World History Unit 1: Emergence of the First Global Age

Content Area: **Social Studies**
Course(s):
Time Period: **MP1**
Length: **1/2 marking period**
Status: **Published**

Rationale

As students prepare to enter an increasingly interconnected world, they must understand the historical roots of globalization. This unit will equip students with the knowledge and skills necessary to navigate and critically evaluate the globalized world they will inherit.

Enduring Understandings

Content Specific	Skills Specific
• Interactions between peoples lead to political, economic, and social change. • Some societies choose to interact with outside cultures, while others choose isolation.	• Chronological sequencing serves as a tool for analyzing past and present events.

Essential Questions

Content Specific	Skills Specific
• How have global interactions shaped our world? • Why do some societies choose to isolate themselves?	• How do I find reliable evidence to support a claim? • How can I examine events using multiple perspectives?

Targeted Standards

Add the appropriate **NJSLS** standards with which this unit aligns. This is done by clicking "actions" and then

"add standards".

6.2.12.GeoSV.1.a	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.GeoHE.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
6.2.12.EconGE.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.
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.
b6.2.12.EconGE.1.b	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
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.
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.
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.HistoryCC.1.c	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.
6.2.12.HistoryCC.1.d	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
6.2.12.HistoryCC.1.e	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.
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).
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.
6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa.

Key Resources

This section houses the essential required resources for this unit.

HMH Modules 15 (Lesson 4), 16 (lesson 3), 17 (lesson 1, 4, , 23

Asian Exploration,	European Exploration	Impact of Colonization and

Expansion, & Isolation		Exploration
Zheng He Zheng He Activities Ming & Qing Dynasties PBS: Japan & Asia PBS: Mughal Empire TEDEd: The rise and fall of the Mughal Empire TEDEd: The Rise of the Ottoman Empire Edsitement: Learning about early modern-era empires	OER: Age of Exploration OER: The First Global Age Why did Europeans Explore (PS Analysis) Smithsonian: Astrolabe, the original smartphone Mariner's Museum: Age of Discovery Age of Exploration interactive digital map OER: Origins of Transoceanic Connections	Impact of Exploration Digital Inquiry Group: • Moctezuma & Cortes • La Malinche • Atahualpa & the Bible • Middle Passage OER: Transoceanic connections: The Columbian Exchange OER: The Middle Passage

Supplementary Resources

This section houses additional approved resources for this unit.

Edsitement: Following the Great Wall of China

Skills, Content, Activity, Assessment

Skills	Content	Activity	Assessment

Compare/Contrast Cause/Effect Geography/Map skills Sourcing Contextualization	Ming & Qing Dynasties Zheng He Isolationism Rise of the Ottoman Empire Mughal Empire	Zheng He Zheng He Activities Ming & Qing Dynasties PBS: Japan & Asia PBS: Mughal Empire TEDEd: The rise and fall of the Mughal Empire TEDEd: The Rise of the Ottoman Empire Edsitement: Learning about early modern-era empires	Presentation (formative) Class discussion (formative) Persuasive Essay (summative) Primary Source analysis (formative) Assess the benefits and drawbacks of isolationism (formative)
Compare/Contrast Cause/Effect Geography/Map skills Sourcing Contextualization	European Explorers Technologies that enabled exploration	OER: Age of Exploration Why did Europeans Explore (PS Analysis) Smithsonian: Astrolabe, the original smartphone Mariner's Museum: Age of Discovery Age of Exploration interactive digital map	Compare/Contrast motives for exploration and expansion between Europe and Asia (formative) Class discussion (formative) Presentation (summative) Primary Source Analysis(formative)
Compare/Contrast Cause/Effect Geography/Map skills Sourcing Contextualization	Columbian Exchange Middle Passage Missionaries Barolome de las Casas Mercantilism Capitalism Trade Patterns	Digital Inquiry Group: • Moctezuma & Cortes • La Malinche • Atahualpa & the Bible • Middle Passage	Class Discussion(formative) Presentation(formative) Primary Source Analysis(formative) Causes and effects of exploration and expansion(formative)

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit

Colonization Middle Passage Mercantilism	US I: Unit 2

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).