

**Carnahan Mission:** Carnahan HSOF is a technology-integrated school that graduates self-sufficient students that thrive in the 21<sup>st</sup> century.  
**Carnahan Vision:** Through innovative and interactive instruction, Carnahan students will have a legacy of success as productive members of society.

**Title:** Age of Discovery

**Author:** Mr. Beermann

**Time Frame:** how many weeks (+ actual date range)

**Stage 1: Identify Desired Results**

**Learner Outcomes:** "In this unit students will learn about the Renaissance and Reformation, Age of Exploration.

**Standards Assessed:**

Analyze the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking, and predict their impact on conflict and cooperation. (T3S1A)

Analyze the causes and consequences of European overseas expansion to determine its effect on Europe, Asia, Africa, and the Americas. (T3S1B)

Compare the extent and the impacts of African, European, American and Asian trade networks. (T3S4A)

Compare the origins, development and effects of coerced labor systems in Asia, Africa, Europe, and the Americas. (T3S4B)

Determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres. (T3S5B)

Assess the roles of class, ethnic/racial groups, gender, and age to determine a person's roles in society and social institutions (T3S5C)

**Students will know...**

**T3S1A:** Protestant reformation, Scientific reformation, institutions, impact, conflict and cooperation.

**T3S1B:** European expansion, Europe, Asia, Africa and Americas.

**T3S4A:** Extend, impact, African, European, American, Asia, trade networks.

**T3S4B:** Origins, development, effects, labor systems, Asia, Africa, Europe, Americas.

**T3S5B:** extent, impact, cultural exchange, interaction, disruption, Columbian exchange, European expansion, Eastern/Western Hemisphere.

**T3S5C:** roles, class, ethnic/racial groups, gender, age, person's roles, society, social institutions.

**Students will do...**

**T3S1A:** Analyze, explain, ways of thinking, predict.

**T3S1B:** Analyze, determine.

**T3S4A:** Compare.

**T3S4B:** Compare.

**T3S5B:** Determine.

**T3S5C:** Assess, determine.

**Essential Questions**

**How does religion evolve and impact their societies?**  
**(T3S1A, T3S5B)**

**What are the impacts of the Protestant Reformation?**

**(TS31A, T3S5B)**

**As we gain and compile knowledge, what are the effects on creation and innovation? (T3S1A)**

**What are the impacts of the world becoming more connected?**

**(T3S4A, T3S1B, T3S5B)**

**How does exploration led to imperialism and define roles within a society?**

**(T3S5C, T3S4B)**

**What are the motivations for exploration?**

**(T3S5B, T3S4A)**

**How do societies change due to the Colombian Exchange?**

**(T3S1B, T3S4A)**

**Vocabulary**

Humanism

Protestantism

God, Gold & Glory

Imperialism

Columbian Exchange

**Reflection 1:** During learning walks/observations, specifically what would you like observed during this unit? What new teaching strategy you are trying out or action step you are implementing?

I would always like feedback on student engagement, critical thinking insights and level of rigor. I will implement a critical thinking square on my ppt where in the middle of my ppts daily there will be 1-2 critical thinking questions that studnets write down the answer to in their notebook and then share with a partner and then class discussion over it.

Dbq's and other primary and secondary source activities to continue students growth in their critical thinking skills.

Will incorporate exit slips when ricoh copies come in.

**Stage 2: Assessment Evidence**

**Performance Tasks (summative--examples)**

**Other Evidence (formative--examples)**

- Notes

<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Unit Exam</li> <li>• DBQ</li> </ul>	<ul style="list-style-type: none"> <li>• Work packet</li> <li>• Do now</li> <li>• Exit Slips</li> </ul>
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**Stage 3: Teaching the Lessons**

Week 1	Day 1	Day 2	Day 3
<b>Student Friendly Objective and Specific Literacy Objective:</b> <i>What do you want your learners to know by the end of the lesson?</i>	11/19 11/27 Students will analyze the main characteristics of the Italian Renaissance by participating in the ppt/class discussion, critical thinking question break and station activity.	11/26 11/29 Students will assess the impact of the reformation by participating in the ppt/class discussion and dbq.	11/28 11/30 Students will analyze the spread of Protestantism and the catholic response by participating in the ppt/class discussion, and reformation dossier activity.
<b>Scaffolded Higher Order Thinking Questions (DOK 1-4)</b>	Understand the key components of how the renaissance began  Identify the key players of the renaissance.  Analyze the main characteristics of the Italian renaissance.	Understand what the reformation was.  Identify the how the reformation effects groups of people.  Assess the impact of the reformation on Europe.	Understand what Protestantism is.  Identify the relationship between Protestants and Christianity.  analyze the spread of Protestantism and the catholic response
<b>Daily Instructional Strategies:</b> What will you teach and how will you teach this lesson? (Consider Modeling, Guided Practice, Cooperative Learning, Independent Practice, Re-Teach Mini-lesson and formative assessment as needed)  <u>Consider all of the following when creating your learning experiences for the above strategies:</u>	<b>Do Now:</b> What do you think the word renaissance means?  <b>Ppt/class discussion:</b> ch 12 sec 1 The renaissance and videos.  <b>Class Activity:</b> Renaissance life in Florence stations. Students will work with a partner and go to each of the seven stations learning about	<b>Do Now:</b> What job was the most important n Italy during the renaissance?  Why do you think it was the most important job?  <b>Ppt/class discussion:</b> ch 12 sec 3 reformation ppt and videos.	<b>Do Now:</b> What main institution did the reformation mean to fix? Government or religion.  What were the main problems with that institution?  <b>Ppt/class discussion:</b> ch 12 section 4 Spread of Protestantism and the

<p><b>Vocabulary:</b> what words and strategies are incorporated into your lesson?</p> <p><b>Literacy:</b> When and how are reading and writing incorporated into your lesson?</p> <p><b>Differentiation:</b> What will you do to accommodate for your student's needs?</p> <p><b>Cultural Context:</b> How will you incorporate cultural relevance for whole class, groups, individual students, and student with IEP's?</p> <p><b>Formative Assessment:</b> How will you assess/check for understanding?</p> <p><b>Homework:</b> What practice is assigned that will deepen students understanding and reinforce the learning that occurred in class?</p>	<p>Florence during the renaissance.</p> <p><b>Exit Slip:</b> Who dominated society during the Renaissance?</p> <p><b>VOCAB:</b> renaissance, merchnats, milan, venice, Florence, Niccolo Machiavelli, nobility, humanism.</p> <p><b>Literacy:</b> Students will read the articles 1-7 of the Renaissance station activity.</p> <p><b>Differentiation:</b> The amount of stations will be altered based on skill level and IEP.</p> <p><b>Cultural Context:</b> Connecting Renaissance states to present day making real life connection to the material.</p> <p><b>Formative Assessment:</b> Station activity and exit slip.</p>	<p>Class Activity: Protestant DBQ.</p> <p><b>Exit Slip:</b> Why were people not happy with Christianity?</p> <p><b>VOCAB:</b> protestant, Christian humanism, indulgence, salvation.</p> <p><b>Literacy:</b> Students will read various primary sources to answer various questions for the DBQ.</p> <p><b>Differentiation:</b> The amount required for the short answer at the end of the DBQ will be differentiated based on skill level and IEP.</p> <p><b>Cultural Context:</b> Connecting reformation to present day making real life connection to the material.</p> <p><b>Formative Assessment:</b> DBQ and exit slip.</p>	<p>catholic response and videos.</p> <p><b>Class Activity:</b> Reformation dossier. Investigating primary sources with a focus on historical people relevant to the reformation.</p> <p><b>Exit Slip:</b> What is the legacy of the reformation?</p> <p><b>VOCAB:</b> predestination, annul, trent, Geneva.</p> <p><b>Literacy:</b> Students will read the primary sources about historical people relevant to the reformation.</p> <p><b>Differentiation:</b> Assignment will be differentiated based on IEP.</p> <p><b>Cultural Context:</b> Connecting reformation to present day making real life connection to the material.</p> <p><b>Formative Assessment:</b> Reformation Dossier assignment.</p>
<p><b>Reflection 2:</b> Based on your data, describe any areas of concern, student misconceptions, re-teaching strategies you plan to utilize, or actions you will take to improve student outcomes.</p>			

Add additional weeks as needed using blank Week 2 table...

Week 2	Day 4	Day 5	Day 6
<b>Student Friendly Objective and Specific Literacy Objective:</b> <i>What do you want your learners to know by the end of the lesson?</i>	12/3 12/4 Students will analyze the characteristics of the age of exploration and the need for expansion and Spanish exploration by participating in the ppt/class discussion, videos and Christopher Columbus hero or villain activity.	12/5 12/6 Students will analyze the motives and consequences of Spanish exploration on the native Americans by participating in their ppt/class discussion, videos and exploration activities.	12/7 12/11 Students will assess the effects of the Atlantic slave trade on Europe and Africa and the new world by participating in the ppt/class discussion, video and Atlantic slave trade dbq.
<b>Scaffolded Higher Order Thinking Questions (DOK 1-4)</b>	Understand the definition of age of exploration and expansion.  Identify the need for exploration of the new world by Europe.  analyze the characteristics of the age of exploration and the need for expansion	Understand the motives of the Spanish on their need for exploration.  Identify the key characteristics of Spanish expansion and its effect on the native people..  analyze the motives and consequences of Spanish exploration	Understand the effects of the slave trade  Identify the key characteristics of the Atlantic slave trade.  Assess the effects of the Atlantic slave trade on Europe and Africa and the new world
<b>Daily Instructional Strategies:</b> What will you teach and how will you teach this lesson? (Consider Modeling, Guided Practice, Cooperative Learning,	<b>Do Now:</b> Imagine that this class are a group of explorers and we have just landed on a undiscovered planet.	<b>Do Now:</b> What do you know about the Spanish conquistadors?	<b>Do Now:</b> For what purpose did European Countries use African slaves? Why African Slaves and not

<p>Independent Practice, Re-Teach Mini-lesson and formative assessment as needed)</p> <p><b>Consider all of the following when creating your learning experiences for the above strategies:</b></p> <p><b>Vocabulary:</b> what words and strategies are incorporated into your lesson?</p> <p><b>Literacy:</b> When and how are reading and writing incorporated into your lesson?</p> <p><b>Differentiation:</b> What will you do to accommodate for your student's needs?</p> <p><b>Cultural Context:</b> How will you incorporate cultural relevance for whole class, groups, individual students, and student with IEP's?</p> <p><b>Formative Assessment:</b> How will you assess/check for understanding?</p> <p><b>Homework:</b> What practice is assigned that will deepen students understanding and reinforce the learning that occurred in class?</p>	<p>What are the benefits of exploring a this new world? What are some potential consequences of exploring this new world?</p> <p><b>Ppt/class discussion:</b> Exploration and expansion and videos</p> <p><b>Class Activity:</b> Christopher Columbus Hero or villain.</p> <p><b>Exit Slip:</b> The Treaty of Tordesillas gave Portugal control of the sea around Africa and gave Spain control over most of the Americas. Is this treaty a binding legal document of ownership or is it powerful nations calling dibs on what they want? What happens to the native people living in the Americas now that Spain has dibs on it? Explain your answer.</p> <p><b>VOCAB:</b> western exploration and expansion, Portuguese, Christopher Columbus, Treaty of Tordesillas.</p> <p><b>Literacy:</b> Students will read the various powerpoint slides and then write down the vocab into their notes. Students will also read the primary documents over Christopher Columbus to determine if he was a hero or a villain.</p>	<p>If not give me an educated guess on what we have talked about previously.</p> <p><b>Ppt/class discussion:</b> Age of exploration part 2 Spanish exploration and the native americans and videos.</p> <p><b>Class Activity:</b> Spanish exploration primary source activities.</p> <p><b>Exit Slip:</b> In your opinion did the Europeans help or hurt the native Americans? Did they make them "civilized"?</p> <p><b>VOCAB:</b> missionaries, gold fever, Columbian exchange, new rivals, colony, mercantilism, and balance of trade.</p> <p><b>Literacy:</b> Students will read the various powerpoint slides and then write down the vocab into their notes. Students will also read the primary documents over exploration and its effect on native people.</p> <p><b>Differentiation:</b> The length and difficulty of the primary source activity will be differentiated by IEP.</p> <p><b>Cultural Context:</b> Cultural Context:</p>	<p>Native Americans?</p> <p><b>Ppt/class discussion:</b> Africa in an age of transition ppt and class dscussiopn and videos.</p> <p><b>Class Activity:</b> Atlantic slave trade dbq.</p> <p><b>Exit Slip:</b> How did the Atlantic slave trade effect Africa?</p> <p><b>VOCAB:</b> plantation,</p> <p><b>Literacy:</b> Students will read the various powerpoint slides and then write down the vocab into their notes. Students will also read the primary documents over atlantic slave trade and its effect on native people.</p> <p><b>Differentiation:</b> The length and difficulty of the primary source activity will be differentiated by IEP.</p> <p><b>Cultural Context:</b> Cultural Context: Connecting exploration and expansion to present day making real life connection to the material.</p> <p><b>Formative Assessment:</b> Primary source document</p>
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	<p><b>Differentiation:</b> The length and difficulty of the primary source activity will be differentiated by IEP.</p> <p><b>Cultural Context:</b> Cultural Context: Connecting exploration and expansion to present day making real life connection to the material.</p> <p><b>Formative Assessment:</b> Primary source document determining if Columbus was a hero or a villain and exit slip.</p>	<p>Connecting exploration and expansion to present day making real life connection to the material.</p> <p><b>Formative Assessment:</b> Primary source document</p>	
<p><b>Reflection 2:</b> Based on your data, describe any areas of concern, student misconceptions, re-teaching strategies you plan to utilize, or actions you will take to improve student outcomes.</p>			

Week 3	Day 7	Day 8	Day 9
<p><b>Student Friendly Objective and Specific Literacy Objective:</b> <i>What do you want your learners to know by the end of the lesson?</i></p>	<p>12/10 12/12 A- day only Students will analyze the effects of exploration and differences of cultures by watching the film The Last Samurai and answering the film questions.</p>	<p>12/13 12/14 12/17 12/18 Review Day Students will assess their knowledge over unit 2 by completing the studyguide and participating in the kahoot review activity.</p>	<p>12/18 12/19 12/20 Final Students will assess their knowledge over unit 2 by completing the final exam.</p>
<p><b>Scaffolded Higher Order Thinking Questions (DOK 1-4)</b></p>	<p>Understand the difference in culture between America and Japan.</p> <p>Identify the consequences of exploration.</p> <p>analyze the effects of exploration and differences of cultures</p>	<p>Identify key terms and main concepts from unit 2. assess their knowledge over unit 2</p>	<p>Identify key terms and main concepts from unit 2. assess their knowledge over unit 2</p>

<p><b>Daily Instructional Strategies:</b> What will you teach and how will you teach this lesson? (Consider Modeling, Guided Practice, Cooperative Learning, Independent Practice, Re-Teach Mini-lesson and formative assessment as needed)</p> <p><u>Consider all of the following when creating your learning experiences for the above strategies:</u></p> <p><b>Vocabulary:</b> what words and strategies are incorporated into your lesson?</p> <p><b>Literacy:</b> When and how are reading and writing incorporated into your lesson?</p> <p><b>Differentiation:</b> What will you do to accommodate for your student's needs?</p> <p><b>Cultural Context:</b> How will you incorporate cultural relevance for whole class, groups, individual students, and student with IEP's?</p> <p><b>Formative Assessment:</b> How will you assess/check for understanding?</p> <p><b>Homework:</b> What practice is assigned that will deepen students understanding and reinforce the learning that occurred in class?</p>	<p><b>Do Now:</b> How did the Europeans treat the Native Americans? How has that effected the Native Americans today?</p> <p><b>Class Activity:</b> Film Last of the Mohicans and film questions.</p>	<p><b>Do Now:</b> If your final exam was today what grade would you earn on it? Explain your answer.</p> <p><b>Class Activity:</b> Students will complete their studyguide and participate in the final exam review kahoot.</p> <p><b>Exit Slip:</b> If your final exam was today what grade would you earn on it? Explain your answer.</p> <p><b>Literacy:</b> Read the studyguide and complete it.</p>	<p><b>Do Now: log onto kahoot.</b></p> <p><b>Class Activity: Complete the summative final exam.</b></p>
<p><b>Reflection 2:</b> Based on your data, describe any areas of concern, student misconceptions, re-teaching strategies you plan to utilize, or actions you will take to improve student outcomes.</p>			



