

Social Studies
Modern World History: Basic
Unit 4: The Age of Exploration

Essential Understandings	<ul style="list-style-type: none"> As innovations developed and ideas changed throughout Europe from experiencing the Renaissance and Reformation, people started expanding their horizons and experiencing new cultures from all over the globe. Europe, Asia, Africa and the Americas all changed as a result of cross-cultural contacts from the 1400s to the 1700s.
Essential Questions	<ul style="list-style-type: none"> What new technological and navigational ideas were used by European nations? How did they develop? What happened to each culture when European nations began to establish colonies in the lands they explored in Asia, Africa, and the Americas?
Essential Knowledge	<ul style="list-style-type: none"> New technologies that were utilized during the Age of Exploration include: <ul style="list-style-type: none"> The caraval The compass New maps European countries interacted in various ways with overseas cultures. Increased trade and colonial expansion changed the European economy.
Vocabulary	<ul style="list-style-type: none"> <u>Terms:</u> <ul style="list-style-type: none"> Line of Demarcation, circumnavigation, Bartholomeu Dias, Christopher Columbus, Ferdinand Magellan, conquistador, Triangular Trade, mercantilism
Essential Skills	<ul style="list-style-type: none"> Define important vocabulary. Identify the new technologies that were utilized during the Age of Exploration. Compare overseas interaction by Europeans.
Related Maine Learning Results	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <p>b. Select and apply research methods that are appropriate for the purpose of the inquiry.</p> <p>c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.</p> <p>f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.</p> <p>g. Develop a clear well-supported position.</p>

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<p style="text-align: center;">Related Maine Learning Results</p>	<p>B. Civics and Government</p> <p>B1.Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.</p> <p>B3.Individual, Cultural, International, and Global Connections in Civics and Government</p> <p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <p>b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.</p> <p>C. Economics</p> <p>C1.Economic Knowledge, Concept, Themes, and Patterns</p> <p>Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <p>a. Explain that the study of economics includes the analysis and description of production, distribution, and consumption of goods and services by business and is the basis of individual personal finance management including saving and investing.</p> <p>D. Geography</p> <p>D1.Geographic Knowledge, Concepts, Themes, and Patterns</p> <p>Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <p>d. Evaluate the impact of change, including technological change, on the physical and cultural environment.</p>
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>D2.Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <p>a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</p> <p>E. History</p> <p>E1.Historical Knowledge, Concepts, Themes, and patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p>a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.</p> <p>b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.</p> <p>c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.</p> <p>d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.</p> <p>E2.Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <p>b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.</p>
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Age of Exploration PowerPoint ▪ Was Columbus a Hero? debate ▪ Age of Exploration newspaper ▪ Francisco Pizarro reading

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Sample Classroom Assessment Methods	<ul style="list-style-type: none">▪ Quizzes over each section▪ Cumulative unit exam▪ Newspaper project▪ Essay▪ Debate▪ Films▪ Discussion, lecture, reading, group projects
Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>World History: The Human Experience – The Modern Era</u>○ <u>Christopher Columbus on the Green Sea of Darkness</u> - Gardner Soule▪ <u>Videos:</u><ul style="list-style-type: none">○ <u>The Golden Age of Exploration</u>○ <u>Explorers: A Century of Discovery</u>○ <u>Mexico the Rise and Fall of the Aztecs</u>