- that the Portuguese gained dominance in the spice trade
- how the Dutch used their foothold in Cape Town to develop an overseas trade empire
- the effect European trade had on the Mughal empire
- how European attempts led to established trade and missions in East Africa
- the reasons why East Asians were resistant to European trade and ideas
- how European voyages of exploration led to European empires in the Eastern and Western hemispheres
- how the explorations of conquistadors contributed to Spanish empires in the Americas
- the effect European exploration had on Native American populations
- the Spanish structure in its American empire
- describe the results of the British and French struggle for North America
- explain how the triangular trade affected Africans
- explain how the slave trade benefitted Europeans
- describe the impact of American gold and silver on European economies
- explain the policy of mercantilism as it affected global economies
- how European colonization of the Americas shaped global economies and societies

Students will be skilled at...

Students will be skilled at...

- justifying Europeans' motivations for exploring the seas
- assessing European searches for a direct route to Asia
- analyzing how European actions affected the slave trade and the rise of African states
- evaluating how the European presence in Africa expanded
- summarizing the impact of early European trading empires in South and Southeast Asia and analyze the dominance in the region

- predicting how European contact affected native kingdoms throughout the Asian world (ie. India, China, Japan, Korea)
- evaluating the short-term and long-term effects of Spanish interactions with the peoples of the Americas
- analyzing the major features of Spanish colonial society and culture
- describing how Portugal and other European nations challenged Spanish power
- investigating why Europeans competed for power in the Americas and how their struggle affected the native populations
- diagramming how triangular trade worked
- investigating the nature of the Middle Passage and describe the effects of the Atlantic slave trade
- predicting how European exploration led to the Columbian Exchange
- deducing the impact of mercantilism on European and colonial economies

Academic Vocabulary

- Cartographer
- Circumnavigate
- Plantation
- Missionary
- Monopoly
- Outpost
- Sovereign
- Sepoys
- Conquistadors
- Plantation
- Peon
- Mulatto
- Inflation
- Capitalism
- Entrepreneur
- Mercantilism
- Tariff
- Triangular Trade

Learning Goal #1

SWBAT to understand how did European voyages of exploration lead to European empires in the Eastern

Hemisphere.

SOC.6.2.12.1	The Emergence of the First Global Age (1350-1770)
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.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.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.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.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.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.f	Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.
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.

Target 1: The Motivations for Overseas Exploration

SWBAT determine the motivations for exploring the seas and the countries/explorers involved in overseas exploration.

SOC.6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
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Target 2: Early Footholds in Africa

SWBAT analyze how European actions affected the slave trade and the rise of African states.

(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

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.

Target 3: Europeans Footholds in Asia

SWBAT determine how the Portuguese, Spanish and the Dutch built their empires in Asia leading to the decline/isolation of the indigenous kingdoms.

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.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.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.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.

Learning Goal #2

SWBAT to describe how European colonization of the Americas shaped global economics & societies.

SOC.6.2.12.1	The Emergence of the First Global Age (1350-1770)
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.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.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.

Target 4: Conquest and Colonization of the Americas

SWBAT analyze the results of the first encounters between Spanish & Native Americans; Explain how Cortes

and Pizarro gained control of the Aztecs and Incan Empires; Understand the short-term and long-term effects of the Spanish on the peoples of the Americas; Explain how Spain ruled its empire; Analyze the major features of Spanish colonial society; Explain why the colony of New France grew slowly; Analyze the growth of the English colonies; Understand why Europeans competed for power in North America and how their struggle affected Native Americans

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.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.

Target 6: The Columbian Exchange and Mercantilism

SWBAT analyze and deduce how European exploration and increased trade stimulated global exchange and other changes in Europe.

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.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.

Summative Assessment

1st MP Benchmark: Primary Source Analysis

All assessments are differentiated and aligned to the social studies standards and curriculum.

21st Century Skills and Technology

CRP.K-12.CRP7	Employ valid and reliable research strategies.
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.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
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.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
TECH.8.2.12.B.5	Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.
TECH.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.12.B.CS2	The effects of technology on the environment.
TECH.8.2.12.B.CS3	The role of society in the development and use of technology.
TECH.8.2.12.B.CS4	The influence of technology on history.

Formative Assessment and Performance Opportunities

- Problem based learning
- Direct Instruction/lecture
- Cooperative Team Analysis
- Data Analysis
- Oral Presentations
- Peer Evaluations
- Analyze Primary Sources
- Participation/Discussion
- Text Analysis
- Persuasive Writing
- Multimedia Analysis
- Homework
- Field Trip
- Projects
- DBQ/FRQ
- Other (Explain)

*Teachers may select from the above list

Accommodations/Modifications

Enrichment Opportunities: World: College Prep B, College Prep A, Honors, AP

Differentiation: 504 accommodations and IEP modifications are met as required

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers
- Chunked Readings
- RAFT Activities (Role, Audience, Format, Topic)
- Layered Curriculum/Tiered Assignments
- Academic Games to practice skills and deepen understanding of topics
- Think-Pair-Share Activities
- Stations and Learning Centers
- Utilizing Pre-tests to reteach complex content before summative assessment
- Providing additional resources for independent study (videos, study guides, teacher notes, web-based

resources)

Enrichment

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

- ABC Clio Columbian Exchange Activity
- Columbian Exchange Recipe Research Project
- Compare/Contrast Discussion articles about Columbus (W. Carroll and H. Zinn)
- Spice Trader Game
- Olaudah Equiano Primary Source Reading Activity
- "Was Magellan Worth Defending?" Mini DBQ
- Explorer Scavenger Hunt Activity (Gallery Walk)

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Flocabulary: Vocabulary Enrichment & Differentiation - <https://www.flocabulary.com/?signup=login>

Newslea: Differentiated Readings/Text to Speech - <https://newsela.com/>

Social Studies Enrichment/Modifications Resources for **ELL Students**-
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students' Background Knowledge to Content in the ELL Classroom"

Social Studies Enrichment/Modifications Resources for **ELL Students**-
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social studies Instruction to ELLs"

Social Studies Enrichment/Modifications Resources for **ELL Students**-
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Using Graphic Organizers with ELLs"

Unit Resources

May include, but not be limited to:

Online websites and resources:

1. Digital Public Library of America: Primary Source Sets - <https://dp.la/primary-source-sets>
2. NJ Amistad Commission Curricular Units - <http://www.njamistadcurriculum.net/history/units>
3. Digital History - <http://www.digitalhistory.uh.edu/>
4. Stanford History Education Group: Reading Like a Historian - <https://sheg.stanford.edu/rlh>
5. Stanford History Education Group: Beyond the Bubble - <https://beyondthebubble.stanford.edu/>
6. National Archives: Docs Teach - <https://www.docsteach.org/>
7. NJ Commission on Holocaust Education - <http://www.nj.gov/education/holocaust/curriculum/>
8. AP Central - World History: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/228636.html

Social Studies Databases

1. ABC-CLIO Database

Student Response Systems

Primary Source Documents

1. The DBQ Project Binders

Online Portfolios

Teacher Resource Kit

1. Text Resources - 2004/2007/2011 Prentice Hall: New Jersey, World History, The Modern Era;

Prentice Hall Video/Audio/Text Files

Choices:

1. Brazil A History of Change: Reading History-Slavery in Brazil
2. Mexico At the Crossroads:The Aztec-Spanish Encounter

Flocabulary:

1. Conquistadors & Slavery

New Jersey Amistad Commission Interactive Curriculum - <http://www.njamistadcurriculum.net/>

Interdisciplinary Connections

Refer to Standards Posted Above:

- 1.)Columbian Exchange connects to Biology, Environmental Science, Human Geography, & Business (Economics)
- 2.)Spice Trade Activity connects to Family & Consumer Science, Business (Economics)
- 3.)Age of Exploration connects to Geography
- 4.) Conquest in the Americas connects to biology, Enviromental Science, Human Geography
- 5.) Settling of the Americas and the subsequent society established connects to World Language (Spanish/French) culture

WL.7.1.IH.A.C.1	Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
WL.7.1.IH.A.C.2	Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)
WL.7.1.IH.A.C.6	Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.D.12	Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.
9-12.HS-ESS3-1.ESS3.A.1	Resource availability has guided the development of human society.
9-12.HS-ESS3-1.ESS3.B.1	Natural hazards and other geologic events have shaped the course of human history; [they] have significantly altered the sizes of human populations and have driven human migrations.
9-12.HS-LS2-6.LS2.C	Ecosystem Dynamics, Functioning, and Resilience
9-12.HS-LS4-6.LS4.C.1	Changes in the physical environment, whether naturally occurring or human induced, have

thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline—and sometimes the extinction—of some species.

9-12.HS-LS2-7.LS4.D

Biodiversity and Humans

9-12.HS-LS4-6.LS4.D.1

Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.