

Transoceanic Interconnections (1450-1750)

AP Themes	
Cultural Developments and Interactions	The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.
Governance	A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.
Social Interactions and Organization	The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications
Technology & Innovation	Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.
Humans and the Environment	The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.
Economic Systems	As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

Essential Questions	
A	How did the Columbian Exchange impact the world?
B	How do connections between empires and states impact people, places, and society?

CCLS Standards	
	Standard
1	<p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>
2	<p>CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>

	<p>CCSS.ELA-LITERACY.W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
3	<p>CCSS.ELA-LITERACY.WHST.9-10.1 Write arguments focused on discipline-specific content.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
4	<p>CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

Assessment			
	Type	Title	Description
S	Summative	LEQ	LEQ Question: Choice of three prompts, one for each reasoning process
F1	Formative	AP Classroom Progress Check	Unit Progress check provided by College Board for formative assessment
F2	Formative	Exit Tickets	Short check-for-understandings collected to assess student understanding of the daily aim.
F3	Formative	Classwork & Cornell Notes	Assessed to check for student understanding of source analysis and daily content.

Central Texts & Resources		
Type	Title/Author	Description
Textbook	Ways of the World	AP Level Textbook that includes secondary and primary sources aligned to the AP World Exam
Unit Readings	various authors	Primary sources and articles aligned to the AP World Exam that make information accessible to students who do not necessarily meet the prerequisite reading level for this course. Each article comes with an accompanying video and activities to be used at instructional discretion.

Unit at a Glance

[Student Facing: Unit at a Glance](#)
[Student Notebook](#)

Day	Classroom Info	AP World Reasoning Process	AP World Skill	AP World Theme
1	<p><u>Unit Intro & Causation</u> I can prepare for Unit 4 by evaluating maps of transoceanic connections from 1450-1750.</p> <p>Supplemental Reading/Video: <input type="checkbox"/> None</p> <p>Mini-Lesson:</p> <ol style="list-style-type: none"> 1. Unit Materials Review 2. Map Review/Skills 3. Causation <p>Classwork Activities:</p> <ol style="list-style-type: none"> 1. Unit Overview 2. Causation 3. Map Activity: Draw it Activity to identify European exploration and conquest 	Causation	N/A	N/A
2	<p><u>European Motivations for Exploration</u> I can categorize the European motivations for exploration and colonization</p> <p>Supplemental Reading/Video: <input type="checkbox"/> The European Advantage (Ways of the World)</p> <p>Mini-Lesson:</p> <ol style="list-style-type: none"> 1. Key Terms: Colonization, Discovery/Encounter, Old World, New World 2. Motivations for Exploration: Economic, Political, Social <p>Classwork Activities:</p> <ol style="list-style-type: none"> 1. Mini Lesson 2. Notebook Update 3. Share Out 	Comparison	5.B Explain how a historical development or process relates to another historical development or process.	GOV, ECO, CDI

<p>3</p>	<p>Technological Developments I can analyze the causes of the Columbian Exchange, such as the rise of navigational and nautical technology.</p> <p>Supplemental Reading/Video:</p> <ul style="list-style-type: none"> ❑ Heimler Technological Development (4:33) ❑ European Conquest Video (9:10) <p>Mini-Lesson:</p> <ol style="list-style-type: none"> 1. New technologies & maps (lateen sail, astrolabe, compass, wind maps) <ol style="list-style-type: none"> a. Portuguese Caravels b. Dutch Fluyt (Flute) <p>Classwork Activities:</p> <ol style="list-style-type: none"> 1. Mini Lesson: New Technologies 2. Discussion Question: Which technology do you believe had the most significant impact on European exploration? Why? 3. Notebook Update 	<p>Cause & Effect</p>	<p>5.B Explain how a historical development or process relates to another historical development or process.</p>	<p>TEC</p>
<p>4</p>	<p>Columbian Exchange & Impact I can analyze the impact of the Columbian Exchange on the Old and New Worlds.</p> <p>Supplemental Reading/Video:</p> <ul style="list-style-type: none"> ❑ The Columbian Exchange (Ways of the World) <p>Mini-Lesson:</p> <ol style="list-style-type: none"> 1. Definition of Columbian Exchange 2. Impact on Americas, Asia, Africa, and Europe <p>Classwork Activities:</p> <ol style="list-style-type: none"> 1. Mini Lesson: Columbian Exchange & Impact 2. Notebook Update 3. Share Out 	<p>Cause & Effect</p>	<p>5.B Explain how a historical development or process relates to another historical development or process.</p>	<p>ECO, TEC, ENV</p>
<p>5</p>	<p>Columbian Exchange Source Analysis I can identify the biological impact of the Columbian Exchange in primary sources.</p> <p>Supplemental Reading/Video:</p>	<p>Cause & Effect</p>	<p>2.A Identify a source's point of view, purpose, historical situation,</p>	<p>ENV</p>

	<p>☐ Heimler Columbian Exchange Video (5:49)</p> <p>Mini-Lesson:</p> <ol style="list-style-type: none"> Directions <p>Classwork Activities:</p> <ol style="list-style-type: none"> Source Analysis with Group Discussion 		and/or audience.	
6	<p><u>Columbian Exchange AP Prompt (Plan)</u> I can plan an effective response to an AP World Prompt.</p> <p>“In the period 1450–1750, oceanic voyages resulted in the Columbian Exchange, which transformed the Eastern and Western Hemispheres.</p> <p>Develop an argument that evaluates how the Columbian Exchange affected peoples in the Americas in this time period.”</p> <p>Supplemental Reading/Video:</p> <p>☐ Heimler LEQ Video (9:24)</p> <p>Mini-Lesson:</p> <ol style="list-style-type: none"> Prompt Review Planning a cause & effect response <p>Classwork Activities:</p> <ol style="list-style-type: none"> Mini Lesson Plan & Start Essay 	<p>Comparison</p> <p>Cause & Effect</p>	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	ENV
7	<p><u>Conquest in the Americas</u> I can explain which European countries conquered parts of the Americas and why they were successful.</p> <p>Supplemental Reading/Video:</p> <p>☐ The Great Dying & the Little Ice Age (Ways of the World)</p> <p>Mini-Lesson:</p>	<p>Continuity & Change</p>	5.B Explain how a historical development or process relates to another historical development or process.	GOV, ENV, SIO

	<ol style="list-style-type: none"> 1. Methods of Conquest 2. Who & Where? <p>Classwork Activities:</p> <ol style="list-style-type: none"> 1. Opening discussion: Do you think that Europeans will gain power through Military, Political, Economic, or Religious policies? Check all that apply. 2. Mini Lesson 3. Contextualization Practice 			
8	<p><u>Long Distance Trade</u> I can explain how transoceanic trade routes impacted empires and countries around the world.</p> <p>Supplemental Reading/Video:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Heimler Video: Establishing Empires (9:13) <input type="checkbox"/> Heimler Video: Maintaining Empires (6:32) <p>Mini-Lesson:</p> <ol style="list-style-type: none"> 1. Trade Routes & their Products (Mention Indian Ocean Merchants) 2. Countries that benefit from Trade Routes 3. Countries that Isolated: Ming & Tokugawa Japan <p>Classwork Activities:</p> <ol style="list-style-type: none"> 1. Mini Lesson 2. Map and Source Analysis Activity: Identify connections between the two (C & E) 	Cause & Effect	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	ECN, GOV
9	<p><u>Mercantilism & Economic Rivalries in Europe</u> I can define mercantilism and understand the rivalries that drove European discovery and conquest.</p> <p>Supplemental Reading/Video:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comparing Colonial Societies in the Americas (Ways of the World) <p>Mini-Lesson:</p> <ol style="list-style-type: none"> 1. Mercantilism: Definition & Explanation 2. Rivalries in Europe that lead to trade: Political, Religious, and Economic 	Cause & Effect	5.B Explain how a historical development or process relates to another historical development or process.	ECN, GOV

	<p>Classwork Activities:</p> <ol style="list-style-type: none"> 1. Mini Lesson 2. Thesis Practice: Explain how rivalries in Europe led to the European expansion and the growth of European empires. <p>Homework: Cause & Effect Chart (½ way point: Unit Review)</p> <table border="1" data-bbox="178 358 1352 956"> <thead> <tr> <th data-bbox="178 358 766 423">Cause</th> <th data-bbox="766 358 1352 423">Effect</th> </tr> </thead> <tbody> <tr> <td data-bbox="178 423 766 521">Increased connections between Europe, the Middle East, and Asia</td> <td data-bbox="766 423 1352 521"><i>Increased technological developments/knowledge</i></td> </tr> <tr> <td data-bbox="178 521 766 618"><i>Development of new technologies, such as the lateen sail, astrolabe, and compass</i></td> <td data-bbox="766 521 1352 618">Europeans are able to build ships that can travel across the ocean</td> </tr> <tr> <td data-bbox="178 618 766 756"><i>Europeans compete to be economically superior to one another, new weapons, new technology</i></td> <td data-bbox="766 618 1352 756">Europeans begin to explore and engage in conquest</td> </tr> <tr> <td data-bbox="178 756 766 894">Disease spreads from the Old World to the New World</td> <td data-bbox="766 756 1352 894"><i>The Great Dying of Native American people, Europeans are able to conquer lands in the New Worlds</i></td> </tr> <tr> <td data-bbox="178 894 766 956">The Columbian Exchange</td> <td data-bbox="766 894 1352 956"><i>Many sample answers here</i></td> </tr> </tbody> </table>	Cause	Effect	Increased connections between Europe, the Middle East, and Asia	<i>Increased technological developments/knowledge</i>	<i>Development of new technologies, such as the lateen sail, astrolabe, and compass</i>	Europeans are able to build ships that can travel across the ocean	<i>Europeans compete to be economically superior to one another, new weapons, new technology</i>	Europeans begin to explore and engage in conquest	Disease spreads from the Old World to the New World	<i>The Great Dying of Native American people, Europeans are able to conquer lands in the New Worlds</i>	The Columbian Exchange	<i>Many sample answers here</i>			
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<p>10</p>	<p>Religious Motivations for Conquest</p> <p>I can support an argument about the role that religion played in encouraging European conquest.</p> <p>Supplemental Reading/Video:</p> <p><input type="checkbox"/> None!</p> <p>Homework due today: Cause & Effect Chart Practice</p> <p>Mini-Lesson:</p> <ol style="list-style-type: none"> 1. Christianity & Catholicism: desire to spread and to justify rule 2. Inquisition in Spain 															

	<p>3. Missionaries in the Americas and Southeast Asia</p> <p>Classwork Activities:</p> <ol style="list-style-type: none"> 1. Mini Lesson 2. Evidence Practice: Identify two pieces of evidence to support this claim. Explain how each piece of evidence supports your claim. <ol style="list-style-type: none"> a. Europeans engaged in exploration and conquest to spread Christianity around the world. 			
11	<p><u>Triangle Trade & Potosi Silver Mines</u> I can identify economic cause & effect relationships from 1450-1750.</p> <p>Supplemental Reading/Video:</p> <ul style="list-style-type: none"> ☐ Colonies of Sugar (Ways of the World) <p>Mini-Lesson:</p> <ol style="list-style-type: none"> 1. Triangle Trade 2. Potosi Silver Mines <p>Classwork Activities:</p> <ol style="list-style-type: none"> 1. Mini Lesson 2. Identify causes of the triangle trade 3. Identify effects of the Potosi Silver Mines 	Cause & Effect	5.B Explain how a historical development or process relates to another historical development or process.	GOV, ECN
12	<p><u>Slavery in Africa</u> I can evaluate the impact of slavery on Africa.</p> <p>Supplemental Reading/Video:</p> <ul style="list-style-type: none"> ☐ The Slave Trade in Practice (Ways of the World) <p>Mini-Lesson:</p> <ol style="list-style-type: none"> 1. Context of Slavery (see textbook section for ideas) 2. African role in Atlantic Slave Trade 3. Legacy of Slavery in Africa (See textbook section: Consequences: The Impact of the Slave Trade in Africa for ideas) <p>Classwork Activities:</p> <ol style="list-style-type: none"> 1. Mini Lesson 	Cause & Effect	5.B Explain how a historical development or process relates to another historical development or process.	GOV, ECN

	2. Thesis Practice: Evaluate the extent to which the African slave trade impacted the Americas and Africa from 1450-1750.			
13	<p>Slavery in the Americas I can contextualize a thesis statement about the effects of slavery in the Americas.</p> <p>Supplemental Reading/Video: <input type="checkbox"/> Crash Course: The Atlantic Slave Trade (11:06)</p> <p>Mini-Lesson: 1. Slavery in the Americas: Where? When? Why?</p> <p>Classwork Activities: 1. Mini Lesson 2. Contextualization practice: a. Contextualize this thesis statement: The Atlantic Slave Trade greatly impacted both Africa and the Americas because it had lasting negative effects on the African economy and led to the development of a race-based social hierarchy in the Americas.</p>	Cause & Effect	5.B Explain how a historical development or process relates to another historical development or process.	GOV, ECN
14	<p>Casta System I can describe the social hierarchy in colonial America.</p> <p>Supplemental Reading/Video: <input type="checkbox"/> In the Lands of the Aztecs and the Incas (Ways of the World)</p> <p>Mini-Lesson: 1. Casta System Video</p> <p>Classwork Activities: 1. Paintings Review 2. Discussion</p> <p>Homework: Castas Paintings Reflection</p>	Continuity & Change	5.B Explain how a historical development or process relates to another historical development or process.	SIO
15	<p>Indian Ocean Slave Trade I can compare the Atlantic slave trade to the Indian Ocean slave trade.</p> <p>Supplemental Reading/Video:</p>	Comparison	5.B Explain how a historical development or process relates to another historical	SIO

	<input type="checkbox"/> None! Homework due today: <input type="checkbox"/> Casta Paintings Reflection Mini-Lesson: 1. Indian Ocean Slave Trade Overview Classwork Activities: 1. Mini Lesson 2. Comparison Chart		development or process.	
16	Slave Resistance I can identify different examples of slave resistance against European empires. Supplemental Reading/Video: <input type="checkbox"/> Heimler Resistance Video (4:36) Mini-Lesson: 1. The establishment of Maroon societies in the Caribbean and Brazil 2. North American slave resistance Classwork Activities: 1. Mini Lesson 2. Thesis Practice: Evaluate the extent to which slaves resisted the slave trade from 1450-1750. Homework: Add contextualization to your thesis statement. 4 sentences.	Causation	5.B Explain how a historical development or process relates to another historical development or process.	SIO, GOV
17	Resistance in the Americas I can identify examples of Native American resistance against European empires. Supplemental Reading/Video: <input type="checkbox"/> None! Mini-Lesson: 1. AP World Daily Video 4.6, Video 1 (9 min) Classwork Activities:	Causation	5.B Explain how a historical development or process relates to another historical development or process.	GOV, SIO

	<ol style="list-style-type: none"> 1. AP World Daily Video 4.6, Video 1 2. Thesis Practice: Evaluate the extent to which Native Americans resisted European empires from 1450-1750. <p>Homework: Add evidence to your thesis statement. (2 pieces with explanation of how each piece of evidence supports your claim)</p>			
18	<p>AP Prompt Reflection I can reflect on an essay that I wrote earlier to improve my writing skills.</p> <p>Supplemental Reading/Video: <input type="checkbox"/> None!</p> <p>Mini-Lesson: 2. Instructions & Rubric Review</p> <p>Classwork Activities: 3. Essay Reflection Classwork</p> <p>Homework: None!</p>			
19	<p>Unit Check In</p> <p>Heimler Review Video (9:30)</p> <p>Review Info (Free-man-Pedia)</p>			
20	<p>Unit Assessment</p>			