

**Course:** *World History*  
**Unit #1:** *1350 - 1770 The Emergence of the First Global Age*

**Year of Implementation:** 2023-2024

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## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

*{provide all applicable links to standards here}*

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- 6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
- 6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 6.2.12.GeoGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
- 6.2.12.GeoGE.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.
- 6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- 6.2.12.GeoGE.1.d: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- 6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

- 6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
  - 6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
  - 6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
  - 6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
  - 6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
  - 6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
- **21st Century Life & Career Standards**
    - 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
    - 9.1.12.EG.2: Explain why various forms of income are taxed differently.
    - 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
    - 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
    - 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
    - 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
    - 9.1.2.CAP.4: List the potential rewards and risks to starting a business.
    - 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
    - 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
    - 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
    - 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
  - 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
  - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
  - 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
  - 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- **English Companion Standards**
    - NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
    - NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
    - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
    - NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
    - RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
    - RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
    - RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
    - NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
    - NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
    - NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- ***Interdisciplinary Content Standards***

- 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage

of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

**NJ Amistad Curriculum:** <http://www.njamistadcurriculum.net/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [\*\*Asian American and Pacific Islander Heritage and History in the U.S.\*\*](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** Students will be able to independently use their learning to assess the long-term impact and legacy of the Columbian Exchange, slavery and expansion of empires on areas within Africa, Asia and the Americas.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

1. Choose and analyze appropriate sources to gain content knowledge.
2. Apply acquired content to connect past and present day events.
3. Collaborate and interact with others in a diverse and ever-changing world.
4. Independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics.
5. Communicate effectively through written, oral, and visual means.

Enduring Understandings

Students will understand that . . .

EU 1

Essential Questions

EU 1

- To what extent did technology allow for European expansion during the Age of exploration?

technological advancement and exchange and access to natural resources has caused human societies to advance at different rates over time and resulted in varying consequences between societies with different levels of technological achievement. (6.2.12.GeoSV.1.a)

*EU 2*

societies defined themselves and prospered or declined through economic interaction with other societies through the Columbian Exchange. (6.2.12.GeoGE.1.b)

*EU 3*

governmental power evolved over time and how ideas of government control spread through cultural diffusions as a result of increased globalization. (6.2.12.HistoryCC.1.e)

*EU 4*

slavery and coerced labor thrived throughout this era resulting in new stratified societies in the Eastern and Western Hemisphere. (6.2.12.HistoryCC.1.d)

- How did inequities in technological development fuel conflict during this era?

*EU 2*

- In what ways can we categorize the most significant factors that drove each region's role in the Columbian Exchange?
- How have the products exchanged across the Atlantic impacted our lives?
- How can we assess and compare the overall impact of the Columbian exchange on both Europe and the Americas?

*EU 3*

- How did centralized governments expand their power and control over people both within their borders and areas they conquered?
- How can the diffusion of religions into new geographic regions and modify the beliefs and practices of those religions?
- How did the exploration of Europe compare to the isolation of the Japanese and Chinese?

*EU 4*

- How did economic interests lead to slavery and forced labor during this era?
- In what ways did nations rationalize and justify the use of slavery and forced labor in this period?
- How can societies address the lasting impact of slavery in the Americas and the Caribbean?
- How were different forms of coerced labor (slavery, mita system, indentured servitude) viewed?

Knowledge

Skills

*Students will know . . .*

*EU 1*

- key maritime and military technologies and the empires in which they originated. (6.2.12.HistoryCC.1.a)
- key natural resources available to major empires of the era and the benefits of said resources. (6.2.12.GeoPP.1.a)

*EU 2*

- the motivating factors for European powers' exploration of the Americas. (6.2.12.GeoPP.1.a)
- the effects of increased global trade and the importance of gold and silver from the New World. (6.2.12.GeoGE.1.d)
- the motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. (6.2.12.HistoryCC.1.b)
- imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.(6.2.12.HistoryCC.1.a)
- the spread of religion into new areas that were conquered and the development of new syncretic belief systems (Vodun, Santeria etc) and practices. (6.2.12.HistoryCC.1.g:)

*EU 3*

- how interactions between newly connected peoples expanded and changed religion. (6.2.12.HistoryCC.1.f)
- how and why various empires (potential examples include: Ming, Qing, Spanish, Mughal, Ottoman, Aztec, Inca, British, Japan) expanded and maintained control of their empires. (6.2.12.HistoryCC.1.e)

*Students will be able to . . .*

*EU 1*

- analyze patterns of natural resources and the advantages/disadvantage nations had in their geographic locations (6.2.8.GeoHE.4.c)
- compare/contrast developing technologies of the era (6.2.12.HistoryCC.1.a)

*EU 2*

- map major trade routes of the 16-18th centuries (6.2.12.GeoGE.1.b)(9.4.12.TL.1)
- track the spread of disease (6.2.12.HistoryCC.1.f) (9.4.12.TL.1)
- draw inferences from factual material (RL.9-10.1)

*EU 3*

- research and share key contribution of major world powers of the era (6.2.12.HistoryCC.1.e)
- research useful and valid resources in all forms of media (9.4.12.IML.1)
- compare/contrast methods of control used by empires of the era (6.2.12.HistoryCC.1.e)

- the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods. (6.2.12.HistoryCC.1.g)

*EU 4*

- the set-up, motivation for and carrying out of the Atlantic trade system (6.2.12.HistoryCC.1.b:)
- how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans laid the foundation for their conflict. (6.2.12.HistoryCC.1.c)
- the impact of the interactions between indigenous peoples and colonizers over different time periods. (6.2.12.HistoryCC.1.f)
- various systems of slavery and coerced labor that were present in the Americas, East/West Africa, Europe, and Southwest Asia (examples include slavery, indentured servitude, jannissaires etc.) (6.2.12.HistoryCC.1.d)

*EU 4*

- read and analyze historically significant primary source documents to determine influence (RI.9-10.9)
- recognize and interpret different points of view (NJSLSA.R6)
- develop media literacy and research skills through analyzing bias, audience and intent. (9.4.12.IML.2:)
- reflect upon and analyze narratives of slaves, coerced laborers and indentured servants (9.4.12.CI.1)

**Stage Two - Assessment**

**Stage Three - Instruction**



**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

For example:

- Create a shared map using Google Jamboard to show major deposits of natural resources across the world (A) (EU 1)
- Create a chart showing major technological developments of the era (A) (EU 1)
- Create a presentation comparing societal systems of the Eastern and Western Hemispheres during the era (A) (EU 4)
- Create a Venn Diagram comparing new developed religions in the Western Hemisphere during this time (A) (EU2)
- Create a map showing the geographic location of the major empires/nations of the world in 1500-1700. (A) (EU 3)
- Create a Venn Diagram showing government systems employed during the era. (A) (EU 3)
- Create a chart comparing Muslim and European rivalries in the Indian Ocean. (A, M) (EU 2)
- Create a map detailing the Triangular Trade. (A, M) (EU 3)
- Complete a Venn Diagram comparing and contrasting the Shogunate and European Feudal systems. (A, M) (EU 3)
- Complete a timeline based on 8-10 impactful voyages of discovery including Zheng He, Columbus, and Magellan (A, M) (EU 1, 2, 3)
- Create a graphic organizer displaying how three regions are impacted due to the influx of silver from Central America. (A, M) (EU 2, 3)
- Complete DBQ on catastrophic impact of disease in the Americas. (M) (EU 2)
- Read and discuss a passage from Jarrod Diamond's "Guns, Germs and Steel". (M) (EU 1, 2, 3, 4)
- Read and reflect on the fall of the Aztec Empire through reading excerpts of "Broken Spears." (M) EU 2
- Rank in order of importance the key factors involved in the European exploration of trade routes in the Atlantic and Indian Oceans. Consider religion, economics, and technology. Justify these rankings. (M) (EU 1, 2, 3)
- Evaluate the impact of disease on Western Hemisphere populations through creating a social media account trying to draw attention to the issues still facing Native Populations today (M, T) (EU 2, 4)
- Compare the crucial technologies of this unit with the technologies of the modern era that enable nations and corporations to expand their reach. (M, T) (EU 1, 2, 3)
- Create an action plan in order to mitigate the impact of epidemic disease. (M, T) (EU 1, 2)
- Make a pitch to a company to gain funding for a new "groundbreaking" technology that you feel you should be developed that can change the world for the better (T) (EU 1, 3)
- Columbus: Hero or Villain? Philadelphia Inquirer has requested an article be written on the influence of Christopher Columbus. Research his impact on global connections, native populations, and colonization. Use this data to write an article

explaining Columbus' role as either a hero or a villain, and whether or not Columbus Day should be celebrated. (T) (EU 1, 2, 4)

- Imagine US astronauts were to meet intelligent alien life forms on Mars in the coming years. Based on learnings from this unit, what would the astronauts need to be prepared for regarding power, opportunity, diversity, gain, threat, cooperation, and conflict with the Martians? (T) (EU 1, 2, 3)
- Create a video that chronicles the life of someone who was a victim of human trafficking (T) (EU 4)

## Pacing Guide

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
0	<i>Foundations of the Modern Age</i>	15-20
1	<i>The Emergence of the First Global Age</i>	25-30
2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)	25-30
3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)	25-30
4	Half-Century of Crisis and Achievement: The Era of the Great Wars	30-35

5	The 20th Century Since 1945: Challenges for the Modern World	30-35
6	Contemporary Issues	40-45

### Instructional Materials

The teacher may include but are not limited to the following:

- Textbook
- World Maps / Classroom Atlas
- Excerpts from “Guns, Germs and Steel” by Jared Diamond
- Excerpts from “Broken Spears”
- “Heimler’s History” Youtube Video Series
- John Green’s Crash Course World History Series
- World History in Documents by Peter Stearns or a similar primary source book
- Primary Source Documents
- *History Channel documentaries*
- *DBQs / LEQs*

## **Accommodations**

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.