

# Unit 4: Age of Exploration

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

## State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
LGBT and Disabled Mandate	History of disabled and LGBT persons: N.J.A.S.A. 18A:35-4.35 mandates a board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards
History and Contributions of Asian American and Pacific Islanders	A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

## Unit 4: Age of Exploration

### Learning Objectives

- Analyze how increased trade and colonial expansion set the stage for a global economy
- Explain how Europeans exploited the lands and peoples they found in Africa, Asia, and the Americas

- Explain why Europeans risked dangerous ocean voyages to discover sea routes to other parts of the world
- Identify the inventions that made sea voyages during this time possible

## Essential Skills

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- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

## Standards

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SOC.6.2.12.HistoryCC.1.a	Determine the extent to which various technologies (e.g., printing, 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.HistoryCC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
SOC.6.2.12.HistoryCC.1.g	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

## Instructional Tasks/Activities

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- Examine the geographical areas involved in the area and conduct mapping activities to define the regions
- Examine the needs of Europeans that led to the Age of Exploration and complete discussion questions to reinforce the ideas
- Guided Reading / Outlining / Notes
- Review games
- Textbook Chapter 17
- Watch the Film 1492 Conquest of Paradise analyze the inherent prejudice presented in the film and apply this attitude to the method of Spanish conquest of Central and South America.

## Assessment Procedure

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- Aztec's
- Chapter 16 Lesson 1
- Chapter 16 Lesson 2
- Chapter 16 Lesson 3
- Chapter 16 Lesson 4
- Chapter 16 Lesson 5
- Chapter 16 Summary/Review
- Chapter 16 Test
- Chapter 17 Lesson 1
- Chapter 17 Lesson 2
- Chapter 17 Lesson 3
- Chapter 17 Lesson 4
- Chapter 17 Lesson 5
- Chapter 17 Lesson 6
- Classroom Total Participation Technique
- Classwork
- Colonial Slavery & Jesuits Project
- Cortes and the Conquistadors
- Current Event Writing Activity
- DBQ
- Duckster - Science and Inventions
- Duckster Bio : Newton
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Galileo - Learn Bright
- Galileo Bio : Duckster
- Henry the Navigator facts
- How Columbus? + Columbus Duckster
- Imperialism facts
- Intro the Scientific Method/Revolution : Forbidden Histories and Crash Course
- Journal / Student Reflection
- Kahoot
- Kepler backs up Copernicus - STEM Beaver
- LKF @ Thanksgiving
- Newton's Laws of Motion - Learn Bright
- Other named in lesson
- Peer Review
- Performance
- Problem Correction

- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- The Mission Day 1 screening and viewing ?'s What is the main setting of the movie "The Mission," and how does it contribute to the story? Who are the main characters in the movie, and what are their respective roles in the mission?
- The Mission Day 2 screening and viewing ?'s What is the historical background of the movie, and how does it impact the events of the story? How does Father Gabriel's approach to the indigenous people differ from that of the other missionaries?
- The Mission Day 3 screening and viewing ?'s What is the conflict between the European powers and the indigenous people in the movie, and how does it evolve throughout the story? How does the character of Rodrigo Mendoza change and grow throughout the film?
- The Mission Day 4 screening and viewing ?'s What role does the mission itself play in the story, and why is it so important to the characters? What are the key moral and ethical dilemmas faced by the characters in the movie, and how do they resolve them?
- The Mission Final Day screening and viewing ?'s How does the music and soundtrack in "The Mission" enhance the emotional impact of the film? What lessons or messages can be drawn from "The Mission" about the consequences of colonialism and cultural clashes?
- The Scientific Revolution : Captivating History
- TRL Activities
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline

- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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N/A

## **Resources**

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- Activities from publishers Teacher Resource Library
- Film 1492 Conquest of Paradise
- Internet research
- Reading level appropriate on-line text ([www.ducksters.com](http://www.ducksters.com))
- Teacher Created notes and resources
- Textbook: Pearson/AGS Globe World History ISBN:0-7854-6405-0