High School > 2018-2019 > Grade 10 > Social Studies > Global 3 (**C**) > Week 1

2014 Gibson - Age of Exploration
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- [Unit Planner](#)
- [Lesson Planner](#)

Big Ideas / Enduring Understandings

- The Age of Exploration shifted European focus of the world from the Mediterranean to the Atlantic and Pacific Oceans.
- Due to political jockeying for power, desire for wealth, and population pressure European nations sought to expand their influence beyond their European borders.
- By analyzing and interpreting textual evidence historians are more persuasive/convincing in their writing style.

Essential Questions

How did the Age of Exploration change human perception of the world?
How did a combination of political, economic, and social factors contribute to the world exploration?
How does analysis of specific textual evidence strengthen written narratives?

Common Core Standards and Indicators

NYS: CCLS:Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They value evidence.

Reading: History/Social Studies

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Writing

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

1e. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

- Positive and Negative impacts of the Encounter
- Motivations for Age of Exploration explorers.
- Economic factors that drove exploration
- Political factors driving exploration
- Triangle Trade

Skills / Strategies

- Cite and Analyze (this is important because...) specific textual evidence to support a claim.
- Interpret regents DBQ question prompts.
- Accurately summarize short DBQ questions in their own words.
- MEAL writing format containing sentence starters to practice DBQ essay writing.

Key Terms / Vocabulary

- The Encounter
- Christopher Columbus
- Ponce De Leon
- Marco Polo
- Verrazano
- Ferdinand Magellan
- Sir Frances Drake
- Colonization
- Columbia Exchange
- Mercantilism

Learning Plan & Activities

Please include Theatre Modalities when appropriate

- Introduce Document Analysis
  - MEAL organizers (initial assessment based on their incoming knowledge of MEAL format)
    - Assess students based on their initial knowledge of MEAL format by way of a single paragraph written in MEAL format.
    - Assess students based on their refined knowledge of MEAL format by way of a four paragraph essay.
- Focus on document analysis based on relevant evidence.
- Strong focus on whole class modeling.
- Possible use of small group workshops led by those students who comprehend the MEAL

Assessments

Depth of Knowledge (DOK) Levels

Age of Exploration MEAL paragraph
Formative: DOK 2 Basic Application: Written: Essay
Students will complete an essay based on a modified Regents task in which they will use one document to create a MEAL format paragraph on the age of exploration. The purpose of this assessment is to get students introduced to the following tasks 1) familiarization with the MEAL format 2) interpreting regents style essays 3) incorporating evidence from a document.

Age of Exploration DBQ
Formative: DOK 2 Basic Application: Written: Essay
Students will use the MEAL format to complete a DBQ style essay based on the impacts of the Age of Exploration. Essay will be taken directly from an old regents exam on "turning points." This exam also features the same documents and modified writing task as those on the baseline exam. Students will receive considerable scaffolding for this assignment with the goal of these supports being removed with each future

format.

Modifications:

- Students will be grouped heterogeneously based on their learning modalities (VARK scores) and their classroom performance to ensure diverse groups in which students can learn collaboratively utilizing their unique areas of strength.
- Short movie clips and photographs (graphs, artwork, diagrams) are utilized to provide multiple entry points for unique learning styles.
- Google Earth used regularly to cater to visual learners and show geographic features in an interactive format (students invited to board to explore google earth).
- Graphs/Charts/Maps used to help facilitate synthesis of geographic concepts.
- Pacing and duration of lessons will be adjusted to ensure student comprehension of content.
- Students are invited up to the board to share answers to various do-now activities in a graphic organizer/mind map format.
- Short videos are used to supplement instruction.
- Students are given the option to use their class notes, textbooks, or internet to gather information for enlightenment thinker project.
- Regular use of mind maps and graphic organizers (for do-now share outs).
- Student centered learning stations that include documents of diverse formats (maps, graphs, short readings, etc.)
- Translated copies of reading materials are made available to students who require this modification.
- Review sheet provided for final exam in which students may work with pairs/groups to complete. Double time provided for test completion to periods 6 and 8 (ICT classes).

writing product.
Age of Exploration Multiple Choice Exam
Formative: DOK 1 Recall: Test: Standardized
Students will be tested on their recall of content knowledge by way of 25 regents style multiple choice questions.

Resources

Materials Used
MEAL Organizers/Scaffolding
Focus

- Whole class

Materials Used
Google Earth/Maps
Focus

- Whole class