

Instructional Unit Title: Movin' Movin' Movin

The teacher may provide journal entries and maps so that students can examine the regional interactions within the Western Hemisphere ("the New World") and within the Eastern Hemisphere ("the Old World") and the lack of interaction between the two.

The teacher may provide primary and secondary sources (e.g., images, maps, journals) so that students can begin to explore the stories and exploits of the earliest European ventures to the Americas.

The teacher may lead students in a discussion so that students can establish an understanding of European motivations for exploration.

The teacher may engage students in a gallery walk so that students can hypothesize the ways in which exploration changed the world politically, socially, economically, and geographically.

The teacher may provide economic data and maps so that students can analyze the ways in which European exploration led to the exploitation of land and resources in the Western Hemisphere.

The teacher may provide charts, maps, trade data so that students can explain how exploration initiated a global economy (e.g., the Columbian Exchange); thereby changing the lives of populations around the world.

The teacher may provide population data/charts, maps, and journals so that students can investigate the social and cultural impact of exploration on the indigenous peoples in the Western Hemisphere.

The teacher may engage students in a Socratic Seminar so that students can document the lasting political, social and economic effects of exploration on the Western Hemisphere.

PERFORMANCE ASSESSMENT: You are a tour guide leading an educational tour for a course about European exploration of the Americas. You have a group of 15 historians who will be travelling with you to places in North, Central, and South America. These individuals are very excited to learn more about European exploration in the Western Hemisphere and the effects of exploration on the indigenous peoples. As any outstanding tour guide would do, you have decided to create an "educational Itinerary" which provides the historical significance of each of the locations your group will be visiting. In addition, you'll provide an image representing the historical significance and a map showing the locations that will be visited.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.