


World History Curriculum Bundle #6

Title		Suggested Dates
Exploration, Aztecs and Incas		December 7—18, 2009 (10 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> European exploration brought together different groups of people with varying consequences. 	<ul style="list-style-type: none"> How did exploration affect the explorers' countries as well as the people of the lands being explored and claimed? What motivated the Europeans to explore?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)				
<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1A identify the major eras in world history and describe their defining characteristics;</p>	<ul style="list-style-type: none"> The Age of Exploration Aztec and Incan Civilization 					
<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1B identify changes that resulted from important turning points in world history such as the development of farming; the Mongol invasions; the development of cities; the European age of exploration and colonization; the scientific and industrial revolutions; the political revolutions of the 18th, 19th, and 20th centuries; and the world wars of the 20th century;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">The European Age of Exploration and Colonization</td> <td style="width: 25%; text-align: center;">Limited contact between Europe and Asia; rise of nation-states in England, France and Spain</td> <td style="width: 25%; text-align: center;">Discovery of New World/ Americas</td> <td style="width: 25%; text-align: center;">Columbian Exchange; competition for colonies; slavery expands; commercial revolution</td> </tr> </table>	The European Age of Exploration and Colonization	Limited contact between Europe and Asia; rise of nation-states in England, France and Spain	Discovery of New World/ Americas	Columbian Exchange; competition for colonies; slavery expands; commercial revolution	
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<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1C apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p>	<ul style="list-style-type: none"> Tracing major explorers listed in big idea/enduring understanding Explain how the discovery of the new world allowed for the development of new explorers and the eventual European dominance of the Americas. 					

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<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1D explain the significance of the following dates: 1066, 1215, <u>1492</u>, 1789, 1914-1918, and 1939-1945.</p>	<ul style="list-style-type: none"> • 1492 – Discovery of the Americas by Columbus’ sailing to the island of Hispanola and claiming the lands for Spain. 																
<p>WH.5 History. The student understands causes and effects of European expansion beginning in the 16th century. The student is expected to:</p> <p>WH.5B explain the political, economic, cultural, and technological influences of European expansion on both Europeans and non-Europeans, beginning in the 16th century.</p>	<ul style="list-style-type: none"> • European Expansion Beginning in the 16th century <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="3" style="text-align: center; padding: 5px;">Influence of European Expansion</th> </tr> <tr> <th style="width: 10%;"></th> <th style="width: 40%; text-align: center; padding: 5px;">Europeans</th> <th style="width: 50%; text-align: center; padding: 5px;">Non-Europeans</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle; padding: 5px;">Political Influences</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Stronger nation-states in Spain, France and England </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Subjugation of native populations • Slavery • Colonialism </td> </tr> <tr> <td style="text-align: center; vertical-align: middle; padding: 5px;">Economic Influences</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Creation of vast wealth of nations • Commercial revolution • Capitalism, mercantilism and rise of middle class </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Slavery • Economic exploitation • Depletion of resources </td> </tr> <tr> <td style="text-align: center; vertical-align: middle; padding: 5px;">Cultural Influences</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Spread of new ideas • Higher literacy rate • Introduction of new products to Europe-corn, potatoes, and tobacco </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Introduction of new products (sugar cane) and animals-horses, cows, sheep and pigs • Spread of disease-flu, measles, smallpox • Creation of new populations-mestizo, mulatto </td> </tr> </tbody> </table>	Influence of European Expansion				Europeans	Non-Europeans	Political Influences	<ul style="list-style-type: none"> • Stronger nation-states in Spain, France and England 	<ul style="list-style-type: none"> • Subjugation of native populations • Slavery • Colonialism 	Economic Influences	<ul style="list-style-type: none"> • Creation of vast wealth of nations • Commercial revolution • Capitalism, mercantilism and rise of middle class 	<ul style="list-style-type: none"> • Slavery • Economic exploitation • Depletion of resources 	Cultural Influences	<ul style="list-style-type: none"> • Spread of new ideas • Higher literacy rate • Introduction of new products to Europe-corn, potatoes, and tobacco 	<ul style="list-style-type: none"> • Introduction of new products (sugar cane) and animals-horses, cows, sheep and pigs • Spread of disease-flu, measles, smallpox • Creation of new populations-mestizo, mulatto 	
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	Technological influences	<ul style="list-style-type: none"> • New inventions like the printing press, caravel, compass, and astrolabe 	<ul style="list-style-type: none"> • Spread of gunpowder and weapons 	
<p>WH.5 History. The student understands causes and effects of European expansion beginning in the 16th century. The student is expected to:</p> <p>WH.5A identify causes of European expansion beginning in the 16th century</p>	<ul style="list-style-type: none"> • Religious Persecution • 3 G's (God, Gold, Glory) 			
<p>WH.6 History. The student understands the major developments of civilizations of sub-Saharan Africa, Mesoamerica, Andean South America, and Asia. The student is expected to:</p> <p>WH.6B summarize the major political, economic, and cultural developments of civilizations in Mesoamerica and Andean South America; and</p>	<p>Pre-European civilization</p> <ul style="list-style-type: none"> • Priests • Architecture • Astronomy • Farming • Warfare • Slaves • Quipu • Mathematics 			
<p>WH.7 History. The student understands the impact of political and economic imperialism throughout history. The student is expected to:</p> <p>WH.7A analyze examples of major empires of the world such as the Aztec, British, Chinese, French, Japanese, Mongol, and Ottoman empires; and</p>	<p>Aztec expanded by conquering surrounding tribes and building roads around their empire.</p> <p>The tribes were forced to work for the Aztec</p>			
<p>WH.11 Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:</p> <p>WH.11A create thematic maps, graphs, charts, models, and databases representing various aspects of world history; and</p>	<p>Maps of Explorers and their travels across the Pacific, Atlantic, and Indian Oceans</p> <ul style="list-style-type: none"> • Columbus • Magellan • Da Gama 			
<p>WH.12 Geography. The student understands the impact of geographic factors on major historic events. The student is expected to:</p> <p>WH.12C Interpret historical and contemporary maps to</p>	<p>Line of Demarcation drawn by Pope to split up South American lands claimed by Portugal and Spain.</p>			

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<p>identify and explain geographic factors such as control of the straits of Hormuz that have influenced people and events in the past</p>		
<p>WH.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>WH.20B analyze examples of how art, architecture, literature, music, and drama reflect the history of cultures in which they are produced; and</p>	<ul style="list-style-type: none"> • Aztec artwork, sculpture, and architecture are still abundant in Mexican culture today • Legend of Tenochtitlan is on the Mexican flag (Eagle clutching a snake) 	
<p>WH.21 Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:</p> <p>WH.21A analyze the specific roles of women, children, and families in different historical cultures; and</p>		
<p>WH.23 Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to:</p> <p>WH.23C summarize the ideas in astronomy, mathematics, and architectural engineering that developed in Mesoamerica and Andean South America</p>	<ul style="list-style-type: none"> • Quipu • Astronomy • Calendar • City planning 	
<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using all of the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p>WH.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>WH.25I use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	<ul style="list-style-type: none"> • Use math skills to interpret the amount of Meso-American population that was killed due to the introduction of European disease, superior technology, and enslavement. 	