

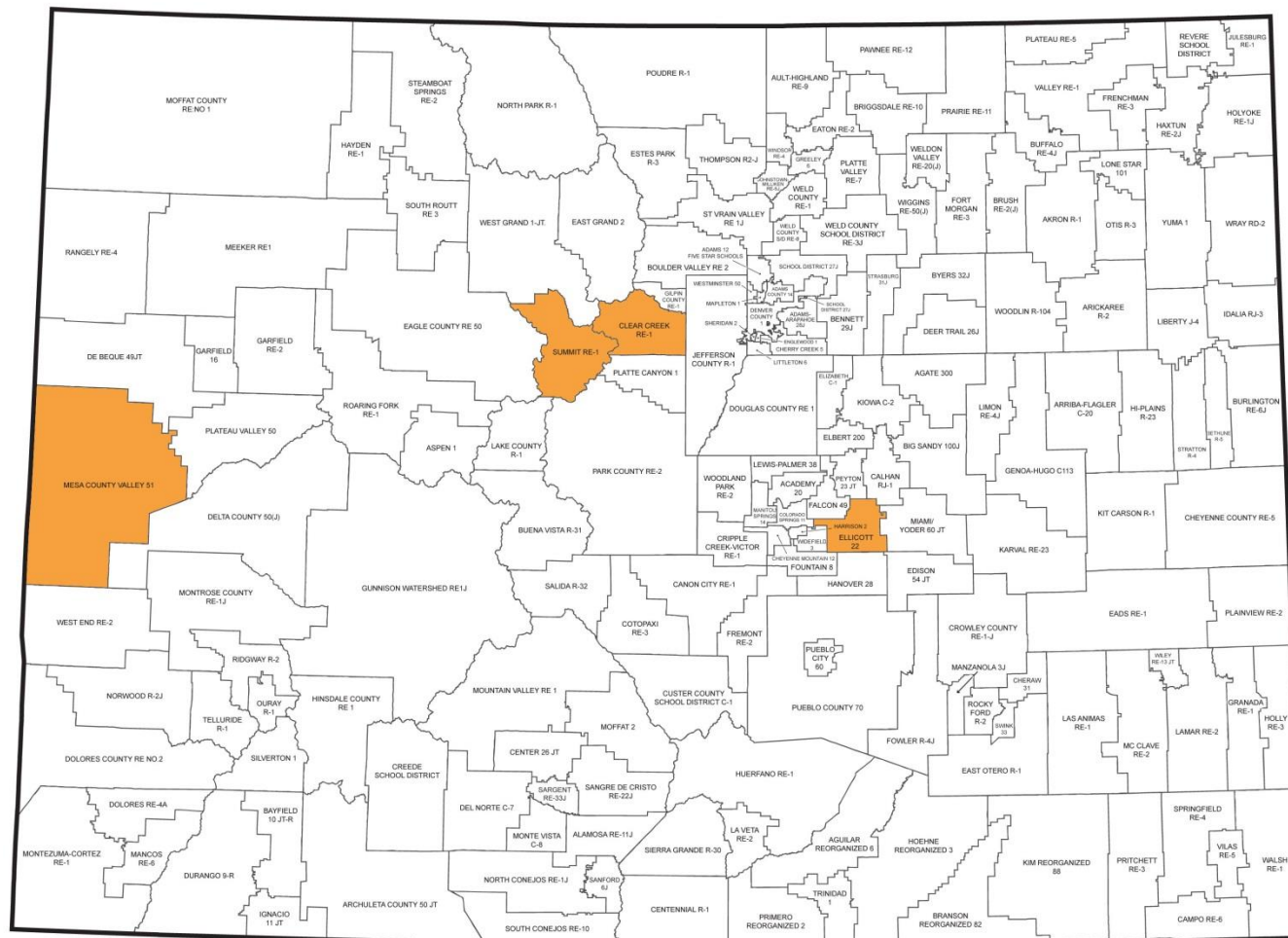
UNIT TITLE: MOVIN', MOVIN', MOVIN'

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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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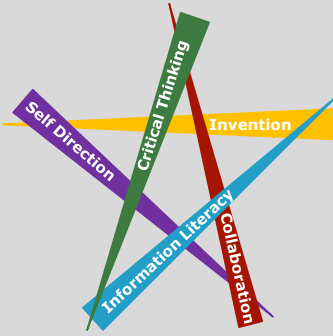


Colorado's District Sample Curriculum Project

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Content Area	Social Studies	Grade Level	6 th Grade
Course Name/Course Code	6 th Grade Social Studies		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	1. Analyze and interpret historical sources to ask and research historical questions	SS09-GR.6-S.1-GLE.1	
	2. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another	SS09-GR.6-S.1-GLE.2	
2. Geography	1. Use geographic tools to solve problems	SS09-GR.6-S.2-GLE.1	
	2. Human and physical systems vary and interact	SS09-GR.6-S.2-GLE.2	
3. Economics	1. Identify and analyze different economic systems	SS09-GR.6-S.3-GLE.1	
	2. Saving and investing are key contributors to financial well being (PFL)	SS09-GR.6-S.3-GLE.2	
4. Civics	1. Analyze the interconnected nature of the United States to other nations	SS09-GR.6-S.4-GLE.1	
	2. Compare multiple systems of governments	SS09-GR.6-S.4-GLE.2	

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

**Reading & Writing Standards for Literacy
in History/Social Studies 6 - 12**

Reading Standards

- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

Writing Standards

- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Movin', Movin', Movin'	4-6 weeks	2

	Movin', Movin', Movin'			4-6 weeks
Focusing Lens(es)	Interconnections	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.6-S.1-GLE.2 SS09-GR.6-S.2-GLE.1 SS09-GR.6-S.2-GLE.2 SS09-GR.6-S.3-GLE.1 SS09-GR.6-S.4-GLE.1	
CCSS Reading Standards for Literacy in History/Social Studies 6-8	CCSS.RH.6-8.1, CCSS.RH.6-8.7		CCSS Writing Standards for Literacy in History/Social Studies 6-8	CCSS.WHST.6-8.9
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • When can exploration be considered exploitation? • Who should develop policies around the allocation and use of land and resources? (SS09-GR.6-S.2-GLE.1-IQ.4) • Why move? (SS09-GR.6-S.3-GLE.1-EO.b,c) 			
Unit Strands	History, Geography, Economics, Civics			
Concepts	Diversity, historical context, political issues, exchange, resource allocation, movement, colonizer/colonization, exploration/explorer, trade network, policy(ies), economic systems			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
The movement of people leads to the exchange of ideas and resources (SS09-GR.6-S.1-GLE.2-EO.b)	How did trade networks, exploration, and colonization lead to the spread of ideas and resources in the Western Hemisphere? (SS09-GR.6-S.1-GLE.2-EO.a,b)	How does the movement of people lead to the exchange of ideas? Which ideas and resources move and why?
People's diverse backgrounds and perspectives (including cultural experiences, histories, and geographic location) inform different interpretations of political issues and global events (SS09-GR.6-S.4-GLE.1-EO.e,f)	How do the varying perspectives on the Columbian Exchange reflect beliefs about its impact on history?	How do you evaluate people's perspectives for validity? Who determines the validity of a perspective? (e.g., Who determined that Columbus was a "hero"?)
The wealth of information provided in geographic data (such as demographics, physical features, etc.) facilitates thoughtful decision-making about resource allocation/distribution (SS09-GR.6-S.2-GLE.1-EO.a,b,e) and (SS09-GR.6-S.2-GLE.2-EO.a) and (SS09-GR.6-S.3-GLE.1-IQ.3; RA.2)	What constitutes a resource? What are examples of human and natural resources found in the Western Hemisphere? How do different economies found in the Western Hemisphere control the means of production and distribution of resources? (SS09-GR.6-S.3-GLE.1-EO.a; IQ.3; RA.2)	How are resources allocated? Who makes decisions about the allocation of resources?

The interdependent relationship between natural resources and people’s ability to (re) locate to a given geographical location can influence government policies around land and resource usage/sustainability (SS09-GR.6-S.2-GLE.1-IQ.3; RA.1) and (SS09-GR.6-S.2-GLE.2-EO.d)	What land policies in North America were created to encourage/restrict movement of immigrants/newcomers?	Why are land use (management and modification) policies important to sustainability?
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● That people of different backgrounds will view political and global issues differently (SS09-GR.6-S.4-GLE.1-EO.e,f) ● How the movement of people leads to the exchange of ideas and resources (SS09-GR.6-S.1-GLE.2-EO.a, b) ● How people, products, cultures, and ideas interacted and interconnected in the Western Hemisphere (SS09-GR.6-S.1-GLE.2-EO.a) ● Explorers and colonizers of the Western Hemisphere, and the significance and effects of the Columbian Exchange (SS09-GR.6-S.1-GLE.2-EO.b) ● Historical examples illustrating how Americans from diverse backgrounds perceived and reacted to various global issues (SS09-GR.6-S.4-GLE.1-EO.f) 	<ul style="list-style-type: none"> ● Use latitude, longitude and map scale on different types of maps and globes to solve problems and show patterns of movement (SS09-GR.6-S.2-GLE.1-EO.a,e) ● Classify and analyze the types of connections between peoples and places (SS09-GR.6-S.1-GLE.2-EO.b) and (SS09-GR.6-S.2-GLE.2-EO.a) ● Analyze trends in national and global political issues over time (SS09-GR.6-S.4-GLE.1-EO.e) ● Analyze positive and negative interactions of human and physical systems in the Western Hemisphere (SS09-GR.6-S.2-GLE.2-EO.d) ● Discuss the advantages and disadvantages of living in an interconnected world (SS09-GR.6-S.4-GLE.1-EO.a) ● Use geographic data to solve problems (SS09-GR.6-S.2-GLE.1-EO.a,b,e)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>Explorers and those they encountered have different perspectives on global issues.</i>
Academic Vocabulary:	Explorers, national, global, diverse, data, collect, classify, identify, examine, distinguish, sustainability, movement, policy(ies), diversity, exchange,
Technical Vocabulary:	Colonizer/colonization, Columbian Exchange, political issues, scale, maps, globe, latitude, longitude, Western Hemisphere, historical context, resource allocation, economic systems (e.g. traditional, command, market, and mixed), political issues, exploration/explorer, trade network

Unit Description:	This unit addresses the European explorations of the Americas and the interactions between the Old World and New, with a particular focus on the outcomes of those interactions. Students will study the various aspects of those outcomes and how they affected indigenous peoples in the Americas. Additionally, the unit addresses the impact of exploration on the global economy (e.g., the Columbian Exchange).
Considerations:	The unit addresses the effects on indigenous populations from a variety of angles (e.g., economic, social, cultural). However, there is a critical global aspect related to economics, so some attention should be given to economic terms and the trends that developed from a “global” economy. Teachers should thoughtfully incorporate diverse perspectives on these issues as possible or necessary. The unit discusses the Age of Exploration, but focuses particularly on the Western Hemisphere, rather than on this topic’s relation to the rest of the globe. For example, the Silk Road is mentioned, but should only be discussed as a driving force in initiating the Age of Exploration.
Unit Generalizations	
Key Generalization:	The movement of people leads to the exchange of ideas and resources
Supporting Generalizations:	People’s diverse backgrounds and perspectives (including cultural experiences, histories, geographic location) inform different interpretations of political issues and global events
	The wealth of information provided in geographic data (such as demographics, physical features, etc) facilitates thoughtful decision-making about resource allocation/distribution
	The interdependent relationship between natural resources and people’s ability to (re) locate to a given geographical location can influence government policies around land and resource usage/sustainability

Performance Assessment: *The capstone/summative assessment for this unit.*

Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	The movement of people leads to the exchange of ideas and resources
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are a tour guide leading an educational tour for a course about European exploration of the Americas. You have a group of 15 historians who will be travelling with you to places in North, Central, and South America. These individuals are very excited to learn more about European exploration in the Western Hemisphere and the effects of exploration on the indigenous peoples. As any outstanding tour guide would do, you have decided to create an “educational Itinerary” which provides the historical significance of each of the locations your group will be visiting. In addition, you’ll provide an image representing the historical significance and a map showing the locations that will be visited.
Product/Evidence: (Expected product from students)	Students will create an educational itinerary to distribute to the travelers which will include at least 6 stops (e.g., Vinland, Rhode Island, Quebec, Tenochtitlan, Sao Vicente, Lima, Quito, Santo Domingo, Recife). These stops reflect places in the Americas where European explorers established a presence in the Americas; thereby impacting the indigenous peoples. Each stop on the itinerary should include an explanation of the historical significance of the location, relevant images, and provide its location on a map. http://visihow.com/Prepare_a_Travel_Itinerary (sample of travel itinerary) http://www.timemaps.com/history (Interactive map of world history by time period)
Differentiation: (Multiple modes for student expression)	Students may work in groups to complete the itinerary. Students may also choose to create a digital itinerary using GOOGLE maps or using a digital template (https://www.template.net/business/brochure/online-brochure-maker/)

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p>Freedman, R. (2007). <i>Who was first?: Discovering the Americas</i>. Lexile: 1310</p> <p>Maestro, B & Maestro, G. (1997). <i>Exploration and Conquest: The Americas After Columbus: 1500-1620</i>. Lexile: 1030</p> <p>Mann, C. (2009). <i>Before Columbus: The Americas of 1491</i>. Lexile: 1080</p> <p>Sansevere-Dreher, D. (2005). <i>Explorers Who Got Lost</i>. Lexile: 1000</p> <p>Stein, R.C. (2007). <i>Cortes and the Spanish Conquest</i>. Lexile: 990</p> <p>Wright, Rachel. (2001). <i>The Viking News</i>. Lexile: 920</p> <p>Zronik, J. (2005). <i>Francisco Pizarro: Journeys through Peru and South America</i>. Lexile: 1020</p>	<p>Bond, G. (2006). <i>Stolen Peace: The Untold Story of the Spanish Conquest</i>. Ages 13 and up</p> <p>Conrad, P. (1992). <i>Pedro's Journal</i>. Lexile: 1030</p> <p>Duble, K.B. (2008). <i>Quest</i>. Lexile: 820</p> <p>Garland, S. (1995). <i>Indio</i>. Lexile: 960</p>

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Work like a historian by reading, analyzing and providing textual support from a source	Teacher Resources:	https://www.teachingchannel.org/videos/analyzing-text-lesson (A short video on the Teaching Channel showing how to analyze texts) http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/reading.pdf (Reading Strategies) http://www.wisconsinhistory.org/turningpoints/primarysources.asp#read (Using Primary Sources in the Classrooms)
			Student Resources:	http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf (Library of Congress: Analyzing Books and Other Printed Texts Worksheet) http://www.wisconsinhistory.org/turningpoints/pdfs/documentanalysisworksheet.pdf (Document Analysis Worksheet)
	Skills:	Cite specific textual evidence to support analysis of primary and secondary sources. (CCSS RH. 6-8.1)	Assessment:	Students will answer (oral or written) document-based questions clarifying their learning and understanding of the reading. Students will use graphic organizers to keep track of specific evidence of the reading.
2.	Description:	Think/work like a geographer by interpreting maps and using other geographic tools as primary sources to analyze a historic issue	Teacher Resources:	http://www.oncoursesystems.com/school/webpage/467213/937679 (map skill practice sheets)
			Student Resources:	http://www.enchantedlearning.com/geography/glossary/ (geography glossary)
	Skills:	Use latitude, longitude and map scale	Assessment:	Students will create maps to demonstrate understanding of basic map skills.

		on different types of maps and globes to solve problems and show patterns of movement		
3.	Description:	Work like a historian by examining and analyzing primary and secondary sources to determine cause and effect	Teacher Resources:	http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf (Analyzing Books and Other Printed Texts Worksheet from the Library of Congress) http://www.wisconsinhistory.org/turningpoints/pdfs/documentanalysisworksheet.pdf (Document Analysis Worksheet) http://www.educationoasis.com/curriculum/GO/cause_effect.htm (Cause and Effect graphic organizers)
			Student Resources:	http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf (Analyzing Books and Other Printed Texts Worksheet from the Library of Congress) http://www.wisconsinhistory.org/turningpoints/pdfs/documentanalysisworksheet.pdf (Document Analysis Worksheet) http://www.educationoasis.com/curriculum/GO/cause_effect.htm (Cause and Effect graphic organizers)
	Skills:	Use context and content to explain cause and effect relationships of events pertaining to exploration and the Western Hemisphere	Assessment:	Students will create multiple cause and effect charts illustrating the social, political, geographic, and economic effects of the interactions between the Old World and the New World.

Prior Knowledge and Experiences

Since this unit is the second unit in the year, students will have already studied the indigenous cultures of the Americas. This unit is based on the interaction of these cultures with the explorers and colonizers of the Eastern Hemisphere (Old World) and the social, political, geographic and economic outcomes of these interactions.

Learning Experience # 1		
The teacher may provide journal entries and maps so that students can examine the regional interactions within the Western Hemisphere (“the New World”) and within the Eastern Hemisphere (“the Old World”) and the lack of interaction between the two.		
Generalization Connection(s):	The movement of people leads to the exchange of ideas and resources The wealth of information provided in geographic data (such as demographics, physical features, etc.) facilitates thoughtful decision-making about resource allocation/distribution	
Teacher Resources:	http://info.teachtci.com/resources/ha/AgeofExploration.pdf (Reasons for Age of Exploration / teachers curriculum institute) https://www.youtube.com/watch?v=sVGFX7DJiWc (Video: early exploration - excerpt trade of Europe, silk road)	
Student Resources:	http://apworldipedia.com/images/7/7f/Mesotrade.gif (Trade route map in Mesoamerica) http://www.parkswatch.org/news/peru/mapa_ruta_inca.gif (Inca road map) http://tinyurl.com/o25238t (Mayan trade routes map) http://www.authenticmaya.com/maya_trade_and_economy.htm (Mesoamerican trade centers article) https://people.hofstra.edu/geotrans/eng/ch2en/conc2en/img/silkroad.png (Old World trade routes)	
Assessment:	Students will create a map that illustrates the two worlds and the separate trade networks within each. http://www.outline-world-map.com/map-images-original/blank-world-map-white-thin-b3a.png (blank world map)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with an outline highlighting which trade networks to include on their map	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://scratch.mit.edu/ (free tool to create simulations/animations)	Students may create a digital map
Critical Content:	<ul style="list-style-type: none"> • The isolation of the New World prior to exploration • How the two worlds were developing their own trade networks • The separation between the New and Old World 	
Key Skills:	<ul style="list-style-type: none"> • Analyze trade maps • Create a map illustrating trade networks 	
Critical Language:	New World, Old World, explorer, map, continent, civilization, empire, trade network, Mesoamerican society, western society, trade, age of discovery, Silk Road	

Learning Experience # 2		
The teacher may provide primary and secondary sources (e.g., images, maps, journals) so that students can begin to explore the stories and exploits of the earliest European ventures to the Americas.		
Generalization Connection(s):	People’s diverse backgrounds and perspectives (including cultural experiences, histories, and geographic location) inform different interpretations of political issues and global events	
Teacher Resources:	http://learning.blogs.nytimes.com/2000/05/09/vikings-in-vinland/?_r=0 (Lesson Plan: Vikings in Vinland) http://legacy.fordham.edu/halsall/mod/1000Vinland.asp (Primary Source Docs: The Saga of Erik the Red) http://www.mnh.si.edu/vikings/voyage/subset/vinland/sagas.html (Vinland Sagas – Stories of the Viking Discovery of North America) http://www.pbs.org/wgbh/nova/vikings/diaspora.html (NOVA: The Viking Diaspora) http://www.smithsonianmag.com/history/the-vikings-a-memorable-visit-to-america-98090935/?no-ist (Article: Reasons Vikings left North America) http://www.history.com/topics/exploration/leif-eriksson/videos#leif-erikson-vs-christopher-columbus (Video: Vikings v. Columbus)	
Student Resources:	http://www.history.com/news/the-viking-explorer-who-beat-columbus-to-america (Article: The Viking who beat Christopher Columbus to America) http://www.bbc.co.uk/schools/primaryhistory/vikings/trade_and_exploration/ (Vikings: Trade and exploration)	
Assessment:	Students will write a story (e.g., tall tale, fairy tale, fable) debunking the myth that Columbus “discovered America.”	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://tinyurl.com/pvtbh8g (Template for writing fairy tales) http://tinyurl.com/o7qshv4 (Template for writing fables)	Students may be provided with an outline for the story
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.bbc.co.uk/schools/primaryhistory/vikings/trade_and_exploration/ (Vikings: Trade and exploration)	Students may incorporate illustrations in their story Students may include historical facts and quotes from primary sources in their story
Critical Content:	<ul style="list-style-type: none"> • How the Vikings established settlements in the New World prior to Columbus • The location(s) of Viking settlements in North America • Examples of the archaeological evidence of Viking settlement in North America 	
Key Skills:	<ul style="list-style-type: none"> • Use latitude, longitude and map scale on different types of maps and globes to solve problems and show patterns of movement • Write a creative piece • Summarize key information • Compare and contrast different versions of the same story as they are told within each of two documents – (http://www.americanjourneys.org/texts.asp) 	
Critical Language:	Vikings, Iceland, Vinland, Greenland, Newfoundland, Leif Erickson, exploration, myth, Columbus, Norse	

Learning Experience # 3		
The teacher may lead students in a discussion so that students can establish an understanding of European motivations for exploration.		
Generalization Connection(s):	The movement of people leads to the exchange of ideas and resources	
Teacher Resources:	http://www.docstoc.com/docs/144517111/Cornell-Notes-Template (Cornell Notes Template) https://fc.deltasd.bc.ca/~wking/S03FC7F03.2/EuropeanExploration2.ppt (7 Reasons for Exploration powerpoint) http://study.com/academy/lesson/the-old-world-and-new-world.html (Video: Reasons for Exploration) http://mrnussbaum.com/explorers/age/ (Age of Exploration) http://www.history.co.uk/shows/mankind-the-story-of-all-of-us/articles/the-age-of-exploration (Infographic: The Age of Exploration) http://www.gilderlehrman.org/history-by-era/imperial-rivalries/resources/early-european-imperial-colonization-new-world (Lesson Plan: Early European Imperial Colonization of the New World – Free with sign-up))	
Student Resources:	https://martinabex.files.wordpress.com/2011/07/cornell-notes-example.gif (Student sample for Cornell Notes) http://www.history.co.uk/shows/mankind-the-story-of-all-of-us/articles/the-age-of-exploration (Infographic: The Age of Exploration)	
Assessment:	Students will take Cornell Notes during the class discussion illustrating the main ideas and supporting details.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner	Students may take notes in a format of their choice
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.jsd.k12.ca.us/District/Department/577-main-libraries-page/146981-Cornell-Notes-Summary.html (Cornell Notes summary template)	Students may write a summary on the notes taken
Critical Content:	<ul style="list-style-type: none"> • The European countries that sent explorers • The motivations for exploration, including its risks • The significance of the Silk Road in the pursuit of alternative trade routes 	
Key Skills:	<ul style="list-style-type: none"> • Explain the 7 reasons for exploration • Summarize key information • Differentiate between main idea and supporting detail 	
Critical Language:	Age of Exploration, conversion, wealth, trade, foreign, national pride, explore, New World, motive(ation), empire, missionary, navigation	

Learning Experience # 4

The teacher may engage students in a gallery walk so that students can hypothesize the ways in which exploration changed the world politically, socially, economically, and geographically.

Generalization Connection(s):	<p>The wealth of information provided in geographic data (such as demographics, physical features, etc.) facilitates thoughtful decision-making about resource allocation/distribution</p> <p>The movement of people leads to the exchange of ideas and resources</p> <p>The interdependent relationship between natural resources and people’s ability to (re) locate to a given geographical location can influence government policies around land and resource usage/sustainability</p>	
Teacher Resources:	<p>http://www.loc.gov/teachers/classroommaterials/primarysourcesets/hispanic-exploration/pdf/teacher_guide.pdf (primary sources)</p> <p>http://www.vhinkle.com/modern/1750trade.sm.jpg (1750 map of colonialism post exploration)</p> <p>http://tinyurl.com/neoqn4n (Map: Trade Routes)</p> <p>http://wps.pearsoncustom.com/wps/media/objects/4098/4196508/DIVI012.jpg (Map: Voyages of Exploration)</p> <p>https://cdn-360-content.s3.amazonaws.com/uploads/2014/04/Digital-maps.jpg (2nd century map)</p> <p>http://www.sonofthesouth.net/revolutionary-war/maps/world-map-1600.jpg (Map: The world in 1600)</p> <p>https://aldworthapworld.wikispaces.com/file/view/smallpox600.jpg/133432043/smallpox600.jpg (Image: Native deaths due to disease)</p> <p>http://tinyurl.com/p7muy4g (Chart illustrating decline of Native populations)</p> <p>https://aldworthapworld.wikispaces.com/file/view/4451331.jpg/133431827/4451331.jpg (Image: The Columbian Exchange)</p> <p>http://www.wdl.org/en/item/10096/#collection=florentine-codex (Article & image: The Florentine Codex)</p> <p>http://www.wdl.org/en/item/2830/#q=exploration&qla=en (Account of Samuel Champlain’s exploration)</p>	
Student Resources:	<p>http://exploration.marinersmuseum.org/type/age-of-discovery/ (Age of Discovery - maps, articles, etc.)</p> <p>http://waite8ss.weebly.com/uploads/8/6/4/6/8646069/exploration_map.jpg (Map: European Explorers’ routes)</p>	
Assessment:	<p>Students will complete a cause/effect organizer illustrating their predictions about the changes exploration could bring about.</p> <p>http://shayladelph.wikispaces.com/file/view/cae3.jpg/275356004/cae3.jpg (Cause and effect organizer)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided a partially completed graphic organizer	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.readwritethink.org/files/resources/interactives/omic/ (Digital Comic Creator)	Student may create a digital comic strip illustrating the causes and effects of European exploration
Critical Content:	<ul style="list-style-type: none"> • The countries represented by the explorers and the various routes they took • How new geographic knowledge changed maps of the world • Key explorers including, but not limited to, Magellan, Columbus, de Soto, Cortes, Hudson, Ponce de Leon 	

	<ul style="list-style-type: none"> • The potential positive and negative outcomes of exploration • The changing geography of the world pre and post exploration
Key Skills:	<ul style="list-style-type: none"> • Make predictions based on primary sources • Analyze maps and charts • Classify and analyze the types of connections between peoples and places • Use geographic data to solve problems
Critical Language:	Age of Exploration, Magellan, Columbus, Hudson, Portugal, Spain, England, France, disease, circumnavigate, voyage, cartography

Learning Experience # 5		
The teacher may provide population data/charts, maps, and journals so that students can investigate the social and cultural impact of exploration on the indigenous peoples in the Western Hemisphere.		
Generalization Connection(s):	People’s diverse backgrounds and perspectives (including cultural experiences, histories, and geographic location) inform different interpretations of political issues and global events The movement of people leads to the exchange of ideas and resources	
Teacher Resources:	http://tinyurl.com/l3qyhpt (Article: <i>How Many People Were Here Before Columbus</i>) https://books.google.com/books?id=6d3p4GhqHuIC&pg=PA401#v=onepage&q&f=false (Population Estimates - Pre-Columbian Americas) https://books.google.com/books?id=5m4VQFRzh_gC&pg=PA50#v=onepage&q&f=false (Population Estimates - Pre-Columbian Americas) http://tinyurl.com/qava9oj (Article: <i>The Untold Story of American Indian Slavery</i>) http://www.gilderlehrman.org/history-by-era/origins-slavery/essays/indian-slavery-americas (Essay: <i>Indian Slavery in the Americas</i>) http://nationalhumanitiescenter.org/tserve/eighteen/ekeyinfo/natrel.htm (Article: <i>Native American Religion in Early America</i>)	
Student Resources:	http://www.ducksters.com/history/inca/science_and_technology.php (Inca Contributions to Science) http://www.aztec-indians.com/aztec-technology.html (Aztec Technology) http://www.mexica-movement.org/ACCOMPLISHMENTS.htm (Aztec Contributions to Science) http://www.wikihow.com/Make-a-Political-Cartoon (How to create a political cartoon)	
Assessment:	Students will create a political cartoon illustrating a social/cultural impact from the perspective of an indigenous person.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	The student may draw a picture about the impact of exploration from the perspective of an indigenous person
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create a political cartoons illustrating the perspectives of both an indigenous person and an explorer or missionary

Critical Content:	<ul style="list-style-type: none"> • How European contact affected American populations (e.g. disease, warfare, enslavement) • How American civilizations responded to European contact • How European kingdoms exploited American populations and resources • How and why Europeans attempted to Christianize native populations
Key Skills:	<ul style="list-style-type: none"> • Visually Illustrate issues from various sources • Illustrate cartoon from a certain perspective • Classify and analyze the types of connections between peoples and places • Analyze positive and negative interactions of human and physical systems in the Western Hemisphere
Critical Language:	Indigenous, Catholicism, slavery, religious conversion, disease, missionary, perspective

Learning Experience # 6		
The teacher may provide charts, maps, trade data so that students can explain how exploration initiated a global economy (e.g., the Columbian Exchange); thereby changing the lives of populations around the world.		
Generalization Connection(s):	<p>The wealth of information provided in geographic data (such as demographics, physical features, etc.) facilitates thoughtful decision-making about resource allocation/distribution</p> <p>The movement of people leads to the exchange of ideas and resources</p> <p>The interdependent relationship between natural resources and people’s ability to (re) locate to a given geographical location can influence government policies around land and resource usage/sustainability</p>	
Teacher Resources:	<p>http://www.vlib.us/medieval/lectures/discovery.html (Reading: <i>The Discovery of the New World and the End of the Old</i>)</p> <p>http://www.gilderlehrman.org/history-by-era/american-indians/essays/columbian-exchange (Article: <i>The Columbian Exchange</i>)</p> <p>http://msh.councilforeconed.org/lessons.php?lid=68379 (Lesson Plan: The Economics of the Columbian Exchange)</p> <p>http://worldhistoryforusall.sdsu.edu/eras/era6.php (Article: <i>The Great Global Convergence</i>)</p> <p>http://www.crf-usa.org/bill-of-rights-in-action/bria-25-1-the-columbian-exchange (Article: <i>The Columbian Exchange</i>)</p> <p>http://www.learnnc.org/lp/editions/nchist-twoworlds/1866 (Article: <i>The Columbian Exchange</i>)</p> <p>http://info.teachtci.com/resources/ha/MWH/topic06.aspx (Lesson Plan: Biological and Cultural Exchanges during the Age of Exploration)</p>	
Student Resources:	<p>http://thecolumbianexchange.weebly.com/ (The Columbian Exchange)</p> <p>http://www.learnnc.org/lp/editions/nchist-twoworlds/1866 (Article: <i>The Columbian Exchange</i>)</p>	
Assessment:	Students will write a short essay answering the following prompt: <i>“The Atlantic Ocean once kept the Americas separated from the rest of the world. After Columbus, the ocean was like a highway connecting the Americas to Europe, Asia, and Africa. What was exchanged? How did the Columbian Exchange change life for people on these continents? Use at least three examples from the sources to support your ideas”</i> (CCSS.WHST.6-8.9)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided an outline for the essay http://www.readwritethink.org/files/resources/printouts/6-8%20Essay%20Map.pdf (Essay Map)	N/A

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.gilderlehrman.org/history-by-era/americas-1620/american-indians/primary-sources (Primary Sources)	Students may incorporate direct evidence from primary and secondary sources
Critical Content:	<ul style="list-style-type: none"> • How new products changed global markets • What products were exchanged between the New and Old Worlds • How product diversity affected individuals and populations • The characteristics of economic systems such as: mercantilism, capitalism, market, and traditional 	
Key Skills:	<ul style="list-style-type: none"> • Support an argument with examples from sources • Discuss the advantages and disadvantages of living in an interconnected world • Analyze positive and negative interactions of human and physical systems in the Western Hemisphere 	
Critical Language:	Columbian Exchange, disease, economy, global, diet, population, resource, diversity, navigation, Eastern Hemisphere, Western Hemisphere, mercantilism, market economy	

Learning Experience # 7	
The teacher may provide economic data and maps so that students can analyze the ways in which European exploration led to the exploitation of land and resources in the Western Hemisphere.	
Generalization Connection(s):	The interdependent relationship between natural resources and people’s ability to (re) locate to a given geographical location can influence government policies around land and resource usage/sustainability The movement of people leads to the exchange of ideas and resources
Teacher Resources:	http://www.newworldencyclopedia.org/entry/European_Colonization_of_the_Americas (Article: <i>European Colonization of the Americas</i>) http://www.nystromeducation.com/itemimages/large/NYS3219.jpg (Map: European Land Claims in the Americas) http://tinyurl.com/qyvry38 (Article: The Expansion of Europe) http://www.timemaps.com/history (Interactive map of world history by time period) http://www.wdl.org/en/sets/world-history/timeline/#47 (The Treaty of Tordesillas) http://legacy.fordham.edu/halsall/mod/modsbook08.asp (Primary Sources: Colonial Latin America)
Student Resources:	http://www.newworldencyclopedia.org/entry/European_Colonization_of_the_Americas (Article: <i>European Colonization of the Americas</i>) http://www.nystromeducation.com/itemimages/large/NYS3219.jpg (Map: European Land Claims in the Americas) https://www.youtube.com/watch?v=aCDA1wq8E54 (Video: European Claims in America 1600s) http://www.timemaps.com/history (Interactive map of world history by time period)
Assessment:	Students will create a series of maps illustrating the gradual “takeover” of lands in the Americas by European powers. (CCSS.RH.6-8.7)

Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided an outline sequencing the take-over of lands	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://scratch.mit.edu/ (Free tool to create simulations/animations)	Students may create a digital simulation illustrating the take-over
Critical Content:	<ul style="list-style-type: none"> • The significance of the Treaty of Tordesillas • The economic and political reasoning for the Europeans to claim land in the West • The areas/regions in the Americas in which land was claimed • The countries that made land claims in the West • The ways in which European countries, such as Spain and England, governed their colonies in the Americas • The trade routes and impact of the Atlantic slave trade • The characteristics of economic systems such as: mercantilism, capitalism, market, and traditional 	
Key Skills:	<ul style="list-style-type: none"> • Analyze and create maps • Describe the characteristics of different types of economic systems • Use geographic data to solve problems 	
Critical Language:	Resource, Treaty of Tordesillas, land claim, land allocation, colonization, encomienda, missions, mestizo, viceroy, triangular trade, Middle Passage	

Learning Experience # 8		
The teacher may engage students in a Socratic Seminar so that students can document the lasting political, social and economic effects of exploration on the Western Hemisphere.		
Generalization Connection(s):	<p>The interdependent relationship between natural resources and people’s ability to (re) locate to a given geographical location can influence government policies around land and resource usage/sustainability</p> <p>People’s diverse backgrounds and perspectives (including cultural experiences, histories, and geographic location) inform different interpretations of political issues and global events</p> <p>The movement of people leads to the exchange of ideas and resources</p>	
Teacher Resources:	<p>https://teachingchannel.org/videos/bringsocratic-seminars-to-the-classroom (How to use a Socratic Seminar in the Classroom)</p> <p>http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html (Using Socratic Seminars)</p> <p>http://www.literacycookbook.com/page.php?id=31 (Article: Socratic Seminars in the Middle School)</p> <p>http://www.livescience.com/16468-christopher-columbus-myths-flat-earth-discovered-americas.html (Article: <i>Top 5 Misconceptions About Columbus</i>)</p> <p>http://www.history.com/topics/exploration/christopher-columbus (The Legacy of Columbus)</p> <p>http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3574 (Article: <i>English Colonization Begins</i>)</p>	

	http://www.newworldencyclopedia.org/entry/European_Colonization_of_the_Americas (Article: <i>European Colonization of the Americas</i>) http://www.mysocialstudiesclass.com/AGEOFEXPLORATION.pdf (Reading: <i>The Age of Exploration – The Social and Economic Impacts of Exploration</i>) http://legacy.fordham.edu/halsall/mod/modsbook08.asp (Primary Sources: Colonial Latin America)	
Student Resources:	http://www.livescience.com/16468-christopher-columbus-myths-flat-earth-discovered-americas.html (Article: <i>Top 5 Misconceptions About Columbus</i>) http://study.com/academy/lesson/the-commercial-revolution-economic-impact-of-exploration-and-colonization-on-europe.html (Video: The Commercial Revolution: Economic Impact of Exploration and Colonization on Europe)	
Assessment:	Students will participate in a Socratic Seminar and complete a Socratic Seminar reflection sheet. http://www.greececsd.org/district.cfm?subpage=497 (Socratic Seminar reflection document)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be allowed to record the Socratic Seminar Students may use notes during the seminar	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://legacy.fordham.edu/halsall/mod/modsbook08.asp (Primary Sources: Colonial Latin America) http://legacy.fordham.edu/halsall/mod/modsbook07.asp (Primary Sources: Colonial North America)	Students may incorporate primary source quotes or excerpts into the discussion
Critical Content:	<ul style="list-style-type: none"> • The varying perspectives concerning the legacy of Columbus • How exploration changed the peoples living in the “New World” • How exploration led to change in Old World economies • The positive and negative aspects of colonization • The lasting social, economic, and political effects of colonization 	
Key Skills:	<ul style="list-style-type: none"> • Use sources as evidence to discuss historical events • Discuss the advantages and disadvantages of living in an interconnected world 	
Critical Language:	Colonialism, colonization, legacy, exploitation, resource, indigenous, slavery, global economy, land claim, religious conversion	