Unit 4: Transoceanic Interconnections c. 1450-c. 1750

Content Area: **Social Studies**
Course(s):
Time Period: **November**
Length: **22-25 class periods**
Status: **Published**

Targeted Standards

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

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.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).

Rationale

This unit examines the Age of Exploration and the interaction among different peoples across the globe.

Enduring Understandings

Content Specific	Skills Specific
• Human adaptation and innovation have led to increased efficiency, comfort, and security, while technological advances have significantly shaped human development and interactions, with both intended and unintended consequences. • A variety of internal and external factors contribute to the formation, expansion, and decline of states. Governments maintain order through a variety of administrative institutions, policies, procedures, and governments obtain, retain, and exercise power in different ways and for different purposes. • As societies develop, they both affect and are affected by the ways in which they produce,	• Historical events and processes are influenced by the contexts in which they occur; recognizing these contexts deepens our understanding of their causes, developments, and consequences. • Historical developments and processes are interconnected; understanding these relationships reveals how events influence one another and shape broader patterns of change over time. • Evaluating the evidence used in a source is essential for understanding and assessing the strength and validity of historical arguments.

exchange, and consume goods and services. • The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments. • The process by which societies group their members and the norms that govern interactions between these groups and between individuals influence political, economic, and cultural institutions and organizations. • The development of ideas, beliefs, and religions illustrates how groups in society perceive themselves, and the interactions between societies and their beliefs often have significant political, social, and cultural implications.	• Understanding a source's point of view, purpose, historical context, and intended audience enables historians to interpret its meaning, assess its reliability, and situate it within the broader historical narrative. • Claims and arguments in historical sources reflect the perspectives, purposes, and contexts of their creators; analyzing these elements helps us gain a deeper understanding and more accurate interpretation of the past. • Placing historical developments and processes within their broader context deepens understanding of their causes, connections, and consequences. • Evaluating how evidence supports, challenges, or refines an argument allows historians to assess the validity of sources and develop well-reasoned interpretations of the past. • Applying historical reasoning to connect and interpret pieces of evidence enables a deeper understanding of the relationships between events, developments, and processes in the past.

Essential Questions

Content Specific	Skills Specific
• How have scientific and technological developments over the course of history changed the way people live and economies and governments function? • In what ways have technological advances reshaped human development and interactions, both positively and negatively? • How do governments gain, maintain, and exercise power in different historical contexts? • How do social hierarchies and group	• Why is it important to understand the historical context in which events and processes occur? • How do different historical developments and processes influence each other and contribute to larger patterns of change? • How can we use evidence and historical reasoning to construct a claim that accurately interprets the past? • How can identifying claims and arguments in

relationships shape political, economic, and cultural institutions? • In what ways do belief systems influence political, social, and cultural developments?	different types of sources help us better understand and respond to information? • How does understanding historical context help us explain the causes and effects of historical events?

Key Resources

This section houses the essential required resources for this unit.

- Strayer, R. W., & Nelson, E. (2023). Ways of the world: A brief global history with sources: For the AP world history: Modern course since 1200 C.E. Bedford, Freeman & Worth Publishers.

- AP Classroom

Supplementary Resources

This section houses additional approved resources for this unit.

- OPTIC organizer
- PIECES organizer

Skills, Content, Activity, Assessment

Skills	Content	Activity	Assessment
These are the essential **skills** taught. Look to the verbiage of the **standards** for the essential skills in the unit. →	What **content** is used to teach the skill? →	What **activities** are used to teach this content/skill? →	How do we **assess** this content/skill? Include benchmarks, formative assessments, and pretests.
Identify and describe a historical context for a	• Caravel • Carrack • Fluyt	• Annotation of a source • AP daily videos and discussion	• AP classroom practice • Contextualization and thesis paragraph

specific historical development or process.	• Lateen sail • compass • astronomical charts	• Research innovations and their impact on exploration • Cause and effect graphic organizer	
Explain how a historical development or process relates to another historical development or process.	• State-sponsored maritime exploration • global trade • Northern Atlantic Crossings	• Causes and events organizer • State-sponsored maritime exploration comparison	• Short Answer question • AP classroom practice
Explain the point of view, purpose, historical situation, and/or audience of a source.	• Columbian exchange • Horses, pigs, cattle • Okra, rice, potatoes, tomatoes, corn • disease (smallpox, syphilis)	• Finding arguments in text • Crash Course guided viewing (digital nb) • Mapping the Columbian Exchange • Source analysis: smallpox	• Short Answer question • AP Classroom Practice
Explain the process of state-building and expansion among various empires and states.	• Ming China • Tokugawa Japan	• Maritime and land empires comparison • PIECES organizer • Crash course guided viewing • map analysis • Coerced Labor Comparison Chart	• Short Answer question • AP Classroom Practice
Identify and describe a claim and/or argument in a text-based or non-text-based source.	• Muslim-European rivalry in the Indian Ocean • Moroccan conflict with the Songhai Empire • Western Europe- wool and linen • India- cotton • China- silk	• Crash course guided viewing • Guided viewing, "Mercantilism Explained" • Identifying an argument, Adam Smith • Developing a claim, silver trade • OPTIC source analysis	• Short Answer question • AP Classroom Practice
Explain how a specific historical	• Pueblo revolts • Fronde	• Guided viewing: Maratha-Mughal	• Short Answer question • AP Classroom

development or process is situated within a broader historical context.	• Cossack revolts • Maratha conflict with Mughals • Ana Nzinga's resistance • Metacom's War (King Philip's War) • The establishment of Maroon societies in the Caribbean and Brazil • Resistance of enslaved persons in North America	conflict • Comparing Resistance Movements Graphic Organizer	Practice
Explain how claims or evidence support, modify, or refute a source's argument.	• Expulsion of Jews from Spain and Portugal; the acceptance of Jews in the Ottoman Empire • Restrictive policies against Han Chinese in Qing China • Varying status of different classes of women within the Ottoman Empire • Ottoman Timars • Russian Boyars • European nobility	○ Comparing social hierarchies activity	• Short Answer question • AP Classroom Practice
Use historical reasoning to explain relationships among pieces of historical evidence.	• Maritime empires	• Continuity and change organizer • Activity: Finding relationships among sources	• Developing an argument using several sources • Peer Review

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Identifying evidence • Identifying a claim • Support an argument using relevant evidence	• Unit 3 AP World History

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).

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).