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| **UNIT 8 – First Global Age**  **Quarter 3**  **(10 Class periods)** | | | |
| ***Unit Question***  ***How did the Age of Exploration change society, economics, and politics in Western Europe and the New World?*** | | | |
| **Benchmark/Learning Target** | **Guiding Questions** | **Resources** | **Vocabulary** |
| **SS.912.W.4.11**  Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.  **SS.912.W.4.12**  Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.  **SS.912.W.4.13**  Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.  **Literacy Standards:**  LAFS.910.RH.1.1  LAFS.910.RH.1.2  LAFS.910.RH.1.3  LAFS.910.RH.2.4  LAFS.910.RH.2.5  LAFS.910.RH.2.6  LAFS.910.RH.3.7  LAFS.910.RH.3.8  LAFS.910.RH.3.9  **Writing Standards:**  LAFS.910.WHST.1.1  LAFS.910.WHST.1.2  LAFS.910.WHST.3.4  LAFS.910.WHST.3.5  LAFS.910.WHST.4.7  LAFS.910.WHST.4.8  LAFS.910.WHST.4.9 | 1. What were the causes for Portugal, Spain, the Netherlands, France, and England to start exploring the New World? 2. What was the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas? 3. What impact did European expansion have on the Native peoples of Mesoamerica and South America? 4. Locate on a map the areas the Europeans colonized in the New World. | Possible Activity  \*DBQ: Exploration or Reformation: Which Was the More Important Consequence of the Printing Press? (Satisfies 9 Weeks Writing Component)  **See Moodle under Social Studies Resources**  \*DBQ: Christopher Columbus: Hero or Villain? (Satisfies 9 Weeks Writing Component)  **See Moodle under Social Studies Resources**  \*Crash Course World History- Columbus, Vasco Da Gama, & Zheng He  <https://www.youtube.com/watch?v=NjEGncridoQ&list=PLBDA2E52FB1EF80C9&index=21>  \*Crash Course World History-The Columbian Exchange  <https://www.youtube.com/watch?v=HQPA5oNpfM4&index=23&list=PLBDA2E52FB1EF80C9>  \*CCC Streaming- Native American’s View Columbus and European Settlement. Total is 7 minutes. Previewing, post viewing questions, and teacher guides. Teacher must log in to CCC website.  <https://www.mypolkschools.net/CCCStreaming/>  Resources:  Background essay on the Age of Exploration. Note: The teacher will need to create a free log in to access this document. <http://www.gilderlehrman.org/history-by-era/exploration/essays/navigating-age-exploration>  Teaching Resources on the Age of Exploration <http://www.historyquesters.com/topics/explorers-age-of-exploration/>  \* Is an example of an activity that must be viewed/completed to meet literacy standards. | 1. Conquistadors 2. Columbian Exchange 3. Astrolabe 4. Cartographer 5. Caravel 6. Circumnavigate 7. Immunity 8. Missionary 9. Joint stock company 10. Tariff |
| **SS.912.W.4.14**  Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.  **SS.912.W.4.15**  Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.  **Literacy Standards:**  LAFS.910.RH.1.1  LAFS.910.RH.1.2  LAFS.910.RH.1.3  LAFS.910.RH.2.4  LAFS.910.RH.2.5 | 1. What were the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas? | Possible Activity  \*DBQ-What Drove the Sugar Trade (Satisfies 9 Weeks Writing Component) : S**ee Moodle under Social Studies Resources**  \*Crash Course World History- Atlantic Slave Trade  <https://www.youtube.com/watch?v=dnV_MTFEGIY&index=24&list=PLBDA2E52FB1EF80C9>  Resources about the Slave Trade: <http://americanhistory.mrdonn.org/triangle-trade.html>  \* Is an example of an activity that must be viewed/completed to meet literacy standards.  ESE/ESOL Strategies:  Pairs Check  Cornell Notes  Thinking Maps  Ticket out the Door  3-2-1  Mix-Pair-Share  Literacy Circles  Advanced/Honors Classes:  For all advanced/honors classes the expectation is to increase the rigor, research and writing expectations, along with the speed at which the curriculum is taught. | 1. Triangular Trade 2. Middle Passage 3. Forced Migration 4. Cash Crop 5. Encomienda |

**Additional Benchmarks To Be Included:** [SS.912.G.1.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/3593)Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. [SS.912.G.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/3596)Identify the physical characteristics and the human characteristics that define and differentiate regions. [SS.912.G.4.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/3607) Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. [SS.912.H.1.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/3628) Relate works in the arts to various cultures.