

Unit 2: Age of Exploration & Discovery

Unit #:	APSDO-00022368	Duration:	3.0 Week(s)	Date(s):	
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Team:
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Grades:
9

Subjects:
Social Studies

Unit Focus

In this unit students will explore how the growth of European states made possible European expansion into the rest of the world. Their conquests of the Americas, expansion of the African slave trade, and their establishment of trading enclaves in Africa and Southeast Asia, often destabilized traditional regimes. In addition, students will understand that long before the explorers entered the Americas, indigenous peoples built complex societies and developed sophisticated cultural and religious traditions. Students will be assessed on their understanding of historical perspective through the examination of conflicting accounts of the same event. In addition to the world history textbook, primary instructional materials for this unit will include primary and secondary textual and visual sources.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 9</i></p> <ul style="list-style-type: none"> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. <i>CCSS.ELA-LITERACY.RH.9-10.1</i> Write arguments focused on discipline-specific content. <i>CCSS.ELA-LITERACY.WHST.9-10.1</i> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of 	<p>T1 (T2) Create question(s) or statement(s) that advance research and analysis. T2 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions. T3 (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U002) Effective learners evaluate the credibility and accuracy of information. U2 (U022) By comparing texts or points of view, learners often gain greater insight of a concept or idea. U3 (U102) Governments make decisions on</p>	<p>Q1 (Q104) Why do governments allocate resources in the way they do? Q2 (Q301) How do economic and political systems interact? Q3</p>

<p>how key events or ideas develop over the course of the text. <i>CCSS.ELA-LITERACY.RH.9-10.2</i></p> <ul style="list-style-type: none"> • Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <i>CCSS.ELA-LITERACY.WHST.9-10.2</i> • 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 science. <i>CCSS.ELA-LITERACY.RH.9-10.4</i> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>CCSS.ELA-LITERACY.WHST.9-10.4</i> • Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically. <i>CCSS.ELA-LITERACY.WHST.9-10.6</i> • Assess the extent to which the reasoning and evidence in a text support the authors claims. <i>CCSS.ELA-LITERACY.RH.9-10.8</i> • Compare and contrast treatments of the same topic in several primary and secondary sources. <i>CCSS.ELA-LITERACY.RH.9-10.9</i> • Draw evidence from informational texts to support analysis, reflection, and research. <i>CCSS.ELA-LITERACY.WHST.9-10.9</i> • 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- 	<p>the allocation of resources.</p> <p>U4 (U202) Change: Innovations and revolutionary changes can lead to intended and unintended consequences that can be both positive and negative.</p> <p>U5 (U402) Movement of population depends upon availability of resources and perception of security.</p> <p>U6 (U500) Beliefs influence cultural practices and human behaviors.</p> <p>U7 (U501) Cultural Practices: Global diversity creates varied perspectives, contributions and challenges.</p> <p>U8 (U601) Cooperation: Conflict can have significant costs and benefits for both winners and losers.</p> <p>U9 (U602) Cooperation: Conflict can be created in the struggle for resources, power and sovereignty.</p>	<p>To what extent did historical misconceptions influence the interaction between Mesoamerica and Europeans?</p> <p>Q4</p> <p>How do religious beliefs influence cultural practices and human behavior?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skills
<p>K1</p> <p>Geography influenced the civilizations of the Aztec and Inca</p> <p>K2</p> <p>The Aztec and Inca were polytheistic and had unique religious practices influenced by their beliefs</p> <p>K3</p> <p>Tenochtitlan was the center of the Aztec empire and of a vast trade network in Mesoamerica, and by 1500 was one of the largest city in the world</p>	<p>S1</p> <p>Evaluate the accuracy and credibility of a source to determine bias</p> <p>S2</p> <p>Determine central ideas or information of a primary or secondary source</p> <p>S3</p> <p>Cite specific textual evidence from primary and secondary sources to support analysis</p> <p>S4</p> <p>Identify multiple perspectives of the same event, idea, or position and examine the rhetoric and details that lead to varying</p>	<p>K4</p>

specific tasks, purposes, and audiences.
CCSS.ELA-LITERACY.WHST.9-10.10

Connecticut Goals and Standards

Social Studies : 9

- Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. *HIST.9-12.4*
- Analyze how historical contexts shaped and continue to shape people's perspectives. *HIST.9-12.5*
- Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies and cultural practices have influenced migration patterns and the distribution of human population. *GEO.9-12.7*
- Analyze the ways in which the perspectives of those writing history shaped the history that they produced. *HIST.9-12.6*
- Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available and the potential uses of the sources. *INQ.9-12.5*
- Evaluate how globalization, competition for scarce resources and human migration contribute to conflict and cooperation within and among countries. *GEO.9-12.12*
- Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. *HIST.9-12.1*
- Explain points of agreement and disagreement experts have about

In the late fifteenth century European explorers made voyages in search of wealth, new lands and converts for Christianity

K5

Exploration led to great cultural and economic changes, both in Europe and throughout the world

K6

Large-scale European expansion often had negative side effects for the indigenous peoples, including war, disease and cultural devastation

interpretations

S5

Analyze in detail a series of events to determine a pattern

interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

INQ.9-12.3

- Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context and corroborative value of the sources to guide the selection. *INQ.9-12.6*
- Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural and economic history. *GEO.9-12.4*