

**Date: October 31 – November 4**

**Unit Title: Age of Exploration**

**Unit Essential Questions:**

- How did the Renaissance and Reformation lead to an “Age of Exploration?”
- What were the results of the “Columbian Exchange?”
- How did the process of colonization affect Europeans? Native peoples?
- What do we mean when we say a “world economy” began to emerge?
- How can our various cultures be understood in the context of this time period?

**Core Content or Advanced Placement Objective:**

- SS-HS-5.3.2: Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic, and social changes (disease, religious ideas, technologies, forms of government) to other regions of the world.

**Monday (*Substitute Teacher, Beta Field Trip*)**

Daily Objective(s): Students will be able to:

- List new ideas and technologies that contributed to European Exploration. (cause-and-effect)
- Summarize what is meant by the “Age of Exploration.”

Daily Essential Question(s):

- What was the Age of Exploration?
- What new technologies made this Age possible?

Instructional Activities:

- Silent reading comprehension assignment
- Reading comprehension questions
- Work on Exploration project

Assessment:

- Reading Comprehension Questions

**Tuesday**

Daily Objective(s):

- Analyze why voyages of Exploration began in Europe.
- Define mercantilism, joint-stock companies, global interdependence, Columbian Exchange, Triangular Trade, Middle Passage, circumnavigate, encomienda, capitalism and conquistador.

Daily Essential Question(s):

- Why did Europeans venture out on these voyages of Exploration?

Instructional Activities:

- Work on Exploration project in the library (include all vocabulary in presentation; explain motives for exploration in presentation)

Assessment:

- Exploration Project

**Wednesday**

Daily Objective(s):

- Explain the Columbian Exchange of cultures.
- List the characteristics and perspectives of the European and Native American civilizations at the beginning of the Age of Exploration.

Daily Essential Question(s):

- What were the characteristics of the Americas before the Columbian Exchange?

Instructional Activities:

- Review Questions
- Lecture / Discussion via PowerPoint
- Movie clip from Roots
- Primary Source Readings Assignment

Assessment:

- Formative discussion questions
- Primary reading questions

## **Thursday**

### Daily Objective(s):

- Describe the effects of the Columbian Exchange of cultures on the Americas and Europe.

### Daily Essential Question(s):

- How did the Columbian Exchange affect both hemispheres positively and negatively?

### Instructional Activities:

- Review the Columbian Exchange Bellringer
- Begin Columbian Exchange Poster Group Assignment
- Continue movie clips from Roots to illustrate Middle Passage

### Assessment:

- Columbian Exchange Poster

## **Friday**

### Daily Objective(s):

- Evaluate the effects of the Columbian Exchange of cultures on the Americas and Europe.

### Daily Essential Question(s):

- Was the Columbian Exchange a positive or negative event in World History?

### Instructional Activities:

- Lecture / Discussion: Triangular Trade, Middle Passage, Slavery
- Work on Columbian Exchange Poster
- Finish Movie Clips
- Begin Essay on Columbian Exchange / Middle Passage

### Assessment:

- Formative class discussion questions
- Essay on Columbian Exchange