

Brunswick High School Social Studies

World History I - Grade 9

UNIT 8: Exploration, Mass Migration, and Colonization

Essential Understandings	Exploration, mass migration, and colonization greatly impacted the world.
Essential Questions	<p>In what ways did expanding markets influence the spread of Islam?</p> <p>How did the Ottomans expand and build their empire?</p> <p>In what ways did early technological advantages affect Chinese exploration efforts?</p> <p>What caused a halt in Chinese exploration?</p> <p>What push and pull factors were involved in European exploration and colonization?</p> <p>In what ways did exploration affect native cultures of the areas being explored?</p> <p>How did religion influence exploration, mass migration, and colonization?</p>
Essential Knowledge	<p>Arab traders following new trade routes were pivotal in expanding Arabic culture, including the religion of Islam.</p> <p>The Ottomans created a strong empire through expansion, mastery of technology, religious toleration, and artistic achievements under the direction of Suleiman the Magnificent.</p> <p>Chinese technological advantages such as the compass and gunpowder allowed them to establish an intercontinental trade network.</p> <p>The Chinese halted exploration efforts due to regime change, ethnocentrism, and cost.</p> <p>Unprecedented population rise, religious zeal, and the search for wealth pressured Europeans to seek external markets for resources (gold, glory, God).</p> <p>Europeans used cooperation and colonization to bring newly-discovered market areas under their domination, permanently altering the indigenous nature of these areas.</p>

	Religious conviction and competition fueled exploration, mass migration, and colonization.
Vocabulary	<p> Turks/Turkmenistan Seljuk Turks Crusades Marco Polo Silk Road Ibn Battuta Cheng Ho astrolabe compass ethnocentrism sultan Mehmet II Janissaries vizier Suleiman “Gunpowder empire” sack of Constantinople Reconquista caravels Vasco da Gama Isabella and Ferdinand Christopher Columbus Ferdinand Magellan Treaty of Tordesillas conquistadors conquest of Aztecs and Incas Columbian Exchange missionaries world economy colony plantations mercantilism Triangular Trade Atlantic slave trade </p>
Essential Skills	<p>Students will be able to identify the push and pull factors involved in exploration, mass migration, and colonization and the lasting influence of this movement.</p> <p>Students will identify specific political, physical, and cultural locations on a given map.</p> <p>Students will utilize primary and secondary sources.</p>

	<p>Students will articulate cause and effect.</p> <p>Students will develop the skills necessary to compare and contrast the ways in which the Ottoman Turks and Chinese empires were successful.</p> <p>Students will write routinely for a range of tasks.</p> <p>Students will make use of map elements to read, interpret, and make conclusions.</p> <p>Students will identify and explain the reasons for exploration.</p> <p>Students will describe the cultural characteristics of the different cultures examined in this unit.</p> <p>Students will conduct and present original research on an explorer.</p>
<p>Priority Standards and Performance Indicators</p>	<p>PS SS1 Students will conduct and present original research that utilizes primary and secondary sources in order to analyze, interpret and explain historical (and/or) contemporary social studies topics.</p> <p>Students will make judgments about conflicting findings (statements, testimonies) from different sources; incorporating those from sources that are valid and refuting others.</p> <p>Students will develop a clear and well-supported position (thesis) regarding the topic.</p> <p>Students will synthesize information from varied sources (primary and secondary), fieldwork, experiments, and/or interviews that reflect multiple perspectives.</p> <p>Students will select and use appropriate research methods, tools, and sources from government, history, economics, geography and/or related fields.</p> <p>Students will create a coherent set of findings that integrate paraphrasing, quotations, and citations that present information based on this research.</p> <p>PS SS2 Students draw on concepts from civics and government to understand political systems, power, authority,</p>

governance, civic ideals and practices, and the role of citizens.

Students will compare the American government and political system with other governments and political systems.

Students will compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.

Students will evaluate how people influence government through such activities as voting, writing to legislators, performing community service, and engaging in civil disobedience.

Students will evaluate current issues using constitutional principles of government in the United States, including those put forth in the founding documents.

Students will evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.

Students will analyze the political structures, power, and perspectives of diverse cultures within the United States and the world.

PS SS3

Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.

Students will understand that the study of economics includes the theory of supply and demand and the production, distribution, and consumption of goods and services.

Students will analyze the roles of specialization, economic interdependence, wealth, poverty, resource distribution, and other economic factors on the economies of the United States and the world.

Students will evaluate different forms of money management and use economic reasoning to identify the impacts of saving, investing, and credit on individual finances.

Students will analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.

Students will analyze the role of regional, international, and global organizations that are engaged in economic development.

PS SS4

Students utilize concepts and processes from geography to understand issues involving people, places, and environments in the United States and the world.

Students will identify and describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.

Students will explain that the study of physical, environmental, and cultural geographic features help people to better predict and evaluate consequences of geographic influences.

Students will analyze geographic data on physical, environmental, and cultural processes to determine how these processes shape and change places and regions.

Students will analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.

PS SS5

Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

Students will 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.

Students will 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>Students will 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>Students will analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.</p> <p>Students will 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>Related Maine Learning Results</p>	<p>A2 Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</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>C1 Economic Knowledge, Concepts, 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>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>D2 Individual, Cultural, International, and Global Connections in Geography</p> <p>Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>E1 Historical Knowledge, Concepts, Themes, and Patterns</p>

	<p>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>E2 Individual, Cultural, International, and Global Connections in History</p> <p>Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p>
Embedded Common Core Standards	<p>Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RH.9-10.4 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.</p> <p>CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Integration of Knowledge and Ideas:</p>

	<p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>CCSS.ELA-LITERACY.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>
Related Social Studies Practices	<p>Chronological reasoning and causation. Comparison and contextualization. Geographic reasoning. Gathering, using and interpreting evidence. Role of the individual in social and political participation.</p>
Sample Lesson and Activities	<p>Ceramics and Patterns with Islamic Roots and the Effect on Christian Europe Exploration Timeline Compass Activity Navigation Innovations c. 1500</p>
Sample Classroom Assessment Methods	<p>Debate Essay Exam Explorer Quiz Map Analysis</p>
Assessment Evidence	<p>Pending Proficiency Decisions by District and Site Practices Committee at the Secondary Level</p>
Sample Resources	<p>http://www.slideshare.net/alanbaumer/islam-lesson-9-muslim-trade-routes-37369872</p> <p>http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/233/European%20Exploration%20Trade%20and%20Colonization.pdf</p>

	<p><i>Around the World in a Hundred Years</i>, by Jean Fritz</p> <p><i>Hands on History: Explorers</i>, by Michael Gravois</p> <p><i>1492: The Year the World Began</i>, by Felipe Fernandez-Armesto</p>