

04_ World History/Global Studies: Global Interactions and Colonialism/Imperialism (Atlantic World and North and South American Geography, and Worldwide Changes)

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **20 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

World History/Global Studies is a required survey course with a major focus on the developments in world history from the Renaissance to the present. Both a chronological and thematic approach will be used to foster an understanding of the world today through the use of primary documents. Honors level students will be expected to have a high level of reading and writing proficiency and the recommendation of both their Social Studies and English teachers.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

According to the 2020 New Jersey Student Learning Standards – Social Studies 6.2 World History: Global Studies by the End of Grade 12:

Era 1. The Emergence of the First Global Age: Global Interactions and Colonialism

- The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

Era 2. Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)

- Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

Enduring Understanding(s):

- Students will understand that the causes which led European nations and other world powers to expand their economic, political, and cultural power had short-term and long term results.
- Students will understand that the methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.
- Students will understand that colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

Essential Question(s):

- What similar items were traded from America to Europe and Asia? What items were different?
- What were the various motivations for exploration and trade?
- What role did new technology and innovation play during the Age of Exploration?
- How were the different ports within triangular trade similar and different?
- What were the different views of territorial acquisition?
- How did the treatment of indigenous peoples differ amongst the English, Spanish, French and Dutch?

CONTENT AREA STANDARDS

SOC.6.2	World History: Global Studies
SOC.6.2.1	The Emergence of the First Global Age: Global Interactions and Colonialism
SOC.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.
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.GeoHE.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
SOC.6.2.12.GeoPP.2.a	Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
SOC.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.
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.
SOC.6.2.12.HistoryCC.1.b	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
SOC.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.
SOC.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.
SOC.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.
SOC.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).
SOC.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.
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.b6.2.12.EconGE.1.b	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
	Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
	Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
	Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
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	Human settlement activities impact the environmental and cultural characteristics of specific places and regions.
	Geographic data can be used to analyze spatial patterns.
	There are multiple and complex causes and effects of historical events.

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

o [DEI](#)

- Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district’s implementation

of the New Jersey Student Learning Standards.

- [Asian/Pacific Islander](#) (Social Studies)
 - A board of education shall include instruction on the history any contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.

CS.K-12.5	Creating Computational Artifacts
CS.K-12.7	Communicating About Computing and Design
LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.6	Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.WHST.11-12	Writing History, Science and Technical Subjects
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
	Key Ideas and Details
	Innovative ideas or innovation can lead to career opportunities.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand:

- The causes which led European nations and other world powers to expand their

economic, political, and cultural power had short-term and long term results.

- The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.
- Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.
- Geographic data can be used to analyze spatial patterns.
- Human settlement activities impact the environmental and cultural characteristics of specific places and regions.
- Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- There are multiple and complex causes and effects of historical events.
- The interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
- Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.

Procedural Knowledge

Students will be able to:

- Identify geographic representations.
- 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.
- Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 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.
- Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America.
- Determine the impact that trade had on the New World's economy and society.
- Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- 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.

- 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.
- Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- 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.
- Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
- Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded.
- Assess why some were more effective than others in maintaining control of their empires.
- 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).
- Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
- Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.

EVIDENCE OF LEARNING

Alternative:

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

Benchmark:

Standards based through Pear Assessment

Benchmark Assessments

Benchmark Assessment using Pear Assessment conducted three times per year - Standards based

Formative Assessments

For this unit, formative assessments can/will include:

- Students will read a primary source related to the Atlantic World and Age of Discovery. Then students will be organized into groups to demonstrate knowledge of salient points from the documents.
- Students will then be separated from their expert group into a jigsaw groups to teach their knowledge of the reading. Instead of presenting to the class the students will be presenting to each other.
- Review challenge basketball: Students will choose a partner and receive a review sheet. Upon completion, the answers will be checked on the spot. For each correct answer that pair can take one shot at the basketball hoop for every correct answer. For each shot made the group will receive a chance to spin the rewards wheel.
- Teacher will listen into the small teaching sessions and will ask questions to check comprehension.
- Students will label maps and create a timeline.

Alternative:

- Self-paced Nearpod lesson of the Colombian Exchange, Slave Trade, and various motivations for explorations.
- Answering questions.

Summative Assessments

For this unit, summative assessments can/will include:

- Students will demonstrate their knowledge in a teacher generated test or quiz.
- Debate- Students will gather information from their textbooks, primary sources, and secondary sources. The class will simulate a UN meeting to justify their views of territorial acquisition.
- Write a short paragraph to evaluate their views of imperialism.
- "The Deadliest Warrior: The Maori v the Shaolin Monk": Students will examine the culture of the Maori. Students will write an evaluation of how different weapons were used to advance two different civilizations.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources Include:

Core:

- Ellis and Esler. World History. Pearson Education, Inc: New York, NY, 2016. Print.
- Documents in Western Civilization CD-ROM. Apprentice Hall. NJ.
- *The Mission* film
- Deadliest Warrior: Maori v. Shaolin Monk. *Spike*. 2009.
- Practice studying at <http://www.ilike2learn.com/ilike2learn/NorthAmerica.html>
- Ages of Exploration <https://exploration.marinersmuseum.org/resources/>
- Age of Exploration Websites and Videos for Students <https://www.teachingisthesweetest.com/age-of-exploration-web-resources/#key-explorers-and-voyages>
- Age of Exploration <https://www.worldhistory.org/search/?q=age+of+exploration>
- 500 years later, scientists discover what probably killed the Aztecs <https://www.theguardian.com/world/2018/jan/16/mexico-500-years-later-scientists-discover-what-killed-the-aztecs>
- Slavery and the Making of America <https://www.thirteen.org/wnet/slavery/timeline/1850.html>
- Tudor History <http://www.bbc.co.uk/history/british/>
- Ming Dynasty 13-68-1644 <https://asia.si.edu/learn/for-educators/teaching-china-with-the-smithsonian/explore-by-dynasty/ming-dynasty/>
- The Golden Age <http://countrystudies.us/spain/7.htm>
- Aztecs <https://www.history.com/topics/ancient-americas/aztecs> and

<https://www.worldhistory.org/search/?q=aztecs&sa.x=0&sa.y=0&sa=Search>

- Inca <https://www.ancient.eu/search/?q=incas%27&sa.x=0&sa.y=0&sa=Search>
- DBQ
- Classroom LMS

Supplemental:

- Everything Global
History: <https://www.youtube.com/playlist?list=PLCH8uxPXHDP AJtHZorCO4JUFaL-ycPPvy>
- Crash Course: <https://www.youtube.com/playlist?list=PLBDA2E52FB1EF80C9>

INTERDISCIPLINARY CONNECTIONS

English/Language Arts

- Speech/debate
- Narrative Writing

Science & Health

- Social Emotional Learning

Career Readiness

- Work productively in teams while using cultural global competence.
- Utilize critical thinking to make sense of problems and persevere in solving them.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

