



Unit Title	The Age of Exploration		
Course Title	7th Social Studies	Pacing	3 weeks
Stage 1: Identify Desired Results By the end of this unit, what should students know, understand, and be able to do?			
Content Standards: K-12 Vertical Alignment			
<p>H.2- Understand the implications of global interactions.Change</p> <ul style="list-style-type: none"> ➤ 7.H.2.3 -Explain how increased <u>global interaction accelerates the pace of innovation</u> in modern societies (e.g. advancements in transportation, communication networks and business practices).. <p>E.1- Understand the economic activities of societies and regions.</p> <ul style="list-style-type: none"> ➤ 7.E.1.1-Explain how <u>competition for resources affects the economic relationship</u> among nations (e.g. colonialism, imperialism, globalization and interdependence). <p>G.1- Understand how geography, demographic trends, and environmental conditions shape modern societies and regions</p> <ul style="list-style-type: none"> ➤ 7.G.1.2 -Explain how <u>demographic trends (e.g. population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise</u> in modern societies and regions <p>.G.2- Apply the tools of a geographer to understand modern societies and regions</p> <ul style="list-style-type: none"> ➤ 7.G.2.1-Construct <u>maps, charts, and graphs to explain data about geographic phenomena</u> (e.g. migration patterns and population and resource distribution patterns). 			
Understandings Students will understand that...		Essential Questions	
European desire for a water route to Asia was driven by barriers (i.e. the closing of the Ottoman Empire, the African continent) and the need for new avenues of trade (i.e. sea routes). New technology and a desire for resources allowed Europeans to explore other lands, which influenced their future development.(caravel, compass, astrolabe, map making).		What barriers forced European to discover new trade routes? What factors influenced European exploration? What is the impact of competition for resources? What impact did Prince Henry’s School of Navigation have on the Age of Exploration?	



<p>Competition for Asian goods fueled exploration.</p> <p>The discovery of goods in the America's contributed to the exploration and eventual colonization of the "New World."</p> <p>The Prince Henry School of Navigation was responsible for recruitment of explorers that eventually led to multiple expeditions throughout the world.</p>	
<p style="text-align: center;">Knowledge Students will know...</p>	<p style="text-align: center;">Skills Students will be able to...</p>
<p>Motivating forces for exploration</p> <ul style="list-style-type: none"> ➤ Economic—Gold, natural resources, and trade ☐ ➤ Religious—Spread of Christianity ☐ ➤ Competitions for empire and belief in superiority of own ☐ culture ➤ The destruction of Constantinople caused the Ottoman Empire to close Europe’s trade route to Asia ➤ Explorers often lacked the funding needed for a ship, supplies, and a crew to get underway on their journeys. As a result, many turned to their respective governments which had their own desires for the exploration of new areas <p>Areas of cooperation ☐</p> <ul style="list-style-type: none"> ➤ Technologies (transportation of weapons and farm tools) ☐ ➤ Trade ➤ Crops <p>Areas of conflict</p> <ul style="list-style-type: none"> ➤ Land ☐ ➤ Competition for trade ☐ ➤ Differences in cultures ☐ ➤ Disease ☐ ➤ Language difference 	<p><u>Explain</u> (to make known in detail, to make plain or clear)</p> <ul style="list-style-type: none"> ➤ how competition for resources affects the economic relationships among nations <p><u>Evaluate</u> (to judge or determine the value, worth or quality)</p> <ul style="list-style-type: none"> ➤ the nations that had positive and negative impacts from exploration ➤ alternate routes that explorers could have taken during exploration ➤ the impact of exploration on societies <p><u>Compare</u> (to examine the character or qualities of especially in order to discover the resemblances and differences)</p> <ul style="list-style-type: none"> ➤ the impact of exploring and trading for the different European nations. (Portugal, Spain, England, France, and the Netherlands) <p><u>Identify</u> (to establish, to determine)</p> <ul style="list-style-type: none"> ➤ the reasons for exploration ➤ how the resources discovered through exploration changed the government structures in Europe ➤ the barriers Europe had in their search for a trade route to Asia



Prince Henry the Navigator of Portugal launched an exploration of the world.

- Portuguese sailors explored the coast of Africa.
- Vasco da Gama went around the Cape of Good Hope, 1497. He landed in India
- Sailing to the West In 1492, Christopher Columbus hoped to reach China. He thought he landed in India, so he named the native people “Indians.” Instead, he landed on continents that no one knew existed - the Americas

Obstacles to exploration □

- Poor maps and navigational tools □
- Disease/starvation □
- Fear of unknown □
- Lack of adequate supplies

Accomplishments of exploration □

- Exchanged goods and ideas □
- Improved navigational tools and ships □
- Claimed territories

Formulate (create or devise)

- an argument about the impact the Ottoman Empire had on Europe’s decision to find new trade routes

Determine (ascertain or establish exactly)

- the outcome of Europe’s need for a new trade route to Asia as a results of barriers and environmental and human conditions
- the impact of new technology on exploration

Predict (say or estimate what will happen in the future)

- the future changes that exploration will have on societies

Stage 2: Assessment Evidence

What collection of assessments will PROVE that students have learned everything described in Stage 1?

Performance Task or Project-Based Learning

Constructing GRASPS Performance Task: This template provides a variety of stem statements as you construct a scenario for a performance task. Refer to the descriptions to help you brainstorm possible scenarios. [6 Facets of Understanding Performance Task Review](#) This rubric is a suggested guide for assessing the performance task that check for the six facets of understanding. This rubric is a suggested guide and may be modified to meet the needs of your students.

Example below may be modified to meet the needs of your students. It is not expected but suggested student evidence.

G: Create a mural using symbolism to represent the Age of Exploration with written explanation **R:** Museum Educator **A:** Museum Visitors **S:** How your visitors will learn about the Age of Exploration from the mural **P:** mural and written explanation of mural’s content

Create a mural with corresponding written explanation that explains the major geography, global interactions and conflicts, innovations and



economic competition of the Age of Exploration which may include: major motivations (God, Glory and Gold), conflicts related to trade routes, participating countries and their geographical relationships, technology associated with exploration, explorers and conquistadors and their routes and the impact on indigenous people.

Standards Criteria for Success: How will I know that I have completed the task?

- Have I incorporated symbolism that identifies the major geographical locations and routes of major explorers during the Age of Exploration?
- Have I incorporated symbolism that identifies the global interactions between participating countries of the Age of Exploration?
- Have I incorporated symbolism that identifies trade routes and changes and conflicts related to trade?
- Have I incorporated symbolism that identifies the major motivating factors of exploration and its impact on indigenous people (disease, encomienda, etc.)?
- Have I incorporated symbolism that identifies of the technological advancements that supported the Age of Exploration?
- Have I provided a well written explanation of the symbolism included in my mural?

Other Evidence (Formal, Informal, Formative, Summative, Diagnostic, etc.)

- Vocabulary Evidence:** This document provides a variety of evidence to apply to unit vocabulary.
- Formative Assessment Evidence:** This bank provide a variety of formative assessments for you to *choose*. All assessments may be modified to meet the needs of your students. It is not expected but below are a list of suggested student evidence.
- Summative Assessment Bank:** This bank provide a variety of questions for you to *choose* to create your own assessment. All questions may be modified to meet the needs of your students. It is not expected for you to use all the questions in the bank.
- Exit Card:** Students will complete an exit card ranking the motives for exploration. Students will determine what motives they believe was the most important reason for exploration. Students will explain why they ranked the reasons the way they did and how their ranking impacted the outcomes of exploration.
- Summary Essay:** Students will produce a short summary of how exploration impacted the economy and global trade. Utilize important people, themes, and events, and then predict what will happen in the future. Make sure that your predictions are based on past events. Your summary should be no fewer than two paragraphs with at least eight sentences in each.
- EduBlogs:** Students can use their WCPSS credentials once teachers have set up blog Students will respond to questions posted by the teacher on the blog. Sample questions include:
 - What were the positive and negative impacts of the Ottoman Empire closing Europe's Trade Route to Asia?
 - Describe the barriers Europe had in their search for a trade route to Asia.
 - What were the outcomes of Europe's new trade routes to Asia?
 - List 2 things you think will happen next as a result of Exploration.

Stage 3: Learning Plan, Experiences, and Instruction

What collection of experiences and instruction will help students learn the essentials that are outlined in Stage 1 and master the assessments described in Stage 2?

Be sure to identify **the shifts** and the **WHERE TO** elements.

To gather information about *competition for resources and its impact on economic relationships and how this lead to conflict, negotiation and compromise while using and constructing maps, charts or graphs that explain data on geographic phenomena students may complete ONE or MORE of the following:*

Motives for Exploration

- ❑ Review Middle Ages, Renaissance and Reformation: Students will complete one of the following student engagement strategies. **W, E, R, E2**
- ❑ Teacher will display several words to the students (Discovery Exploration, Resources, Trade Route, Coastlines, Explorers, Money, Maps, Spices and Silk). The students will work in small groups to use the words listed to create a prediction of the Age of Exploration. Students will create a summary of what they will discover in this unit. **W, H**
- ❑ The Great Age of Exploration (1400-1550): Students will watch the video on Exploration (29.56). While watching the video students will complete the graphic organizer finding examples of each of the five themes of geography in the video. Write the example in the boxes. **W, E, E2, T, O**
- ❑ Present students with a map of the world and ask them to make predictions of how they would travel to Asia from Europe. Discuss how different travel would be today versus Exploration. Ask students to then determine how they would travel to Asia from Europe if they only had water and land access. **W, H, E, R**
- ❑ Students will read the Reasons for Exploration and determine the motives for exploration and the advances in knowledge and technology. **W, E, E2, shifts 1,2**
- ❑ Age of Exploration: Portugal's Motives #592 (from SAS® Curriculum Pathways®): Students will identify the reasons for Portuguese exploration in Africa, construct a timeline and a map, and analyze the impact of Portuguese exploration. **E, R, E2, T, O shifts 1,2, 3,6**
- ❑ Students will work in groups to examine the different European nations explored. Students will research on their specific nation and provide feedback to their group members. During their discussions students will determine the similarities and differences between the explorers, countries and outcomes. Students also map out the location of the various explorers and determine the positive and negative impacts of exploration. **W, E, R, E2, T, O shifts 1,2, 3** Exploration Research Note Taking Tool
 - Portugal Begins the Age of Exploration
 - Spain's Early Exploration
 - Later Spanish Exploration and Conquest
 - European Exploration of North America
- ❑ Students will determine if exploration had the biggest impact on land or money for Europe. Once students have decide they will examine the map for the impact they selected. Students will then discuss with a partner who selected a different impact about their findings. (Map Analysis: Land, Economy) Students will use the sentence stem: **W, E, R, E2, T,**



- Yes exploration impacted the economy of Europe but...
- Yes exploration impacted land acquisition but...

- Exit Card:** Students will complete an exit card ranking the motives for exploration. Students will determine what motives they believe was the most important reason for exploration. Students will explain why they ranked the reasons the way they did and how their ranking impacted the outcomes of exploration. **R, E2, T, O**

Explorers & Exploration

- Students will work in small groups or individually to examine the list of events and predict what order the events took place. Students will then check their predictions to the timeline provided by the teacher. Students will discuss with their groups the outcomes and determine what is different from their list to the one provided by the teacher. Students will then complete the [fishbone activity](#) indicating if they believe the events had a positive or negative effect on Europe’s need to find a new trade route to Asia. (Events attached to fishbone activity sheet). **W, E, R, E2, T**
- Students will break into pairs or a whole class activity. Students will examine each fact and determine if it is a Cause or Result of Exploration? Students will place the state in one of the following T chart: **W, E, E2, R, O**

Causes: This caused the Age of Exploration.	Results: This was a result of the Age of Exploration.
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Statements: 1. Europeans tried to find a sea route to Asia. 2. Europeans focused on trade across the Atlantic Ocean. 3. Spain financed the voyage of Columbus. 4. Spain controlled the Atlantic Ocean. 5. The Europeans wanted to trade with Asia. 6. The Europeans traded with the Americas. 7. The Europeans carved up Asia, Africa, and the Americas. 8. Mapmakers made new maps. 9. The Arabs invented the astrolabe, which determined latitude. 10. The Arabs closed the Silk Road, the land route to Asia. 11. The Chinese invented the magnetic compass. 12. The Portuguese invented the caravel, an ocean-going ship. 13. Spain controlled Latin America. 14. Portugal controlled Africa and Asia. 15. Europe gained new technology - astrolabe, magnetic compass, the caravel. 16. Europe spread its culture - language and religion - to the rest of the world. 17. Native peoples died of European diseases, like smallpox. 18. Africans worked on sugar plantations in Brazil and the Caribbean. 19. The Columbian Exchange 20 The Treaty of Tordesillas 21. The Atlantic Slave Trade. 22. The Commercial Revolution 23. Mercantilism 24. Imperialism and Colonialism.

Answers: 1. Cause 2. Result 3. Cause 4. Result 5. Cause 6. Result 7. Result 8. Result 9. Cause 10. Cause 11. Cause 12. Cause 13. Result 14. Result 15. Cause 16. Result 17. Result 18. Result 19. Result 20. Result 21. Result 22. Result 23. Result 24. Result

- Explorer Connect O Gram:** Students will work with a partner and determine the similarities and differences of the various explorers **E, R, E2 shifts 1,2,3**
- Exploration Centers:** Students will examine the different areas explored by European nations. Students will work at each center to determine the impact and locations of exploration. ([Center 1](#), [Center 2](#), [Center 3](#)) **W, E, R, E2, T, O shifts 1,2,3**
- Age of Exploration: Spain in the New World #883 (from SAS® Curriculum Pathways®):** Students will activate and build background knowledge about the Spanish exploration of the New World, Spain's colonial economy, and the establishment of the *encomienda* systems; analyze the relevant primary-source documents and identify arguments with varying points of view; evaluate the arguments for and against the New Laws of 1542. ([Assignment Sheet Example](#)) ([Primary Documents](#)) **W, E, R, E2, T, O shifts 1,2,3**
- Columbus and the New World # 1376 (from SAS Curriculum Pathways):** Students will Activate and build knowledge about Christopher Columbus and the discovery of the New World. Analyze relevant primary-source documents, maps, and images to reinforce



understanding. Demonstrate understanding of the four voyages Columbus made to the New World and the nautical tools he and his crew used to get there. **W, E, E2, R, T, O shifts 1,2 3**

❑ **Additional Reading shifts 1, 2, 3**

- [Reading on Zheng He](#)
- [Christopher Columbus: The Economic Story behind his Expedition](#)
- [Primary Documents](#)
 - [Amerigo Vespucci](#)
 - [A Letter of Columbus](#)
 - [DaGama Arrives in Calicut](#)

❑ Students will examine [The Voyages of Alvise Cadamasto Map](#)-and [Background Maps](#): These are maps of Western Africa and the points Cadamasto explored including the order that each one was discovered. Students will watch a [Video clip: The Undiscovered Cape Verde Islands](#) and answer the [guided questions](#) **W, E, E2**

❑ Students will use a blank map to create routes of the World Explorers. Students will use a blank map to identify all the routes that could be taken by Explorers. Students will then compare their maps to the actual routes taken by explorers. Students will complete the following statements on their maps: **W, E, R, E2, T,**

_____’s routes is similar to my route because.... _____
_____’s route is different from m route because... _____

- **Group #1: JOHN CABOT:** All possible routes from England to Newfoundland by way of the Atlantic Ocean.
- **Group #2: CHRISTOPHER COLUMBUS:** All possible routes from Spain to the West Indies - the Caribbean islands (Bahamas, Cuba, Hispaniola, Puerto Rico, Jamaica).
- **Group #3: VASCO DA GAMA:** All possible routes from Portugal to India by way of the Cape of Good Hope and the Indian Ocean.
- **Group #4: AMERIGO VESPUCCI:** All possible routes from Portugal to Brazil by way of the Atlantic Ocean.
- **Group #5: BALBOA:** All possible routes from Hispaniola (Haiti and the Dominican Republic) to Panama and the Pacific Ocean.
- **Group #6: CORTEZ:** All possible routes from Cuba to Mexico City by way of the Caribbean Sea and Gulf of Mexico.
- **Group #7: MAGELLAN:** All possible routes from Portugal to the Philippines by way of the Atlantic Ocean, Strait of Magellan and Pacific Ocean.
- **Group #8: PIZARRO:** All possible routes from Hispaniola (Haiti and the Dominican Republic) to Peru by way of the Caribbean Sea, Panama, and the Pacific Ocean.



- **Group #9:** CARTIER: All possible routes from France to Montreal, Canada by way of the Atlantic Ocean, Gulf of St. Lawrence, and St. Lawrence River.
- **Group #10:** SIR FRANCIS DRAKE All possible routes from England to Asia by way of Atlantic Ocean, Strait of Magellan, Pacific Ocean, nearly the entire west coast of South America and North America, the Philippines, Indian Ocean, Cape of Good Hope, and the Atlantic Ocean.
- ❑ Students will use [Popplet](#) to answer the questions using the links listed below: **W, E, E2, O shifts 1,2 3,**
- Students will use the following link(s) to answer the questions below:
<http://www.history.ctaponline.org/center/hssc/grade7/maps/gr7map10-1.pdf>
 1. Describe the route of Columbus.
 2. Describe the route of Magellan.
 3. Describe the route of Cortez.
 4. Describe the route of Pizarro.
- Europe <http://pics4learning.com/details.php?img=world.jpg>
 5. Europe lies in a central location. It lies close to what continents?
- All the Explorers http://www.hyperhistory.com/online_n2/History_n2/a.html Click on “People” Click on “1000-1500”
 6. Which explorers lived at the same time as Columbus?
 7. Which scientist lived at the same time as Columbus?
 8. Which artist lived at the same time as Columbus? Columbus
- Students will use the following link(s) to answer the questions below:
http://www.acmecompany.com/stock_thumbnails/11421.columbus_voyage.gif
 9. Columbus was dubbed “Admiral of the Ocean.” Which ocean?
- <http://pics4learning.com/details.php?img=centralamer.jpg>
 10. Columbus landed in the Americas. In what sea?
- Magellan <http://pics4learning.com/details.php?img=pacific.jpg>
 11. Magellan was the first to cross what ocean?
- The Columbian Exchange http://en.wikipedia.org/wiki/Columbian_Exchange
 12. What did the Europeans bring to the Americas?
 13. What did the Americas send to Europe?

To gather information about *increased global interaction and how it accelerates the pace of innovation* students may complete ONE or MORE of the following:

Prince Henry /Technology



- ❑ Students will watch a brief video clip [How Portugal became the first global sea power](#) (8:00). While watching the clip students will complete a spider graph placing Exploration/Portugal in the center and complete the spider legs with facts from the video. **W, H, E, E2, T, O**
- ❑ Students will complete the [Note Taking Study Guide](#) or [Interactive Notebook Strategy](#) about the Explorers of Exploration. Students will use the [Powerpoint to examine the impact of Prince Henry](#). Students will determine how Prince Henry influenced exploration **W, E, O, T**
- ❑ Students will watch a brief video provided by the teacher. "[Portugal's School of Navigation](#)" about Prince Henry the Navigator. Students will complete 1-2 of the sentences listed below: **W, H, R**
 - ❑ I noticed ...
 - ❑ I wonder...
 - ❑ I was reminded of ...
 - ❑ I think...I'm surprised...
 - ❑ I'd like to know
 - ❑ I realize...
 - ❑ If I were...
 - ❑ One of the consequences of _____ could be...
 - ❑ If _____, then...
- ❑ [Prince Henry the Navigator Reading](#): Students will use this reading to determine how Prince Henry help to develop routes for exploration that lead to major discoveries for many countries in Europe. **W, E**
- ❑ Students will read the passage about Prince Henry the Navigator Students will complete the Brainstorming A-Z Using the letters of the alphabets as the intimal letter of each word or phrase, have students brainstorm as many ideas relating to the topic of Prince Henry and Exploration as possible and record them in the Alphaboxes. (example below...) **E, R, E2, T, O**

A-	B-	C-
D-	E-	F-

- ❑ Students will use examine the events of Prince Henry's life and create a positive negative effects chart describing the events and evaluate if the event had a positive, negative or no impact at all. Students will have to justify their choices with facts from the reading and note-taking strategies. (events listed below) **W, E, E2, R,**

Key events during the life of Prince Henry the Navigator.

- 1394 Birth of Prince Henry, as the third son of John I of Portugal.
- 1415 Participated in the conquest of Ceuta, a Moslem trading port south of
- 1420 Appointed governor of the 'Order of Christ' a wealthy military order.
- 1420 Madeira Islands are discovered and colonized by Portuguese.



- 1427 Azore Islands are discovered and colonized by Portuguese.
- 1434 Portuguese explorer sailed south of Cape Bojador.
- 1436 Led a failed expedition against the Moors at Tangier.
- 1441 Nuno Tristan reached Cape Blanco—beyond the Saharan desert.
- 1444 First private merchant ships sent to trade direction with Sub-Saharan
- 1456 Cadamosto discovers Cape Verde Islands.
- 1460 Death of Prince Henry the Navigator.

- ❑ Students will examine the statements listed below and determine how they are connected. The students will complete a [3-Way Tie](#) connecting the statements and explaining why they selected the three statements. Statements: **W, E, E2, O**
 - ❑ Silks & Spices Europeans wanted to trade with Asia, especially India and China.
 - ❑ Europe wanted silks and spices.
 - ❑ Since the Middle Ages, they had been trading with Asia along the Silk Road.
 - ❑ In 1453, the Silk Road came to a screeching halt for European traders.
 - ❑ The Ottoman Turks captured Constantinople. From then on, the land route to Asia was closed to the Europeans.
 - ❑ Europeans tried to find new sea route to Asia.
 - ❑ New technology, allowed the Europeans to make ocean voyages. 1. The caravel ship 2. The magnetic compass 3. The astrolabe determined latitude.

Outcomes of Exploration

- ❑ Students will examine the [Outcomes of Exploration](#) and its impact on various continents and the New World. Students will place the outcomes of exploration in the correct continent that was impacted. Students will discuss with a small group or as a whole class which continent was most impacted by exploration. **W, E, R**
- ❑ [Discovery Education Board Builder](#) access resources on **Explorations**
- ❑ **“GO TO” Strategies: Scaffolding for English Language Learners:** This document provides a resource to use for your LEP students. It’s a convenient document that shows a tiered set of instructional experiences for all LEP levels.
- ❑ **Parent Guide:** This document provides parents with an overview of the unit. It provides resources and essential concepts and skills that can be reinforced at home.
- ❑ **Unit Feedback:** Please provide feedback on unit, resources, assessments etc. If you find a mistake, would like an additional resource for a specific topic, did not find an activity listed helpful, etc. please note that here. We will check the Google doc periodically and make



adjustments/improvements. This will guide our work to continuously improve social studies.

Suggested Planning Calendar

The following instructional pacing is a suggested starting points as you choose appropriate instructional content for your students. Teachers, as part of their PLT/PLC, are ultimately in the best position to make the best selections and instructional choices for their students.

Day 1	Day 2	Day 3	Day 4	Day 5
competition for resources affects the economic relationship among nations	competition for resources affects the economic relationship among nations	competition for resources affects the economic relationship among nations	competition for resources affects the economic relationship among nations	competition for resources affects the economic relationship among nations Assessment Evidence
Day 6	Day 7	Day 8	Day 9	Day 10
increased global interaction accelerates the pace of innovation	increased global interaction accelerates the pace of innovation	increased global interaction accelerates the pace of innovation	how increased global interaction accelerates the pace of innovation	competition for resources and its impact on economic relationships and how this lead to conflict, negotiation and compromise while using and constructing maps, charts or graphs that explain data on geographic phenomena Assessment Evidence
Day 11	Day 12	Day 13	Day 14	Day 15
competition for resources and its impact on economic relationships and how this lead to conflict, negotiation and compromise while using and constructing maps,	competition for resources and its impact on economic relationships and how this lead to conflict, negotiation and compromise while using and constructing maps, charts or graphs that	competition for resources and its impact on economic relationships and how this lead to conflict, negotiation and compromise while using and constructing maps, charts or graphs that explain data on geographic phenomena	competition for resources and its impact on economic relationships and how this lead to conflict, negotiation and compromise while using and constructing maps, charts or graphs that explain data on geographic phenomena	Assessment Evidence



charts or graphs that explain data on geographic phenomena	explain data on geographic phenomena			
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