

**Social Studies**  
**European History**  
**Unit 3: Age of Exploration**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Students will investigate the tradition of Medieval Scholasticism and the rise of a money economy which stimulated greater trade in the Levant thus prompting developments in naval design in Mediterranean. The stimulus provided encouraged greater state sponsored capital adventures of exploration.</li> </ul>
<b>Essential Questions</b>	<p><u>Primary Questions</u></p> <ul style="list-style-type: none"> <li>▪ What were some of the results of the population increase in Europe between 1470 and 1620?</li> <li>▪ How did business practices change in Europe by the end of the 16<sup>th</sup> century?</li> <li>▪ What new problems were created by the rapid growth of trade in the 16<sup>th</sup> century?</li> <li>▪ What are the basic characteristics of capitalism as an economic system?</li> <li>▪ How did capitalism disrupt society I the Old World and in the New World?</li> <li>▪ Did the prosperity of the age extend to all segments of society?</li> <li>▪ How did European society change in the 16<sup>th</sup> century and early 17<sup>th</sup> century as a result of rapid economic growth?</li> <li>▪ Why did the Europeans have a long attraction to the Far East?</li> <li>▪ What motivated the Europeans to embark on overseas explorations by the Far East?</li> </ul> <p><u>Secondary Questions</u></p> <ul style="list-style-type: none"> <li>▪ Why were overseas voyages possible by the end of the 15<sup>th</sup> century?</li> <li>▪ What relationship did it have to Italian commercial activities? Why were the Portuguese so successful?</li> <li>▪ Why didn't the Chinese merchants continue to dominate the vast Afro-Asian trade network of the 15<sup>th</sup> century?</li> <li>▪ How did Spain come to acquire an overseas empire?</li> <li>▪ What was the encomienda system? How did it work?</li> <li>▪ How did this new Spanish Empire created in the Americas continue the traditions of the older Reconquista? How did they organize their vast empire?</li> </ul> <p><u>Supplemental Questions</u></p> <ul style="list-style-type: none"> <li>▪ What role did Bartolomé de Las Casas play in colonial Spanish America?</li> <li>▪ What were the results for Europe, the Americas, and Africa of the "Columbian Exchange"?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ The motivation for voyages of exploration from various European states was gold, slaves, and spices.</li> <li>▪ The technological innovations and new methods of navigation which facilitated these aspirations were pivotal to their success.</li> <li>▪ The impact of the Columbian Exchange on Europe and the New</li> </ul>

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	World had a profound impact upon the rise of the middle class and growth in population.
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<b>Vocabulary</b>	<ul style="list-style-type: none"><li>▪ <u>Terms:</u><ul style="list-style-type: none"><li>○ enclosure, Fuggers, “just price”, merchant capitalism, Prince Henry the Navigator, portolan chart, Vasco da Gama, “Columbian Exchange”, Cristforo Colombo, Vasco Nunez de Balboa, Ferdinand Magellan, “El Dorado”, Treaty of Tordesillas, Henan Cortes, conquistadores, Francisco Pizarro, encomienda system, paternalism, Bartolomé de Las Casas, New Laws, Potosí, “Black Legend”, peninsulares, creolles, mulattos, mestizos, 16<sup>th</sup> century “Price Revolution”, joint stock company, Lloyd’s of London</li></ul></li></ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"><li>▪ Develop greater reading comprehension skills.</li><li>▪ Develop competent note taking skills.</li><li>▪ Develop source analysis for both primary and secondary.</li><li>▪ Create and deliver oral presentations.</li><li>▪ Develop narrative/argumentative essay writing.</li></ul>

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<p><b>Related Maine Learning Results</b></p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ul style="list-style-type: none"><li>a. Develop research questions related to a current social studies issue.</li><li>c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.</li><li>d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.</li><li>f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.</li></ul> <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ul style="list-style-type: none"><li>a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.</li><li>b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information.</li></ul> <p>A3. Taking Action Using Social Studies Knowledge and Skills</p> <p>Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p>
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<p><b>Related Maine Learning Results</b></p>	<p>B. Civics and Government</p> <p>B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ul style="list-style-type: none"><li>a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.</li><li>c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.</li><li>d. Describe the purpose, structures, and processes of the American political system.</li><li>e. Compare the American political system with examples of political systems from other parts of the world.</li></ul> <p>B2. Rights, Duties, Responsibilities, and Citizen Participation in Government</p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <ul style="list-style-type: none"><li>a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.</li><li>b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.</li><li>c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.</li><li>d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.</li><li>e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.</li></ul>
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<p><b>Related Maine Learning Results</b></p>	<p>B3. Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ul style="list-style-type: none"><li>a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.</li><li>b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.</li></ul> <p>C. Economics</p> <p>C1. Economic Knowledge, Concept, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <ul style="list-style-type: none"><li>b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.</li><li>d. Identify and explain various economic indicators and how they represent and influence economic activity.</li><li>e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth and sustainability.</li><li>f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage.</li></ul> <p>C2. Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <ul style="list-style-type: none"><li>a. Analyze the role of regional, international, and global organizations that are engaged in economic development.</li><li>b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.</li><li>c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent</li></ul>
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	immigrant groups in Maine and the United States, and various world cultures.
<b>Related Maine Learning Results</b>	<p>D. Geography</p> <p>D1. Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ol style="list-style-type: none"> <li>a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences.</li> <li>b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.</li> <li>c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.</li> <li>d. Evaluate the impact of change, including technological change, on the physical and cultural environment.</li> </ol> <p>D2. Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ol style="list-style-type: none"> <li>a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</li> <li>b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.</li> </ol>

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<p><b>Related Maine Learning Results</b></p>	<p>E. History  E1. Historical Knowledge, Concepts, Themes, and patterns  Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> <li>a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.</li> <li>b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.</li> <li>c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.</li> <li>d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.</li> </ol>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Students will have completed the Renaissance Unit and will have mastered the knowledge concerning advances in science resultant of the reintroduction of classic texts.</li> <li>▪ Students will have also been aware of the rise of absolutist Spain and the contributions of the Moors concerning Islamic science.</li> <li>▪ Armed with students will conduct an in-depth investigation of the formation of the Navigation School at Sagres by Henry the Navigator mid-15<sup>th</sup> century. The concept of a school of navigation and the university system as well as the origin/source of this knowledge will be discussed. Principles of basic navigation will be presented so as to establish the base of change which will be introduced first by the Portuguese. Starting with the exploration/settlement of the Azores in the 14<sup>th</sup> century students will mark the evolution of Portuguese expansion/exploration to 1498. During this process the students will be required to identify the motivation for exploration, the process of exploration – concerning funding, ship building/construction and the cumulative acquisition of knowledge which allowed the Portuguese to lead the way in terms of exploration. This unit will also introduce students to the remnants of the Songhai and Mali empires. African Slavery in its totality will be introduced starting with the Arab traders and finishing with the beginning of the Atlantic Slave Trade.</li> </ul>



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<p style="text-align: center;"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"><li>▪ Source Based Analysis of Christopher Columbus' journal will be conducted. This will occur at the end of the unit and will be focused upon the trials of leadership, his ambitions and his decision making process throughout the journey. This exercise in empathy should provide students with rich stimulus material to write a summarized, empathetic version of Columbus' voyage in their own words. Marks will be awarded for their ability to accurately reproduce/reconstruct elements of the voyage in both general (as any captain of the age) and specific.</li></ul>
<p style="text-align: center;"><b>Sample Resources</b></p>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ "The Roots of Western Civilization" – Prof. Paul Halsall, Fordham University</li></ul></li><li>▪ <u>Other Resources:</u><ul style="list-style-type: none"><li>○ "A Comparison of the Middle Ages and the Renaissance in Italy" – chart</li><li>○ "Comparing the Middle Ages, the Renaissance, and the Modern World" – chart</li><li>○ "The Late Middle Ages" – Prof. David McGee, Central Virginia Community College, lecture outline</li></ul></li></ul>