

WORLD HISTORY

3rd Period 2015-2016

UNIT SIX

The Age of Exploration and Conquest (Europe, Latin America, & Africa)

446-451 The Maya

452-458 The Aztecs

459-465 The Inca and South America

413-419 Kingdoms of West Africa: Ghana, Mali, Songhai

422-425 The Swahili Coast, East Africa

526-535 Age of Exploration (Portuguese origins)

552-560 Exploration: Columbus and the Spanish Conquistadors

566-570 Transatlantic Slave Trade

571-575 Columbian Exchange



Mon., 1/25 (100)	446-451 The Maya (Light Reading)
Tues., 1/26 (78)	452-458 The Aztecs <i>Reading Notes</i>
Weds., 1/27 (56)	
Thurs., 1/28 (34)	

Fri., 1/29 (12)	• 459-465 The Inca and South America (Light Reading) • Finish watching the film here: http://bit.ly/1PJK4hY (note-taking not required, just watch please)
Mon., 2/1 (LS)	413-419 Kingdoms of West Africa: Ghana, Mali, Songhai <i>Reading Notes</i>
Tues., 2/2 (78)	• 422-425 The Swahili Coast, East Africa (Light Reading) • 526-535 Age of Exploration (Portuguese origins) <i>Reading Notes</i>
Weds., 2/3 (56)	• 552-560 Exploration: Columbus and the Spanish Conquistadors <i>Reading Notes</i> • 566-570 Transatlantic Slave Trade (Light Reading)
Thurs., 2/4 (34)	
Fri., 2/5 (12)	571-575 Columbian Exchange <i>Reading Notes</i>
Mon., 2/8 (LS)	mini-Review
Tues., 2/9 (78)	Review
Weds., 2/10 (56)	Independent Review*
Thurs., 2/11 (34)	
Fri., 2/12 (12)	Unit 6 Test

My Content Targets for this unit:

1. I can understand the complexity and pre-Columbian civilizations in the Americas (Aztecs, Maya, Incas)
2. I can understand the complexity of civilizations in Africa during the 15th and 16th centuries and earlier.
3. I can explain the motivation for European exploration in the 15th and 16th centuries.
4. I can explain how Europeans were able to engage in these voyages of exploration including how they applied ideas from other civilizations.
5. I can explain how slavery affected Africa and the Americas.
6. I can identify and explain the social, economic and political changes that resulted from increased global trade and European exploration.

My Skill Targets for this unit:

1. I can define and explain the significance of the unit terms.
2. I can read a variety of maps to gather and then transfer information to a single map.
3. I can interpret the language in primary documents and put in my own words.
4. I can identify the context of a primary source and use it to help in my interpretation.

5. I can provide written answers to questions asking me to explain, describe, compare/contrast and trace.
6. I can begin to examine multiple perspectives.
7. I can construct a thesis statement from a specific question.
8. I can supply evidence to support my thesis statement.
9. I can write a paragraph using the thesis and evidence.
10. I can compare my work to a rubric with specific targets to be sure I have met all requirements.

BASIC TERMS

Bartolomeu Dias
Pizzaro
Treaty of Tordesillas
Prince Henry

Cortez

Columbian Exchange

Mercantilism

joint-stock company

Middle Passage

Mansa Musa

Vasco Da Gama
caravel
astrolabe
Dutch East India Company
Magellan

Montezuma II
mestizo
Columbus
capitalism
encomienda
swahili
conquistadors

Triangular Trade

Timbuktu

Remember our Buckets/Themes

- **Geography/Environmental** factors (e.g., influences on the rise, development, weakening, and fall of society)
- **Religion and faith** (e.g., how did religion shape society and even influence events)
- **Political development and structure** (e.g., how power was acquired and held, succession of power, power roles and relationships)

- **Economic systems** (e.g., what was produced, traded, and/or sold, how was this done, who benefited/who was harmed, role of government in the economy)
- **Social structures** (e.g., who played what roles, nature of hierarchy)
- **Cultural development and diffusion** (e.g., traditions and rituals, arts, philosophy, literature; influences between and among societies)