

Unit 4: Age of Exploration

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

State Mandated Topics Addressed in this Unit

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Amistad Commission Mandate	The mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society. Evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)].

Unit 4: Age of Exploration

Learning Objectives

- Analyze how increased trade and colonial expansion set the stage for a global economy
- Compare European exploration to modern exploration
- 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

- 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

NJ Student Learning Standards for High School Social Studies

- 6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns,
- 6.2.12.HistoryCC.1.a: Determine the extent to which various technologies derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
- 6.2.12.GeoGE.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World’s economy and society.
- 6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- 6.2.12.GeoGE.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.

Career Education/ Life Skills Standards

- 9.4.12.CI.1
9.4.12.CT.2
9.4.12.CI.3

Performing Arts Standards

- 1.1.12 A,B
1.5.12 A,B

Technological Literacy Standards

- 9.4.12.IML.2
9.4.12.TL.1

SOC.6.2.12.GeoHE.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
SOC.b6.2.12.EconGE.1.a	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.EconGE.1.c	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.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.

Instructional Tasks/Activities

- Analyze and discuss journal excerpts of an African sold into slavery and complete DBQ questions
- Compare exploration technologies of the 1500s to those of today
- Compare the cultures and civilizations of the Inca and Myan peoples by creating a travel brochure
- Examine the goods, people, and geographical areas involved in the Triangular Trade
- Examine the journal entries of Christopher Columbus and Hypothesize his feelings towards the Native Americans
- 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 game

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- Cultural brochure/powerpoint
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- 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

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

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

Instruction/Materials

- 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

- 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

Faster paced class where the focus is the development of college level study habits. Experience an increased number of quiz/test questions, which will be more in depth, stress independent preparation, and require more responsibility of the student. Unit assessments measure not only a student's recall of basic facts, but also their ability to think critically, analyze data, and use historical knowledge to help deepen their understanding of content. Students will use primary source documents to complete a document based question (DBQ). Those DBQs include the following primary sources and an essay.

Resources

- ABC-CLIO online textbook (www.worldhistory.abc-clio.com)
- AVA Video – The Age of Exploration
- Film – The New World
- Internet research
- Teacher Created notes and resources