

# 02 Unit 2: Medieval Europe and Exploration

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **4 weeks/ 20 lessons**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

---

### Social Studies 4

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the fourth grade students will focus on "Maps and Geographic Tools", "New Jersey", "Medieval Europe and Exploration", "the English Colonies."

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

---

## **CONTENT AREA STANDARDS**

---

SOC.6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
SOC.6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
SOC.6.1.5.GeoHE.3	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
SOC.6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
SOC.6.1.5.EconEM.1	Explain why individuals and businesses specialize and trade.
SOC.6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
SOC.6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
SOC.6.1.5.EconEM.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
SOC.6.1.5.EconGE.5	Evaluate the economic impact of science and technology innovations on European exploration.
SOC.6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
SOC.6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

SOC.6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
SOC.6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.5.HistoryUP.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

---

LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

## **STUDENT LEARNING TARGETS**

---

### **Declarative Knowledge**

---

Students will understand that:

- mercantilism was an economic system (the way people spend money and use money) used in Medieval

Europe during the Age of Exploration.

- under mercantilism the people wanted to export (sell) more than they imported (bought)
- the people living in the colonies and Europe wanted to find as many resources as they could so that they could sell them and become richer than their competition.
- Europeans were especially interested in finding gold and silver to become richer.
- Europeans and colonists were also very interested in finding and trading other goods like spices and slaves.
- during the Age of Exploration many different countries and people were in search of resources.
- when countries are in search of the same resources there can be conflict, fighting and war.
- trade is important to a country's economy because it allows a country to obtain goods and services it cannot produce or provide for itself.
- trade also allows a country to gain wealth by selling the goods and services it does produce.
- mercantilism increased slavery in America
- mercantilism caused stress in the colonies because the colonist needed to survive AND provide Great Britain with as many resources as possible.
- new inventions and innovations like improved ship building, the magnetic compass and cartography (maps) allowed the Europeans to travel easier which meant they became rich and powerful.
- Europeans were interested in traveling because they wanted resources for their growing population (trees, fish, rubber, diamond, gold).
- when people move they look to settle in an area that makes travel and trade easy (near a water route).
- when people have similar beliefs and/or cultures it allows the people, goods and ideas to move easier and quicker.
- when people have different beliefs and/or cultures they can learn a lot from one another.
- when people move or immigrate they may be attracted to the city or the country.
- the city life during the Age of Exploration offered more job opportunities and an easier access to goods and services.
- living in the country during the Age of Exploration meant you had more space to live in, cleaner air, and plenty of food when the harvest was good.
- when people move and settle in new places they may cause negative environmental changes due to the pollution they create, the fossil fuels that they burn, and the trees that they cut down.
- human settlement and migration can cause climate change, ruin the soil, reduce air quality, and pollute the water.

## **Procedural Knowledge**

---

Students will be able to:

Explain what life was like in Europe and America during the Age of Exploration.

- define mercantilism, economy.
- explain how mercantilism impacted the colonies and Europe.
- identify resources available in America and Europe.
- evaluate the impact of science and technology on exploration.

- explain why they specialized in a trade.
- explain how and why they traded goods and services.
- describe and analyze the impact of exploration.

I

## **EVIDENCE OF LEARNING**

---

### Alternate Assessments

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

## **Benchmark Assessments**

---

- Benchmark Assessments using Pear Assessments three times per year

## **Formative Assessments**

---

Questions that may be addressed but not limited to are:

-

What was life like during the Age of Exploration?

How did the people impact the world around them when they explored?

- observation
- one-on-one
- questioning
- graphic organizers

- anecdotal notes

Alternative:

- self-assessments
- exit tickets

## **Summative Assessments**

---

Questions that may be addressed but not limited to are:

How do we use maps?

Why do we need maps?

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

---

Core:

[www.teachinci.com](http://www.teachinci.com) - Social Studies Alive! Americas Past!: Lesson 4. and Lesson 5

Supplemental:

Brain Pop Jr.

Epic Books

## **INTERDISCIPLINARY CONNECTIONS**

---

English/Language Arts - implementation of conventions of Standard English, information reading and writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - scale, key, geographic representations, maps

Visual and Performing Arts - debate, presentations

Science - deforestation, geography, climate change, environment

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

See link to Accommodations & Modifications document in course folder.