Points of focus in this unit include examining the economic, social, and political developments that result in technological innovations and political movements, and the era of exploration, including the causes, like the competition for resources and markets, and effects, including the development of new trade patterns, national conflicts, and the exploitation of indigenous populations. Students will develop the understanding of:

- **Rebirth of Learning**: Increased prosperity, new global connections, new philosophical ideas, and a growing middle class cause social changes and influence global interactions.
- **Development of Nation-States**: as a result of economic and political changes
- **Causes of Exploration**:
  - new technological innovations and the rebirth of learning (tie back to Renaissance)
  - Countries/regions compete for resources through exploration, conquest and colonization. (tie back to Nation-States)
  - A desire for wealth leads to new business methods.
- **Effects of Exploration and Colonization**:
  - maritime trade patterns/networks develop in Indian Ocean and Atlantic Ocean
  - increased investment in exploration results in an increase in global/international trade (Muslim and Mongol)
  - goods, ideas, and diseases “go global”
  - conflict among nations
  - exploitation of indigenous populations
  - new social patterns
  - colonization
<table>
<thead>
<tr>
<th>Unit Enduring Understanding(s)</th>
<th>Unit Essential Question(s)</th>
</tr>
</thead>
</table>
| 1. Technological innovations and an increase in knowledge results in increased global interaction and societal change.  
2. The desire for economic advantage can lead to the expansion of trade and the development of new technological and economic innovations.  
3. Exploration and colonization have intended and unintended consequences. | 1. How can technological innovations and an increase in knowledge result in an increase global interaction and societal changes?  
2. Why would exploration lead to increased trade and new innovations?  
3. Why does exploration and colonization have intended and unintended consequences? |

### Essential State Standards

<table>
<thead>
<tr>
<th>Priority Objectives</th>
<th>Supporting Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WH.H.4.1</strong> Explain how interest in classical learning and religious reform contributed to increased global interaction (e.g. Renaissance, Protestant Reformation, Catholic Reformation, Printing Revolution, etc.).</td>
<td><strong>WH.H.3.4</strong> Analyze how the desire for farmable land created conflict and impacted the physical environments of Europe, Asia, Africa and the Americas (e.g. Agricultural Revolution in Europe, Muslim Agricultural Revolution, Mesoamerican and Andean agricultural innovations, etc.).</td>
</tr>
<tr>
<td><strong>WH.H.4.2</strong> Explain the political, social and economic reasons for the rise of powerful centralized nation-states and empires (e.g. Reformation, absolutism, limited monarchy, empires, etc.).</td>
<td><strong>WH.H.6.1</strong> Explain how new ideas and theories of the universe altered political thought and affected economic and social conditions (e.g. Scientific Revolution, Enlightenment, rationalism, secularism, humanism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, Bacon, Descartes, Galileo, Newton, Inductive and deductive reasoning, heliocentric, inquisition, works of Locke, Montesquieu, Rousseau, Bolivar, Jefferson, Paine, Adam Smith, etc.).</td>
</tr>
<tr>
<td><strong>WH.H.4.4</strong> Analyze the effects of increased global trade on the interactions between nations in Europe, Southwest Asia, the Americas and Africa (e.g. exploration, mercantilism, inflation, rise of capitalism, etc.).</td>
<td></td>
</tr>
</tbody>
</table>
of Aztec and Incan civilizations, Triangular Trade, Middle Passage, trading outposts, plantation colonies, rise of capitalism, etc.).

WH.H.5.2 **Explain** the causes and effects of exploration and expansion (e.g. technological innovations and advances, forces that allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, the Americas and the Columbian exchange).

WH.H.5.3 **Analyze** colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment (e.g. commercial revolution, Columbian exchange, religious conversion, spread of Christianity, spread of disease, spread of technology, conquistadors, slave trade, encomienda system, enslavement of indigenous people, mixing of populations, etc.).

WH.H.5.4 **Analyze** the role of investment in global exploration in terms of its implications for international trade (e.g. transatlantic trade, mercantilism, joint-stock companies, trading companies, government and monarchial funding, corporations, creation of capital markets, etc.).

<table>
<thead>
<tr>
<th><strong>“Unpacked” Concepts (students need to know)</strong></th>
<th><strong>“Unpacked” Skills (students need to be able to do)</strong></th>
<th><strong>COGNITION (RBT Level)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WH.H.4.1</strong></td>
<td>WH.H.4.1 Explain (contribution)</td>
<td>WH.H.4.1 Understanding</td>
</tr>
<tr>
<td>• interest in classical learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• religious reform</td>
<td></td>
<td></td>
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<tr>
<td>• increased global interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WH.H.4.2</strong></td>
<td>WH.H.4.2 Explain</td>
<td>WH.H.4.2 Understanding</td>
</tr>
<tr>
<td>• political, social and economic reasons for the rise of powerful centralized nation-states and empires</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WH.H.4.4</strong></td>
<td>WH.H.4.4 Analyze (effects)</td>
<td>WH.H.4.4 Analyzing</td>
</tr>
<tr>
<td>• effects of increased global trade</td>
<td></td>
<td></td>
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<tr>
<td>• interactions between nations in Europe, Southwest Asia, the Americas and Africa</td>
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</tr>
<tr>
<td>Standard(s)</td>
<td>Unit “Chunking” &amp; Enduring Understandings</td>
<td>Suggested Lesson Essential Questions</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
</tbody>
</table>
| **WH.H.4.1** | **Rebirth of Learning** | **Revival in learning can lead to increased global interaction and challenges to the status quo.** | * Innovations  
    * printing  
    * marine compass  
    * cannonry  
    * Arabic numerals  
  * Printing Revolution  
  * Renaissance  
  * Humanism  
  * Classicism  
  * Perspective  
  * Patronage | An increase in the quest for knowledge can lead to global interactions. |
| **WH.H.4.2** | **Rise of Nation-States** | **Economic and political challenges can result in the** | * High Middle Ages  
    * Absolutism  
    * Absolute Monarchy (France)  
    * Louis XIV | Discontent with economic, political, and social conditions can be the impetus for |
<table>
<thead>
<tr>
<th>rise of powerful centralized nation-states and empires.</th>
<th>result in the development of new government systems.</th>
<th>development of new government systems?</th>
<th>change which can result in revolution or reform that may alter physical boundaries and government systems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WH.H.5.1 Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.</td>
<td>Causes of Exploration Technological innovations and the desire for an economic advantage cause nations to compete for resources and power.</td>
<td>Why did economic and geopolitical changes lead to exploration and colonization?</td>
<td>Economic revolutions instigate global trade, promote new business methods, and increase competition for profit.</td>
</tr>
<tr>
<td>WH.H.5.2 Explain the causes and effects of exploration and expansion.</td>
<td>New economic systems can emerge to control and expand trade.</td>
<td>How did new economic institutions help exploration and colonization efforts?</td>
<td>Changes in society are catalysts for new opportunities in exploration and invention; likewise, exploration and invention stimulate change in society.</td>
</tr>
<tr>
<td>WH.H.5.3</td>
<td></td>
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</tbody>
</table>
Results of Exploration and Colonization

Global interactions result in new trade patterns, an exchange of ideas and goods, the transmission of diseases, and the movement of people.

How do global interactions impact trade and culture?

- Conquest
- European Domination
- Global Interaction
- Migration of People
- Columbian Exchange
- Trans-Atlantic Slave Trade
  * Middle Passage
- Triangle Trade
- Colonization
- Plantation
- Silver

Colonization impacts indigenous cultures, population, and environment.

How did colonization impact indigenous cultures, population, and environment?

- Imprinting European Identities on Settlements
- Decline of Native American Populations
- Slavery
- Encomienda
- Plantation system
- Social Hierarchy
- Shift in Balance of Power (Africa)

The impacts of colonialism are often overwhelmingly negative and infrastructure is generally provided to enable the colonial power to be able to exploit the natural resources and workforce of the colony.

<table>
<thead>
<tr>
<th>HISTORY</th>
<th>GEOGRAPHY</th>
<th>CIVICS &amp; GOVERNMENT</th>
<th>ECONOMICS</th>
<th>CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td>Political Systems</td>
<td>Labor Systems</td>
<td></td>
<td>Movement Trade Interaction Diseases Social Classes Social Patterns</td>
</tr>
</tbody>
</table>
Language Objective EXAMPLES

- **Key Vocabulary LO:** SWBAT define and explain the terms mercantilism, urbanization, colonization, trade and societies.

- **Language Functions LO:** SWBAT explain what caused a desire for new commodities

- **Language Skills LO:** SWBAT read a passage about urbanization and identify the cause and effects of urbanization. *(Reading passages should be chosen/modified in accordance with the LEP students’ zone of proximal development).*

- **Grammar and Language LO:** SWBAT use comparatives in writing assignments *(more than, less than, greater, shorter, longer, etc.)* by comparing the quality of life for each class in the feudal system.

- **Lesson Tasks LO:** SWBAT read and summarize a passage about urbanization and explain this summary to a group.

- **Language Learning Strategy LO:** SWBAT develop a cause/effect graphic organizer analyzing and identifying the causes and effects of mercantilism. *(The linguistic load will vary from LEP student to LEP student. Level 1-2 LEP students may need a word bank or other supplement to complete this activity using this strategy).*

### Historical Thinking and Geography Skill Resources

- **Historical Thinking**
  - Straight Ahead
  - Uphill
  - Mountainous

- **Geography Skills**

### General Unit Resources
SAS Curriculum Pathways
- #1376 Columbus and the New World
- #883 Spain and the New World
- #186 What do a Potato and a Horse have in Common?

Learn 360
- Worlds Transformed

Bridging World History
- Bridging World History
  - Unit 14: Land and Labor Relationships
  - Unit 15: Early Global Commodities
  - Unit 16: Food, Demographics, and Culture

World History for US All
- World History for Us All
  - Unit 6: Global Convergence