Unit 6: Age of Discovery

Enduring Themes:
Conflict and Change
Culture
Governance
Individuals, Groups and Institutions
Location
Movement/Migration
Time, Change, and Continuity
Technological Innovation

Time Frame:
1/5/2015 - 1/13/2015

Standards:
SSWH10 The student will analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia.
a. Explain the roles of explorers and conquistadors; include Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain.
b. Define the Columbian Exchange and its global economic and cultural impact.
c. Explain the role of improved technology in European exploration; include the astrolabe.

SSWH11 Students will investigate political and social changes in Japan and in China from the seventeenth century CE to mid-nineteenth century CE.
a. Describe the policies of the Tokugawa and Qing rules; include how Oda Nobunaga laid the ground work for the subsequent Tokugawa rulers and how Kangxi came to rule for such a long period in China.
b. Analyze the impact of population growth and its impact on the social structure of Japan and China.

Unit Essential Question:
How did the age of discovery and expansion impact the Americas, Africa and Asia?

Unit Resources:
Unit 6 Student Content Map
Unit 6 Vocabulary Links:
https://quizlet.com/64009887/sswh10-flash-cards/
https://quizlet.com/67418833/sswh11-flash-cards/

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**Concept 1: Exploration**

**Standard:**
SSWH10 The student will analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia.

a. Explain the roles of explorers and conquistadors; include Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain.

**Lesson EQ:** How did explorers and conquistadors impact the age of discovery and expansion?

<table>
<thead>
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<th>Be Able To Do (DOK 2-3)</th>
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<tbody>
<tr>
<td>• Explorers</td>
<td>• Europeans had long been interested in Asia (inspired by Marco Polo), and after conquests by the Ottoman Empire made trade by land difficult, many began to look for trade routes by sea.</td>
<td>• Analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia</td>
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<tr>
<td>• Conquistadors</td>
<td>• From the 15th – 19th centuries, European exploration brought European culture, religion and dominance to foreign cultures around much of the globe.</td>
<td>• Explain the roles of explorers and conquistadors</td>
</tr>
<tr>
<td>• Zheng He</td>
<td>• Zheng He led 7 voyages from 1405 to 1431 to India and Africa for China under the Ming dynasty. After the death of emperor Yong Le, exploration stopped and China became isolated again.</td>
<td>• Explain the role of Zheng He</td>
</tr>
<tr>
<td>• Vasco da Gama</td>
<td>• Vasco de Gama successfully traveled around Africa to India, making trade with Asia quicker. The Portuguese established themselves as the dominant trading power in the Indian Ocean.</td>
<td>• Explain the role of Vasco da Gama</td>
</tr>
<tr>
<td>• Christopher Columbus</td>
<td>• Christopher Columbus, sailing for Spain, explored Cuba, Hispaniola, and the Caribbean. Europeans later realized that he</td>
<td>• Explain the role of Christopher Columbus</td>
</tr>
<tr>
<td>• Ferdinand Magellan</td>
<td></td>
<td>• Explain the role of Ferdinand Magellan</td>
</tr>
<tr>
<td>• James Cook</td>
<td></td>
<td>• Explain the role of James Cook</td>
</tr>
<tr>
<td>• Samuel de Champlain</td>
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<td>• Explain the role of Samuel de Champlain</td>
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discovered an entirely new continent. Later, writings by Amerigo Vespucci would lead people to call this “new” world the Americas.
- Ferdinand Magellan of Spain discovered a route around South America to the Pacific. During this voyage, he was killed after discovered the Philippines, but members of his crew returned to Spain making it the first expedition to officially travel around the world.
- Other Spanish explorers, known as conquistadors, had much success capturing new lands in the Americas. Guns and diseases led to the death of many natives. The Spanish also brought Catholicism to the region.
- James Cook explored New Zealand and Australia and his voyages provided the first accurate map of the Pacific.
- Samuel de Champlain founded the colony of Quebec in North America (Canada) for the French.

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<td><strong>I Do (Teacher Point)</strong></td>
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<td>Introduce Unit 6 Student Content Map. Break down the standards and vocabulary for EQ#1 and use the vocabulary quizlets to introduce vocabulary (linked under unit resources above).</td>
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Sample Assessment Items:

Which statement best explains why the Portuguese were the first European traders to come to China?
A. Portuguese ships and weapons were superior to those of other European powers
B. Portugal had a large enough population to maintain a long-term trading empire in Asia
C. Portugal succeeded in eliminating corruption among its government officials
D. Other European powers had no interest in building trade networks in Asia

One reason the Spanish conquistadors were able to conquer the Aztec and Inca Empires rapid is that
A. these empires had no standing armies
B. the Spanish had better weapons than the Aztecs and Incas did
C. the Spanish greatly outnumbered the Aztecs and Incas
D. the Aztecs and Incas joined together to fight the Spanish

One result of the European conquest of Latin America was that in Latin America
A. Spanish became the major spoken language
B. Native American cultures flourished
C. the Aztec religion spread
D. many parliamentary democracies were established

Which of the following explorers is given the credit as the first to circumnavigate the world?
A. Magellan
B. Columbus
C. da Gama
D. Hudson

Which of the following best describes the motivation that caused European explorers to find a way to sail to Asia, otherwise known as the “three G’s”
A. Gifts, Gold, and Glory
B. God, Glory and Silver
C. God, Gold, and Glory
D. Gold, God and Gluten

Which of the following most accurately describes how the Renaissance contributed to the Age of Exploration?
A. by emphasizing the importance of converting people
B. by awakening a spirit of discovery and innovation in Europe
C. by fostering a belief in the importance of class structure and feudalism
D. by persuading Europeans that the pursuit of wealth was all-important
**Concept 2: Effects of Exploration**

**Standard:**
SSWH10 The student will analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia.

b. Define the Columbian Exchange and its global economic and cultural impact.

c. Explain the role of improved technology in European exploration; include the astrolabe.

**Lesson EQ:** What were the effects of European exploration on the Americas, Africa and Asia?

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| • Columbian Exchange  
• Global impact  
• Economic impact  
• Cultural impact  
• Improved technology  
• Astrolabe | • The Columbian Exchange was the connection that developed between the Eastern and Western hemispheres due to exploration. Raw materials, people, ideas, religions and diseases were exchanged. This exchange had a huge impact on both sides. New foods and livestock were introduced to both the Americas and Europe. The Columbian Exchange subjected natives of the Americas to conquest, slavery, and disease.  
• New technology, mostly from Arabs, made these explorations and exchanges possible. Europeans learned about cartography (map making), the compass and the astrolabe from Arabs.  
• The astrolabe allowed explorers to find their location while at sea using the sun and stars. | • Analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia.  
• Define Columbian Exchange  
• Define the global impact of the Columbian Exchange  
• Define the economic impact of the Columbian Exchange  
• Define the cultural impact of the Columbian Exchange  
• Explain the role of improved technology in European exploration  
• Explain the role of the astrolabe |

**Resources**

<table>
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<th>We Do (Guided/Differentiated Instruction)</th>
<th>You Do (Independent Practice)</th>
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| Introduce EQ#2 on Unit 6 Student Content Map. Break down the standards and vocabulary for EQ#2 and use the vocabulary quizlets to introduce vocabulary | **Columbian Exchange Article**  
**Columbian Exchange Stations**  
**Columbian Exchange Chart** (goes with station)  
**Columbian Exchange Slavery** | Students answer EQ#2 on Unit 6 Student Content Map in complete sentences using the vocabulary of the standards. |
**Sample Assessment Items:**

Which was an immediate result of the European Age of Exploration?
A. Islamic culture spread across Africa and Asia  
B. European influence spread to the Western hemisphere  
C. independence movements developed in Asia and Africa  
D. military dictatorships were established throughout Europe  

A major result of the Age of Exploration was  
A. a long period of peace and prosperity for the nations of Western Europe  
B. extensive migration of people from the Western Hemisphere to Europe and Asia  
C. the fall of European national monarchies and the end of the power of the Catholic Church  
D. the end of regional isolation and the beginning of a period of European global domination  

Which of these events during the Age of Exploration was a cause of the other three?  
A. Europeans brought food, animals, and ideas from one continent to another  
B. European diseases had an adverse effect on the native populations of new territories  
C. warfare increased as European nations competed for land and power  
D. advances in learning and technology made long ocean voyages possible  

Which was a characteristic of the policy of mercantilism followed by Spanish colonial rulers in Latin America?  
A. the colonies were forced to develop local industries to support themselves  
B. Spain sought trade agreements between its colonies and the English colonies in North America  
C. the colonies were required to provide raw materials to Spain and to purchase Spanish manufactured goods  
D. Spain encouraged the colonies to develop new political systems to meet colonial needs  

The influence of African culture on some areas of Latin America was largely a result of the  
A. American Revolution  
B. building of the Panama Canal  
C. success of Communist Revolutions  
D. Atlantic slave trade  

According to the theory of mercantilism, colonies should be  
A. acquired as markets and sources of raw materials  
B. considered an economic burden for the colonial power  
C. granted independence as soon as possible  
D. encouraged to develop their own industries  

The printing press, the astrolabe, and the Mercator projection were technological advances that contributed to the  
A. exploration and overseas expansion of the colonial empires  
B. unification of Germany and Italy in the late 1800’s  
C. growth of industry in Latin America during the late 1900’s  
D. spread of Islam in the 700’s and 800’s
The Crusades indirectly contributed to the discovery of the New World by
A. forcing the religious conversion of the Muslim population
B. forcing the Turks to flee from Constantinople
C. stimulating European demand for goods from the East
D. increasing the power of the feudal lords
Concept 3: Impact on Japan and China

Standard:
SSWH11 Students will investigate political and social changes in Japan and in China from the seventeenth century CE to mid-nineteenth century CE.

a. Describe the policies of the Tokugawa and Qing rules; include how Oda Nobunaga laid the ground work for the subsequent Tokugawa rulers and how Kangxi came to rule for such a long period in China.
b. Analyze the impact of population growth and its impact on the social structure of Japan and China.

Lesson EQ: How did Japan and China change politically and socially following the age of discovery and expansion?

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<tr>
<td>Tokugawa</td>
<td>During this age of exploration, Asian and European exploration brought changes to China and Japan.</td>
<td>Investigate political and social changes in Japan and China from the 17th century to mid-19th century</td>
</tr>
<tr>
<td>Qing</td>
<td>In China, after Zheng He’s voyages, Portuguese traders obtained dominance in trade and brought Christianity to China.</td>
<td>Describe the policies of the Tokugawa and Qing rules</td>
</tr>
<tr>
<td>Oda Nobunaga</td>
<td>Following the Ming dynasty, new Manchu rulers took over China under the Qing dynasty. The Qing maintained the Ming political system, but made all males dress and wear their hair in the Manchu style. They solved economic and social problems and were gradually accepted by the Chinese. Kangxi was one of the greatest Chinese emperors, he was tolerant of religions, supported the arts, and resolved unrest on the frontiers.</td>
<td>Describe how Oda Nobunaga laid the ground for subsequent Tokugawa rulers</td>
</tr>
<tr>
<td>Kangxi</td>
<td>社ially, the Confucian</td>
<td>Describe how Kangxi came to rule for such a long period</td>
</tr>
<tr>
<td>Population growth</td>
<td></td>
<td>Analyze the impact of population growth, particularly on social structure in Japan and China</td>
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<tr>
<td>Social structure</td>
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During this time period, the population, trade and manufacturing increased in China, but not to the extent of Europe, partly due to control by the government.
principles about family and the importance of the clan continued during this time period.

- In Japan, Obo Nobunaga seized the capital of Kyoto armed with weapons from Portuguese traders. He moved the capital to Osaka, and unified the feudal system in Japan. The rule of the Tokugawa shoguns is known as the “Great Peace”. They remained in power until 1868 at the capital of Edo.
- European exploration also brought Christianity to Japan.
- Trade and manufacturing flourished during the Tokugawa era, bringing about major economic changes.
- The class system in Japan also became more rigid under their rule. Thousands of peasant revolts occurred during this era, due to economic changes and high taxes.

### Resources

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<td><a href="#">Impact of Population Growth Student Handout</a></td>
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<td>Students answer EQ#2 on <a href="#">Unit 6 Student Content Map</a> in complete sentences using the vocabulary of the standards.</td>
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Sample Assessment Items:
Which of the following ways to determine historical periods would give historians the fullest picture of China from 1450 to 1750?
A. by foreign invaders who took control
B. by ruling dynasties
C. By European powers that arrived
D. by peasant revolts

![Social Class Pyramid]

The social classes represented in this pyramid best represent which society or societies?
A. China and Japan
B. China
C. Japan and Korea
D. Japan

Both Japan and China decided to limit trade with Europe during much of the 16th and 17th centuries because the Japanese and the Chinese
A. had few products to sell to the Europeans
B. held religious beliefs that prohibited contact with foreigners
C. thought European technology would hinder any effort to modernize
D. believed they would receive no benefit from increased contact with the Europeans

In Japan between 1603 and 1868, the most notable action taken by the Tokugawa Shogunate was the
A. military conquest of China
B. development of extensive trade with the Americas
C. formation of cultural links with Europe
D. virtual isolation of the country from the outside world

Feudal societies are generally characterized by
A. an emphasis on social order
B. a representative government
C. many economic opportunities
D. the protection of political rights

Feudalism in Western Europe was similar to feudalism in Japan in that
A. power was based on class relationships
B. equality among the social classes
C. direct democracy
D. monotheism