

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the World History Social Studies Course.

<h2 style="margin: 0;">World History - Unit Six – The Americas and The Influence of European Explorers/Adventurers</h2>	
Elaborated Unit Focus	<p>The diverse characteristics of early Central & South America societies that emerged will be described, and the elements of these societies will be compared and contrasted using historical thinking skills. As a contrast, the impact of migration due to exploration and expansion into the Americas, Africa, and Asia will be examined, drawing upon the foundations laid in Unit 4 and Unit 5. This unit is steeped in utilizing historical thinking skills to teach the content focus.</p>
Connection to Connecting Theme/Enduing Understandings	<ul style="list-style-type: none"> • <i>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</i> • <i>The student will understand that the movement or migration of people and ideas affects all societies involved.</i> • <i>The student will understand that location affects a society’s economy, culture, and development.</i>
GSE for Social Studies (standards and elements)	<p>SSWH8 Describe the diverse characteristics of societies in Central and South America.</p> <p>a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires.</p> <p>b. Compare and contrast the Mayan, Aztec, and Incan societies, include: religion, culture, economics, politics, and technology.</p> <p>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.</p> <p>a. Explain the roles of explorers and conquistadors.</p> <p>b. Analyze the global, economic, and cultural impact of the Columbian Exchange.</p> <p>c. Explain the role of improved technology in exploration.</p> <p>d. Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.</p>
Connection to Literacy Standards for Social Studies (reading and/or writing)	<p>L9-10RHSS1: 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>L9-10RHSS2: 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>L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Map and Globe Skills:</p> <ul style="list-style-type: none">6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps7. use a map to explain impact of geography on historical and current events8. draw conclusions and make generalizations based on information from maps <p>Information Processing Skills</p> <ul style="list-style-type: none">1. compare similarities and differences5. identify main idea, detail, sequence of events, and cause and effect in a social studies context6. identify and use primary and secondary sources7. interpret timelines, charts, and tables11. draw conclusions and make generalizations12. analyze graphs and diagrams
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Essential Questions and Related Supporting/Guiding Questions

<p>Enduring Understanding 1</p>	<p><i>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</i></p> <p>Essential Question: How do actions reflect culture?</p> <ol style="list-style-type: none"> 1. What were the significant achievements of the “American” cultures? 2. How did the behaviors of the explorers and conquistadors reflect the beliefs of their cultures? 3. What happened to the slaves’ culture when they were sold into slavery?
<p>Enduring Understanding 2</p>	<p><i>The student will understand that the movement or migration of people and ideas affects all societies involved.</i></p> <p>Essential Question: How does the movement/migration of people affect the society losing and the society gaining people?</p> <ol style="list-style-type: none"> 1. How did the plants, animals, diseases and people transported during the Columbian exchange create a much different world from what it was before 1492? 2. How did the Transatlantic slave trade change the societies in Africa and the new world? 3. How did the discovery and conquering of the new world change the old world?
<p>Enduring Understanding 3</p>	<p><i>The student will understand that location affects a society’s economy, culture, and development.</i></p> <p>Essential Question: How does location affect a society?</p> <ol style="list-style-type: none"> 1. Why did the location of the “Old” and “New” world contribute to keeping those societies independent of each other before 1492? 2. How did the Europeans location in the world give them an advantage over the people of the Americas? 3. How did location influence the development of the Mayans, Aztec, and Incan societies?

Sample Instructional Activities/Assessments

Thinking Like A Historian

As the students read the articles they should note down points from the article on the graphic organizer. Points should be noted in one of five boxes.

1. **Cause and Effect** – things that demonstrate a cause and effect relationship for the society
2. **Change and Continuity** – things that demonstrate change and continuity in the society
3. **Using the Past** – things that relate the society to the world as it is now
4. **Turning Points** – things that demonstrate major turning points for the society
5. **Through Their Eyes** – things that demonstrate the world view of the society

As always when introducing a new activity, model the type of thinking needed for the students through a read aloud and work on the organizer with the students to demonstrate the sort of things they should be looking for in the article.

Students should only read one article each. You can share back as a class at the end of the lesson to share knowledge of the other societies.

The articles below are suggestions and you should feel free to substitute your own if you have better examples.

Secondary Sources for Student Use:

Mark, Joshua J. "Maya Civilization." *Ancient History Encyclopedia*. n.d. Web. 09 May 2017. http://www.ancient.eu/Maya_Civilization/ .

Cartwright, Mark. "Aztec Civilization." *Ancient History Encyclopedia*. N.p., n.d. Web. 09 May 2017. http://www.ancient.eu/Aztec_Civilization/ .

Cartwright, Mark. "Inca Civilization." *Ancient History Encyclopedia*. N.p., n.d. Web. 09 May 2017. http://www.ancient.eu/Inca_Civilization/ .

[Graphic Organizer for Students Use: \(see the end of this document\)](#)

GSE Standards and Elements	<p>SSWH8 Describe the diverse characteristics of societies in Central and South America.</p> <p>a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires.</p> <p>b. Compare and contrast the Mayan, Aztec, and Incan societies, include: religion, culture, economics, politics, and technology.</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>Literacy Standards:</p> <p>L9-10RHSS1: 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>L9-10RHSS2: 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>L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Social Studies Matrices:</p> <p>Map and Globe Skills:</p> <p>6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</p> <p>7. use a map to explain impact of geography on historical and current events</p> <p>8. draw conclusions and make generalizations based on information from maps</p> <p>Information Processing Skills</p> <p>1. compare similarities and differences</p>

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| | <ul style="list-style-type: none">5. identify main idea, detail, sequence of events, and cause and effect in a social studies context6. identify and use primary and secondary sources7. interpret timelines, charts, and tables11. draw conclusions and make generalizations12. analyze graphs and diagrams |
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Enduring Understanding:

The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.



Cause and Effect

What were the causes of past events?



Thinking Like A Historian

Professor Image: By Fernando Shoiti Schatzmann from Suzano, Brasil (Professor Cidadão) [CC BY 2.0 (<http://creativecommons.org/licenses/by/2.0>)], via Wikimedia Commons



Change and Continuity

What has changed? What has remained the same?



Turning Points

How did past decisions or actions affect future choices?



Using The Past

How does the past help us make sense of the present?



Through Their Eyes

How did people in the past view their world?

Say Something

During this paired reading strategy (developed by Jerome Harste) partners develop relationships between new information and what they already know or believe. Partners read silently to a designated stopping point in the text. When both participants have reached the stopping point they take turns "saying something" about what they read. The process is completed until the entire reading selection is completed. Ideally, (after a designated time) whole class discussion serves as a follow-up to this strategy.

As always when introducing a new activity – model it for the students.

Strategy source:

Farr, Jen. "Reading Strategies for Students of All Ages." Reading Strategies. N.p., n.d. Web. 12 May 2017. <<http://www.farr-integratingit.net/Theory/ReadingStrategies/>>.

"Say Something Strategy." LiteracyAcrossDisciplines. N.p., n.d. Web. 12 May 2017. <<http://literacyacrossdisciplines.cmswiki.wikispaces.net/Say+Something+Strategy>>.

Rules for Say Something:

1. With your partner, decide who will "say something" first.
2. When you say something, do one or more of the following:
 - Make a prediction
 - Ask a question
 - Clarify something you had misunderstood
 - Make a comment
 - Make a connection
3. If you can't do one of the five things, then you need to reread.

Say Something Starters:

Make a Prediction

- I predict that...
- I bet that...
- I think that...
- Since this happened (fill in detail) then I bet the next thing that is going to happen is...
- Reading this part makes me think that this (fill in detail) is about to happen...
- I wonder if...

Ask a Question

- Why did...
- What's this part about...
- How is this (fill in detail) like this (fill in detail)...
- What would happen if...
- Why...
- Who is...
- What does this section (fill in detail) mean...
- Do you think that...
- I don't get this part here...

Clarify Something

- Oh, I get it...
- Now I understand...
- This makes sense now...
- No, I think it means...

- I agree with you. This means...
- At first I thought (fill in detail), but now I think...
- This part is really saying...

Make a Comment

- This is good because...
- This is hard because...
- This is confusing because...
- I like the part where...
- I don't like this part because...
- My favorite part so far is...
- I think that...

Make a Connection

- This part reminds me of...
- This part is like...
- This person is like (another person) because...
- This is similar to...
- The differences are...
- I also (name something in the text that has also happened to you)...
- I never (name something in the text that has never happened to you)...
- This person makes me think of...
- This setting reminds me of...

Article for students to read: Crosby, Alfred W. "The Columbian Exchange." The Gilder Lehrman Institute of American History. N.p., 30 Nov. 2011. Web. 12 May 2017. <<https://www.gilderlehrman.org/history-by-era/american-indians/essays/columbian-exchange>>.

<p>GSE Standards and Elements</p>	<p>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia. b. Analyze the global, economic, and cultural impact of the Columbian Exchange.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards: L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. L9-10RHSS2: 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. L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author's claims. L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. Social Studies Matrices: Information Processing Skills 1. compare similarities and differences 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 7. interpret timelines, charts, and tables 11. draw conclusions and make generalizations Enduring Understanding: <i>the movement or migration of people and ideas affects all societies involved.</i></p>

Read-Talk-Write

Teach the steps to the entire class; follow up with an occasional practice. Ask the students to use the steps when they are studying or taking notes.

1. READ Students read a passage of material for a specified time (2–5 minutes).

2. TALK Pair up students, one partner as “A” and the other as “B”. Each A should tell the B partner as much as can be remembered without looking at the text and must keep talking for one minute. An A who runs out of things to say can repeat information. Call time at the end of one minute and reverse the process. The B partner may state the same information, but should try to say it in a different way, if possible. The listening partner needs to focus attentively without interrupting until it is his or her turn to talk.

3. WRITE Each student writes what he or she knows about this passage. After writing as much as possible, students may reread the passage to check details.

Documents for students to read: *Please note there are multiple documents in this primary source and you should select a few that you feel best illustrate the slave trade and that are appropriate for your students.*

"Documents Illustrative of the History of the Slave Trade to America: Volume IV: The Border Colonies and The Southern Colonies." *In Motion*. Ed. Elizabeth Donnan. N.p., n.d. Web. 13 May 2017.

<<http://www.inmotionaame.org/texts/index.cfm?migration=1&topic=99&type=text>>.

<p>GSE Standards and Elements</p>	<p>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia. d. Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.</p>
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Culminating Unit Performance Task

World View

After reading and viewing the images and texts of this unit and using your own research, write a series of journal entries (2-4 each about one paragraph long) from the perspective of one of the groups of people studied in this unit. These journal entries should depict the world view of that person (regarding cultural interactions, political structures, economic structures, social structures, or human-environmental interaction) and should contain illustrations that support that persons perspective. (Narrative/Description)

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World History Frameworks for the Georgia Standards of Excellence in Social Studies

Narrative Rubric for Performance Task							
Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses the prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of the prompt appropriately and maintains a strongly developed focus.
Controlling Idea	Attempts to establish a theme or storyline, but lacks a clear or sustained purpose.		Establishes a theme or storyline, but purpose is weak, with some lapses in coherence.		Establishes a theme or storyline, with a well-developed purpose carried through the narrative.		Establishes a compelling theme or storyline, with a well-developed purpose carried through the narrative through skillful use of narrative techniques.
Reading/ Research	Directly restates information from reading materials, interviews, and/or visual materials; uses materials inaccurately, OR information from source materials is irrelevant for the purpose at hand.		Uses reading materials, interviews, and/or visual materials with minor lapses in cohesion, accuracy or relevance.		Accurately integrates reading material, interviews, and/or visual material to authenticate the narrative.		Accurately and seamlessly integrates reading material, interviews, and/or visual material to authenticate the narrative
Development	Descriptions of experiences, individuals, and/or events are overly simplified or lack details.		Develops experiences, individuals, and/or events with some detail but sense of time, place, or character remains at the surface level.		Develops experiences, individuals, and/or events with sufficient detail to add depth and complexity to the sense of time, place, or character.		Elaborates on experiences, individuals, and/or events with comprehensive detail to add depth and complexity to the sense of time, place, or character.
Organization	Attempts to use a narrative structure; composition is disconnected or rambling.		Applies a narrative structure (chronological or descriptive), with some lapses in coherence or awkward use of the organizational structure.		Applies a narrative structure (chronological or descriptive) appropriate to the purpose, task, and audience; storyline clearly conveys the theme or purpose		Applies a complex narrative structure (chronological or descriptive) appropriate to the purpose, task and audience that enhances communication of theme or purpose and keeps the reader engaged
Conventions	Lacks control of grammar, usage, and mechanics; little or ineffective use of transitions.		Demonstrates an uneven command of standard English; inconsistently uses transitions between sentences and paragraphs to connect ideas.		Demonstrates a command of standard English conventions with few errors; consistently uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted.		Demonstrates a well-developed command of standard English conventions; effectively uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted.
Content Understanding	Attempts to include disciplinary content, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanations.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.