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| Teacher | Rachel Stafford |
| Class | 7th World History |

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|  | **Date:**  **Mon., February 29** | **Date:**  **Tues., March 1** | **Date:**  **Wed. March 2** | **Date:**  **Thurs, March 3** | **Date:**  **Fri., March 4** |
| **Standard** | TN Core Standards   * 7.58 Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), and the influence of cartography in the development of a new worldview. (C, G, H) * 7.73 Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview including cartography, compass, caravel, astrolabe. (C, E, G, H, P) | TN Core Standards   * 7.58 Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), and the influence of cartography in the development of a new worldview. (C, G, H) * 7.72 Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain. (C, E, H, P) * 7.73 Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview including cartography, compass, caravel, astrolabe. (C, E, G, H, P) | TN Core Standards   * 7.66 Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century). (C, G, H, P) * 7.72 Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain. (C, E, H | TN Core Standards   * 7.58 Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), and the influence of cartography in the development of a new worldview. (C, G, H) * 7.72 Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain. (C, E, H, P) * 7.73 Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview including cartography, compass, caravel, astrolabe. (C, E, G, H, P) * 7.72 Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain. (C, E, H | TN Core Standards   * 7.51 Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods. (C, G, H) * 7.71 Identify the European countries responsible for North American exploration and the modern day countries in which they settled, including France, Spain, England, Portugal, and the Dutch. Summarize the reasons for the success of these countries in colonization or North and South America. (E, G, H, P) |
| **Objective**  *I can…..* | **Chapter 12 *Age of Exploration & Trade* 1400-1700**  *I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations. I can analyze reasons for movement of people from Europe to the Americas, describing the impact of exploration by Europeans and American Indians.* | **Chapter 12 *Age of Exploration & Trade* 1400-1700**  *I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations. I can analyze reasons for movement of people from Europe to the Americas, describing the impact of exploration by Europeans and American Indians.* | **Chapter 12 *Age of Exploration & Trade* 1400-1700**  *I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations. I can analyze reasons for movement of people from Europe to the Americas, describing the impact of exploration by Europeans and American Indians.* | **Chapter 12 *Age of Exploration & Trade* 1400-1700**  *I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations. I can analyze reasons for movement of people from Europe to the Americas, describing the impact of exploration by Europeans and American Indians.*  . | **Chapter 12 *Age of Exploration & Trade* 1400-1700**  *I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations. I can analyze reasons for movement of people from Europe to the Americas, describing the impact of exploration by Europeans and American Indians.* |
| **Connections to Prior Knowledge** | Bell Work   1. Review Lesson 1-2 2. HW Check 12-2 | Bell Work  What is the difference between a planter and an adventurer? | Bell Work  Chapter 12, lesson 3 HW Questions | Bell Work  Age of Exploration  Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-09-04 at 12.57.02 PM.png | Bell Work  Turn in Chapter 12 HW |
| **Guiding Questions** | * How does technology change the way people live? * Why do civilizations rise and fall? * Why do people make economic choices? | * How does technology change the way people live? * Why do civilizations rise and fall? * Why do people make economic choices? | * How does technology change the way people live? * Why do civilizations rise and fall? * Why do people make economic choices? | * How does technology change the way people live? * Why do civilizations rise and fall? * Why do people make economic choices? | * How does technology change the way people live? * Why do civilizations rise and fall? * Why do people make economic choices? |

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| **Instructional Strategies**  *I do…* | Notes Lesson 3: Exploration and Worldwide Trade  Settling the Americas   * Spain’s American Empire * Portuguese Brazil * The French in North America * England’s Colonies in North America * Crops to Sell * Dutch Traders | Notes  World Trade Changes   * What is Mercantilism? * Creating Joint-Stock companies * What is a cottage industry?   A Global Exchange | * Review Columbian Exchange | Review main points of chapter 12 | Discuss and turn in chapter 12 review sheet |
| **Differentiated Tasks**  *We do …* | Text Dependent Questions  Lesson 3: *Exploration and Worldwide Trade (p. 332-339)*   1. Define: Plantation, cash crop, culture, resource, mercantilism, commerce, entrepreneur, method, invest, cottage industry & transform 2. What were the two goals that Spanish rulers set for the American colonists? 3. What effect did the diseases have on Native Americans? 4. What effect did the loss of so many Native American workers have on European settlers? 5. How was Brazil’s economy similar to that of Spain? 6. What did the French find in their colonies that was as valuable as gold or silver? 7. Why was the English settlement called Jamestown? 8. What was life like for the early settlers of Jamestown? 9. What cash crops did England produce in its colonies? 10. How did the Dutch differ from other European nations that explored and established colonies? 11. How did the ships they used reflect their interest in trade? 12. Map Analysis, p. 336 13. Which nation had a port city on the Malay Peninsula? 14. Which nation had a port city in China? 15. How did having a network of colonies enhance trade? 16. What does a successful mercantile economy depend on? 17. How do colonies help promote mercantilism? 18. What are business methods? 19. What does it mean to invest? 20. How was the term cottage industry first coined? 21. Why do historians call the global exchange of goods and ideas the Columbian Exchange? | Text Dependent Questions  Lesson 3: *Exploration and Worldwide Trade (p. 332-339)*   1. Define: Plantation, cash crop, culture, resource, mercantilism, commerce, entrepreneur, method, invest, cottage industry & transform 2. What were the two goals that Spanish rulers set for the American colonists? 3. What effect did the diseases have on Native Americans? 4. What effect did the loss of so many Native American workers have on European settlers? 5. How was Brazil’s economy similar to that of Spain? 6. What did the French find in their colonies that was as valuable as gold or silver? 7. Why was the English settlement called Jamestown? 8. What was life like for the early settlers of Jamestown? 9. What cash crops did England produce in its colonies? 10. How did the Dutch differ from other European nations that explored and established colonies? 11. How did the ships they used reflect their interest in trade? 12. Map Analysis, p. 336 13. Which nation had a port city on the Malay Peninsula? 14. Which nation had a port city in China? 15. How did having a network of colonies enhance trade? 16. What does a successful mercantile economy depend on? 17. How do colonies help promote mercantilism? 18. What are business methods? 19. What does it mean to invest? 20. How was the term cottage industry first coined? 21. Why do historians call the global exchange of goods and ideas the Columbian Exchange? | Vocabulary Quiz Chapter 12 | Chapter 12 review sheet | Chapter 12 Assessment |
| **Assessment**  *They do ….* | Mid-Chapter Quiz Chapter 12 | In a 5-8 sentence paragraph  Compare and contrast Columbus’ first and second voyages | In a 5-8 sentence paragraph  In 7th grade language, explain the Columbian Exchange | In a 5-8 sentence paragraph  When different cultures share technologies, the interchange can affect the lives of people on different continents. Write and expository (3 paragraph) essay about how sailing technologies led to changes in Europe and the Americas. | Chapter 12 Assessment |
| **Homework** | Homework Questions  12-3: March 2 | Homework Questions  12-3: March 2 | Homework Questions | Homework Questions | Homework Questions |
| **Closure** | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. |
| **Resources/Materials** | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book |
| **Projected Assessments** | Chapter 12 Assessments   * Vocabulary Quiz: Wednesday, March 2 * Ch. 12 test: Friday, March 4 | Chapter 12 Assessments   * Vocabulary Quiz: Wednesday, March 2 * Ch. 12 test: Friday, March 4 | Chapter 12 Assessments   * Ch. 12 test: Friday, March 4 | Chapter 12 Assessments   * Ch. 12 test: Friday, March 4 |  |
| **Additional notes/ Upcoming Events** | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. |