

Unit # 2: World History Accelerated - Age of Exploration

Content Area: **Social Studies**
Course(s): **World History**
Time Period: **Semester 1**
Length: **3 weeks**
Status: **Published**

Unit Introduction

This unit will explore the European Age of Exploration and Discovery by highlighting how the West's hegemony was formed. Individual technologies, explorers, and routes will be examined in order to show how Europeans left behind the isolated world of the Middle Ages and brought the Americas into the world's first global age. Interactions between cultures will be explored with special focus on the conquest of the Americas, the origins of the trans-Atlantic slave trade, and European interactions with Far East Asia. The unit focuses heavily on political, religious, economic, social, and environmental consequences of these interactions.

Standards

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.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.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.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.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.
SOC.6.2.12.D.1.f	Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

Common Core Standards

CCSS.ELA-Literacy.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CCSS.ELA-Literacy.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
CCSS.ELA-Literacy.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CCSS.ELA-Literacy.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-Literacy.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
CCSS.ELA-Literacy.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCSS.ELA-Literacy.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions

- How are empires built?
- How did science and technology contribute to exploration?
- How do material desires lead to global interaction?
- What economic systems developed to promote global trade?
- What impact did Exploration have on native populations?
- Why were nations interested in discovering new lands and markets?

Goals/Objectives

- Analyze social, political, and cultural change
- Analyze the impact of historical events on the modern world
- Apply problem-solving to develop solutions
- Evaluate communication of information for soundness of evidence and potential bias
- Evaluate concepts and themes through historical periods
- Examine source data to test credibility and evaluate bias
- Formulate questions from multiple perspectives, using multiple sources
- Reconcile primary and secondary source information

Content

Course Text: Beck, Black, Krieger, Naylor, Shabaka. *World History: Patterns of Interaction*. Orlando, FL: Holt McDougal, 2012.

- Biological impact of European global interaction
- Cultural and religious impact of exploration on indigenous populations
- Development of the Columbian and Triangle trade routes
- Economic policies of exploration including mercantilism and Commercial Revolution
- Explorers
- Factors contributing to the European discovery of lands in the Western Hemisphere
- Factors in the limitation of European interaction with Tokugawa Japan
- Factors in the limitation of European interaction with Tokugawa Japan
- Motivations and results for European and Eastern exploration and expansion
- Role of Spain and Portugal in the age of Exploration
- Technological advances as they relate to European dominance in the New World

Skills

- Analytical writing
- Assessing validity of sources
- Comprehension of geopolitical issues
- Develop a thesis
- Distinguish facts and opinions
- Identify main ideas and details
- Mastery of World geography
- Read for content mastery
- Recognize bias
- Summarizing from multiple sources
- Supporting positions
- Understand political, economic, and physical maps