



Unit 1.2 Purposes of Government/Explorers

9 Curriculum Developers

Stage 1: Desired Results

Established Goals

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

CCSS: Grades 6-8

Reading: History/Social Studies

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

RI: GSE: Social Studies

RI: Grades 7-8

Civics & Government

C&G 1 (7-8)–2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...

- a. comparing and contrasting the key stages of development of the rule of law, as presented in various enduring/significant documents (e.g. Magna Carta, Preamble of U.S. Constitution, U.N. Rights of the Child, “I Have A Dream” speech)

C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. C&G 2 (7-8) –1 Students demonstrate an understanding of United States government (local, state, national) by...

- b. explaining how and why power is divided and shared among the levels of government (federalism)

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally. C&G 5 (7-8) – 1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...

- a. tracing and explaining social, technological, geographical, economical, and cultural connections for a given society of people (trade, transportation, communication)

Enduring Understandings

- Cultures are held together by shared beliefs and common practices and values.
- The movement of people, goods, and ideas causes societies to change over time.

Academic Vocabulary:

Acquire: to get possession or control of

Devote: to commit oneself or one’s resources to something

Alter: to change

Contact: when two or more groups or objects come together

Found: to start or establish

Widespread: over a wide area

Pose: to present; to offer



Grade 7 Academic Vocabulary .pdf

Essential Questions

- Why do governments exist?
- How does a government do its job?
- How are governments created, structured, maintained and change?
- How did Europe emerge from isolation in the 15th Century?

- How did Spain become the global power of the 16th century?
- How did Native American life change due to European Exploration?
- Why did Europeans explore fully only after Columbus in 1492?
- How did exploration set off a global exchange of goods and services?

2019 Questions to consider:

What motivated the Portuguese and Spanish explorers?

What were the most important accomplishments of the explorers?

How were the Spanish colonies designed?

What effect did Spanish colonization have on Native American societies?

How did the Columbian Exchange the world?

What were the French goals in North America?

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| <h2>Content Knowledge</h2> <ul style="list-style-type: none"> Students will know that advances in technology paved the way for European exploration. Students will know how the rise of Islam, the Crusades, and the Renaissance spurred a growth in trade and ended Europe's isolation. Students will know why Europeans explored and colonized the Americas. Students will know the positive and negative contributions of the Europeans in the Americas. Students will know how the reforms of Martin Luther brought about religious change. | <h2>Skills</h2> <ul style="list-style-type: none"> Students will be able to explain events of the Age of Exploration both geographically and orally. Students will be able to compare and contrast information about European explorers and explorations. Students will be able to analyze relationships between European explorers and Native Americans. Students will be able to understand the impact and importance of events, such as the defeat of the Aztec Empire and the establishment of Spanish missions. Students will know the key personalities involved in Portuguese, Spanish, French, and English, and Dutch exploration. These personalities include, but are not limited to: Prince Henry "The Navigator", Bartolomeu Dias, Vasco da Gama, Pedro Cabral, Queen Isabella, Christopher Columbus, Vasco Balboa, Ponce de Leon, Ferdinand Magellan, Hernan Cortes, Francisco Pizarro, Hernando De Soto, Francisco Coronado, Juan de Onate, Fr. Bartolome de Las Casas, Juan Cabrillo, Martin Luther, Queen Elizabeth I, King Philip, John Cabot, Giovanni de Verrazano, Jacques Cartier, Samuel de Champlain, Henry Hudson, Louis Joliet & Fr. Jacques Marquette, Robert de La Salle... |
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Stage 2: Assessment Evidence

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| <h2>Assessment (New)</h2> <div> <div></div> <div>Chapter 2 Test 2017</div> </div> <div> <div></div> <div>TEST- CH2 EXPLOR AMERICAS (2018).doc</div> </div> <div> <div></div> <div>COLUMBUS QUIZ (2017).doc</div> </div> <div> <div></div> <div>First Quarter Common Assessment 2018 Hohokam.pdf</div> </div> <div> <div></div> <div>First Quarter Common Assessment Disappearance of the Hohokam Reading Only.docx (1).pdf</div> </div> | <h2>Assessment</h2> <p>Assessments include, but are not limited to: Lesson Quizzes (1-4), an Age of Exploration Test, a Chapter Test... (See attachments below).</p> <div> <div></div> <div>Ch 2 Lesson 1.pdf</div> </div> <div> <div></div> <div>Ch 2 Lesson 2 Quiz.pdf</div> </div> <div> <div></div> <div>Ch 2 Lesson 3 Quiz.pdf</div> </div> <div> <div></div> <div>Ch 2 Lesson 4 Quiz.pdf</div> </div> <div> <div></div> <div>Protestant Reformation Video Worksheet.pdf</div> </div> <div> <div></div> <div>[Template] [Template] Cortes and the Aztec Project 2016.pdf</div> </div> <div> <div></div> <div>About Beliefs and Ideas History of US Reading and Questions.pdf</div> </div> |
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Stage 3: Learning Plan

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| <h2>Learning Activities</h2> <p>Notes/class discussion on why people need government</p> <p>Primary Source reading: The Greatness of Athenian Democracy (p.56)</p> <p>Ch 2 Sect 4 Assessment questions 1-6. Video (s) selections on Columbus</p> <p>Students read selected text on Columbus and answer questions.</p> <p>Students will research an explorer; create a PowerPoint and present to class. Class completes a chart of exploration during presentations.</p> <p>Classroom reading/notes/discussions on Exploration.</p> <p>Historical Plays: Ponce de Leon, De Soto.</p> <p>Think, pair share: student reading on Balboa & Magellan</p> <p>Maps of Exploration: P. 76, 77, 79 & 82</p> | <h2>Resources</h2> <p>Scholastic Update: Discovering the Real Columbus</p> <p>History Channel Video on Columbus: https://www.youtube.com/watch?v=9hBJHg_DzFM</p> <p>Columbus and the Age of Discovery: Worlds Found and Lost. (PBS)</p> <p>Discovery Education: Columbus</p> <div> <div></div> <div>Video Lesson on Protestant Reformation</div> </div> <div> <div></div> <div>Explorers Warm Up Readings with questions 2018.pdf</div> </div> <div> <div></div> <div>Christopher Columbus hero or villian.doc-2.pdf</div> </div> <div> <div></div> <div>Protestant Reformation Video Worksheet.pdf</div> </div> <div> <div></div> <div>[Template] [Template] Cortes and the Aztec Project 2016.pdf</div> </div> |
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Cortes and the Aztecs Project (painting analysis, video questions, informational text reading & constructive response: How did Cortes defeat the Aztec Empire?)


 Chapter 2 Exploring the Americas 2019 Student Notes with Video Worksheets.pdf

 Chapter 2 Exploring the Americas 2018 [Autosaved].pptx

 Ch2 Explorers Vocabulary 7th

 Ch2 - Textbook Questions - European Exploration

 [Template] Explorer's Project.pdf


 [Template] Explorer Biography Flashcards Worksheet Student Notes.docx

 Columbian Exchange.pdf

 574 Constitution of the Iroquois.pdf

 575 The Printing Press.pdf

 576 Brief Account of the Devastation of the Indies.pdf

 Text dependent questions Columbus Letter to King and Queen of Spain

 Google Earth Explorers Activity.docx