

Unit 4 – Globalization and Conquest

2 December

GGS wrap up

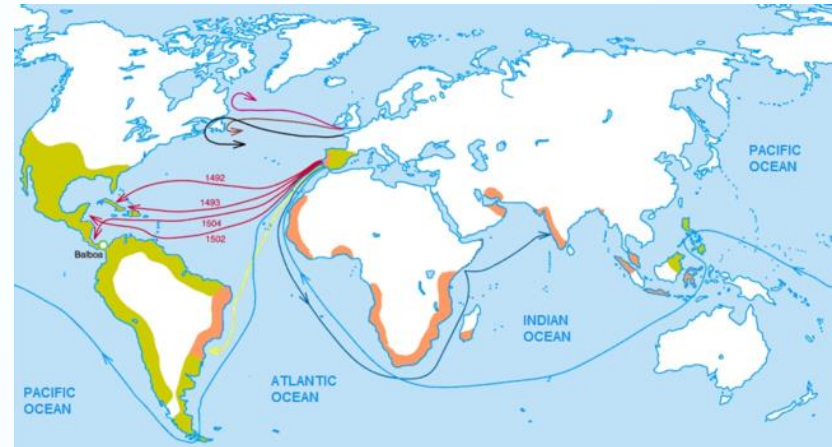
- Respond to the questions presented on the paper up front
 - You will have 15 minutes

2 December

- Logistics
 - Mankind video 5 December
 - Test 12 December
 - District Assessment 13 December
- LT: I can explain what the Age of Exploration is and describe outcomes that resulted.

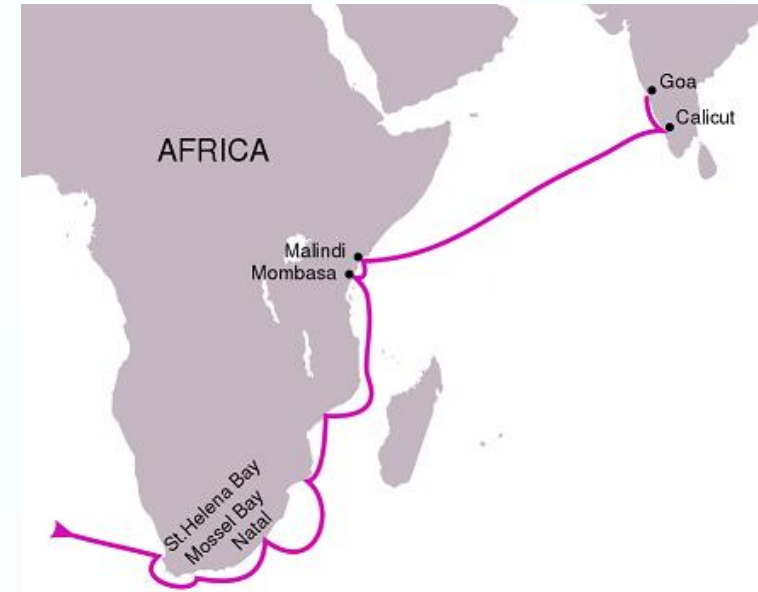
Notes: Age of Exploration

- 1400-1600: Europeans sought to discover and exploit previously unknown lands.
- Inspired by late medieval explorers such as Ibn Battuta, Marco Polo, and Zheng He.
- Primarily conducted by Western European countries.



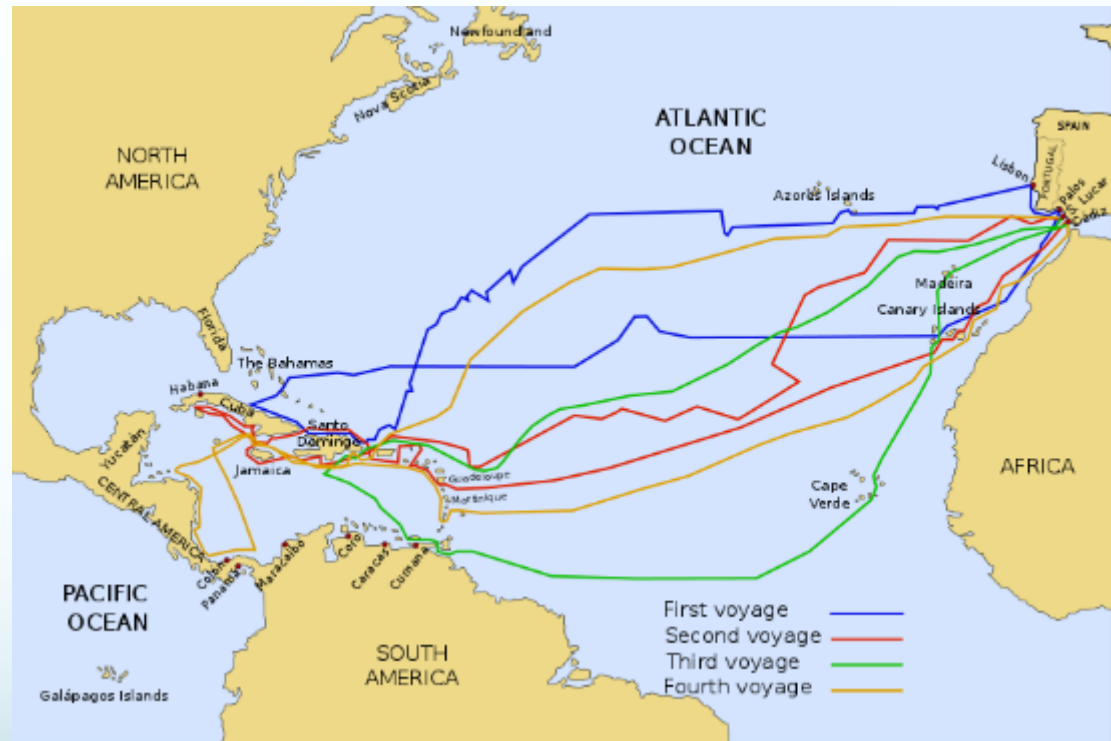
Notes: Vasco de Gama

- His voyage in 1497 discovered a route around Africa.
- Europe could now access the Indian Ocean and East Asia without the Ottomans.
- The Middle East was left out of international trade, sending the region into long term economic decline.



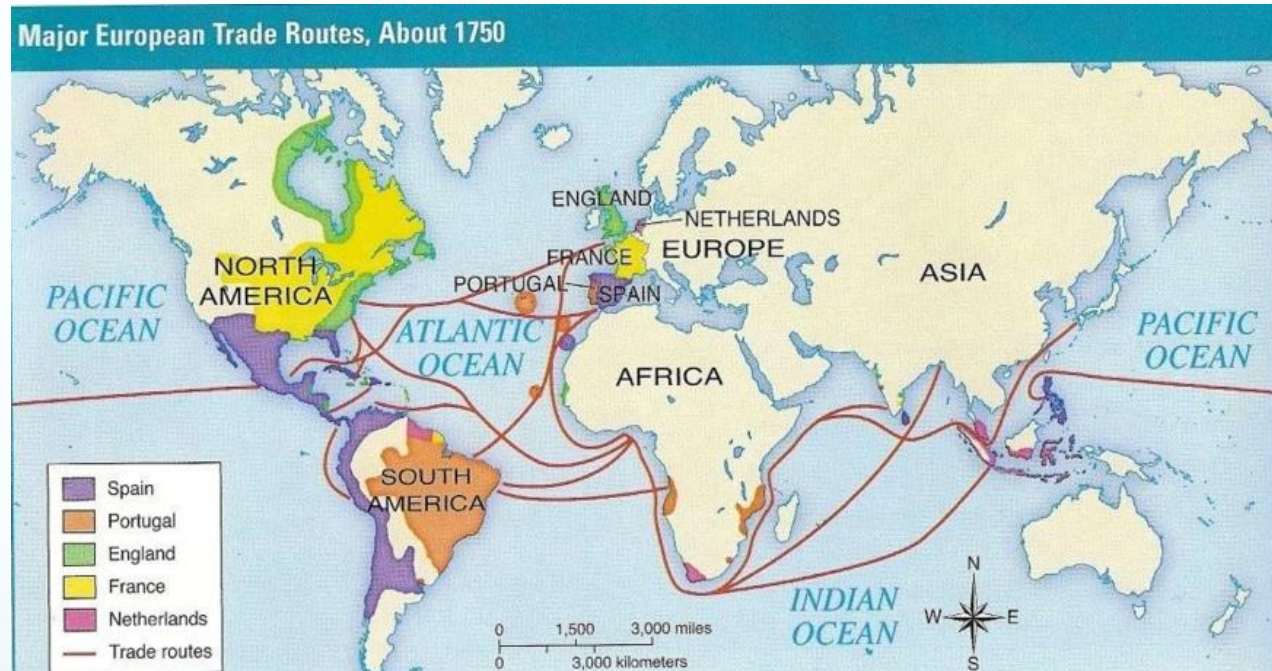
Notes: Christopher Columbus

- In 1492, Columbus accidentally runs into the Americas.
- Caused the first sustained wave of diffusion between The Americas and Afro-Eurasia.



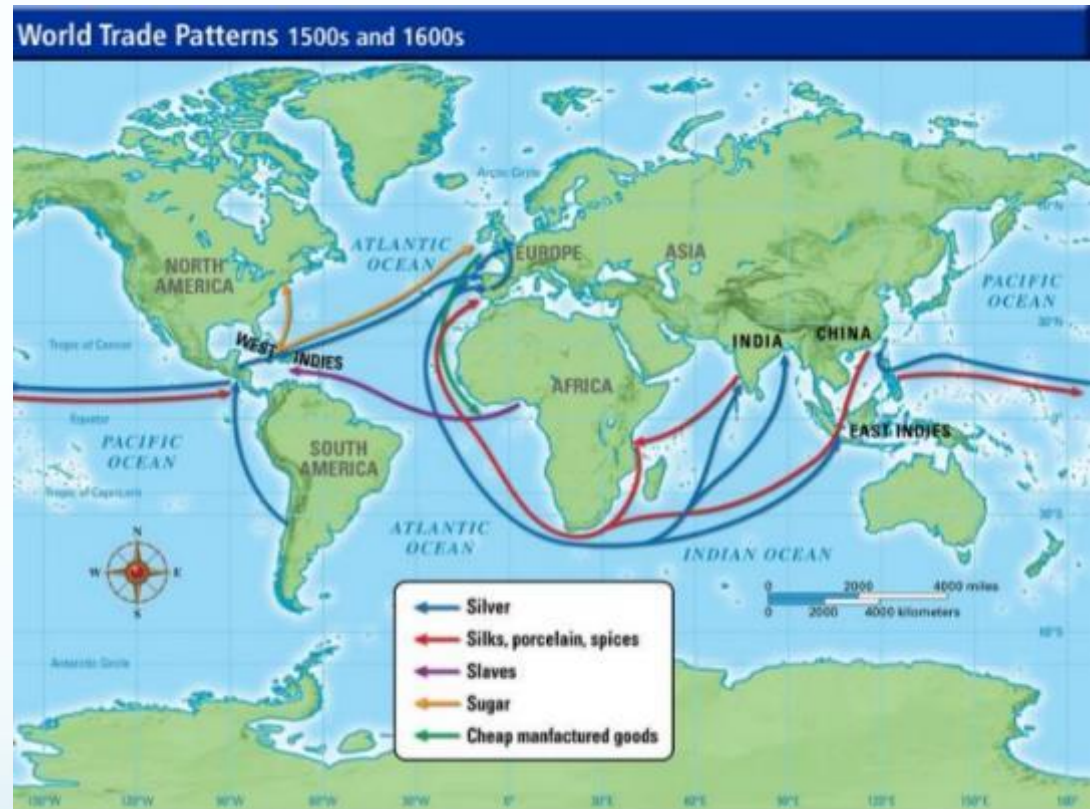
Notes: European Colonies

- Age of Exploration ends with Western Europe controlling most of America.
- Have also taken over the main trade routes of the Indian Ocean.



Warm Up 3/4 December

- Who is involved most heavily in trade from 1500-1600?
- Who is left out of this trade?
- What impact do you think this would have on the world?



Big Idea Question

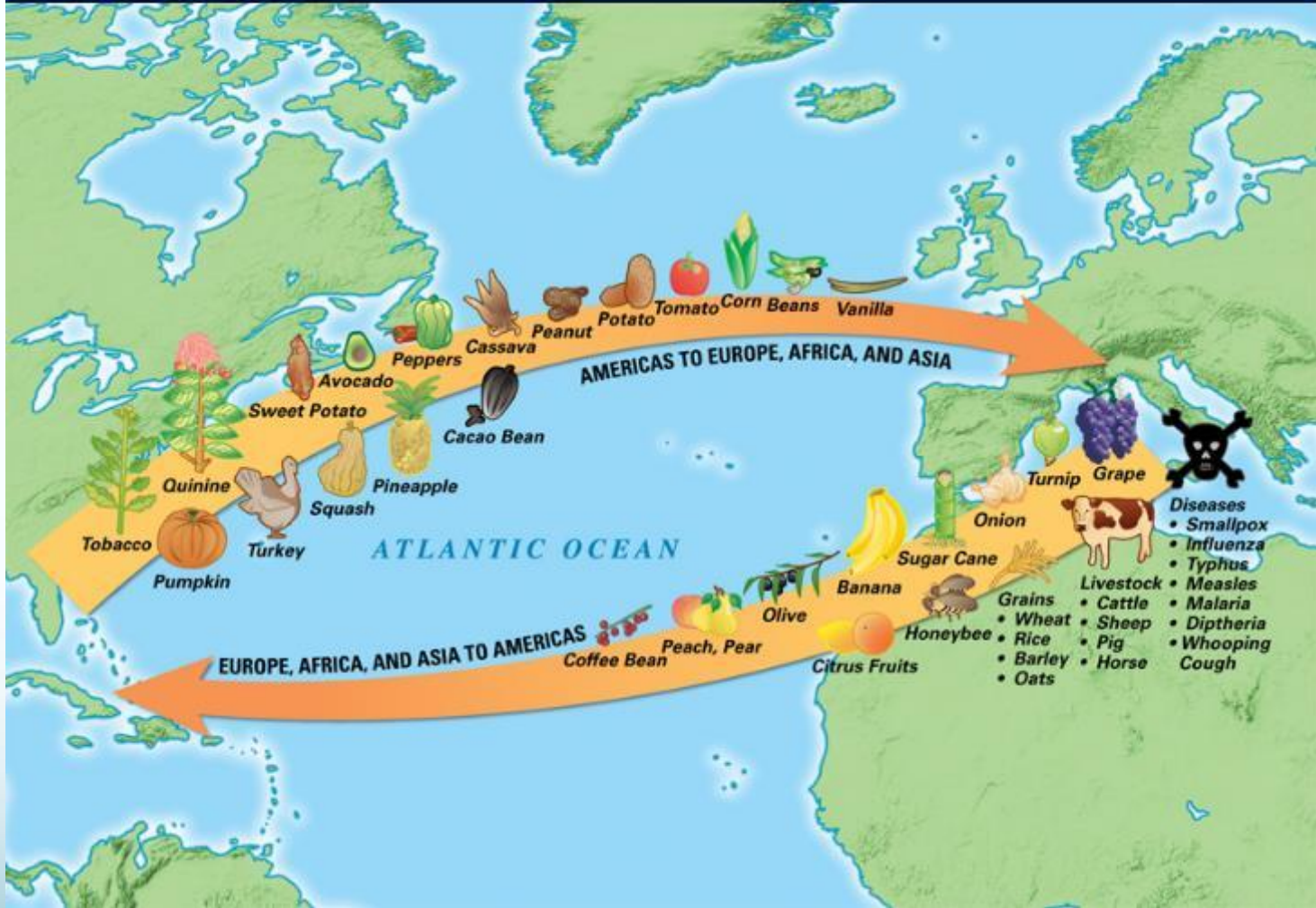
- What would you say was the overall impact of the Age of Exploration?
 - What was its impact on each region?
 - Americas
 - Europe
 - Middle East
 - Africa

Notes: The Columbian Exchange

- The rapid diffusion of organisms between the western and eastern hemispheres during the Age of Exploration



Columbian Exchange



Discussion

- Think about food.
- Talk to your neighbors about different kinds of cuisine (Italian, Chinese, Mexican, etc).
- Are there any essential ingredients unavailable before the exchange?



Notes: The Great Dying

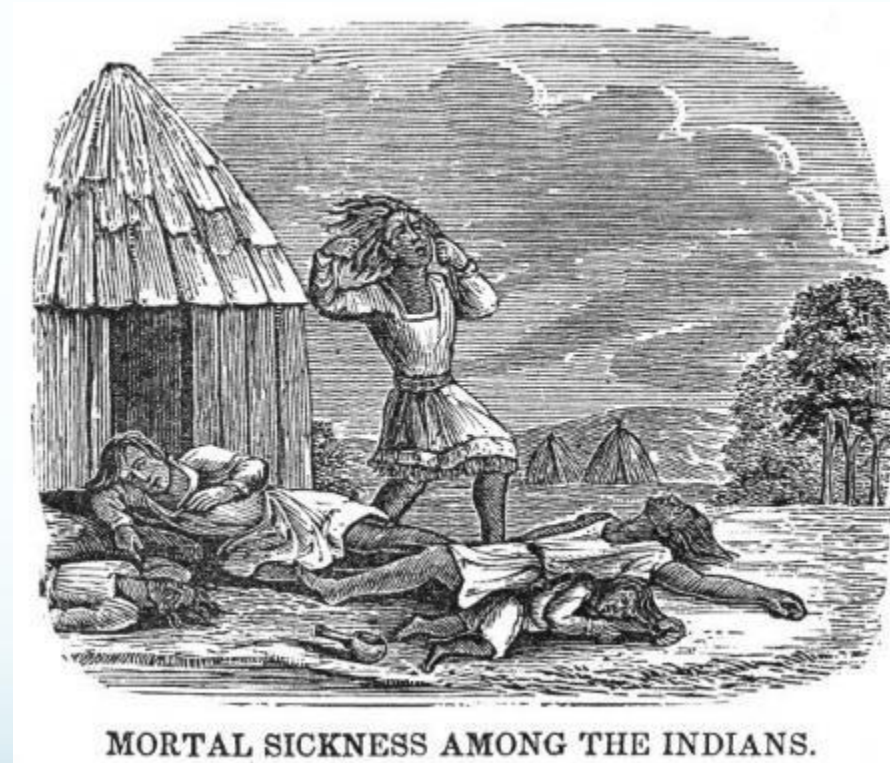
- A sometimes-used name for the epidemics of the Americas.
- Not actually one disease but a combination of:
 - Smallpox
 - Yellow Fever
 - Salmonella
 - Influenza
 - Black Plague



MORTAL SICKNESS AMONG THE INDIANS.

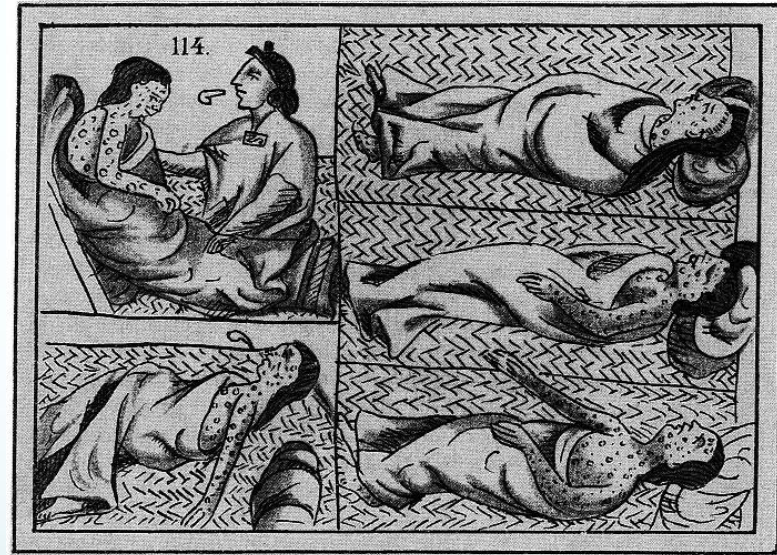
Notes: Death Toll

- 90-95% fatalities among most American Indian populations.
- Continued to reoccur for hundreds of years.



Notes: Smallpox

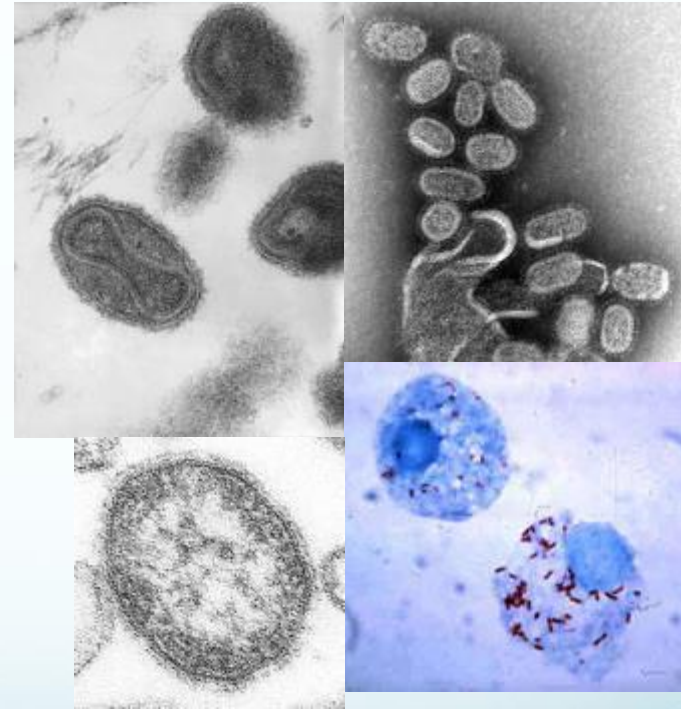
- Arguably worst killer in human history
- Even Europeans did not have much resistance.
- Wiped out 50-90% of Native Americans in populations that encountered it.





Notes: Why so many died?

- Americans had no experience with these diseases and no developed immunity—what is called a ***Virgin Soil Epidemic***
- All the diseases hit in rapid succession or even at the same time.



6 December

- LT: I can form a thesis based off of a prompt and defend it with evidence and analysis
- Entry Task:
 - What had a greater impact on the world, the Black Plague or the Great Dying?

Logistics

- 10/11 December
 - Completion of Study Guide
 - Kahoot!
 - Questions for test
 - Workday
- 12 December
 - Test over Unit 4
- 19 December
 - Last day for Unit 3 Test Makeups

Notes: The Great Divergence

- Term used to describe socioeconomic shift in which European countries advanced ahead of others
 - Socioeconomic – how economic (\$\$\$) activity affects and is shaped by social progress

Notes: The Great Divergence

- 6 Perspectives that shaped The Great Divergence
 - Mongols
 - Discovery of the Americas
 - Black Death
 - The Military Revolution
 - Dark Ages were not all that Dark
 - Geographical Luck

Arguments

- A thesis has 2 parts:
 - A Claim: an answer to the question/prompt.
 - A Reason: your main reason why your answer is correct.
- Thesis should be accompanied by a method statement:
 - A method: an explanation of your approach to answering the prompt

Method

- **Prompt: Did the Great Dying or Black Death have a greater impact on the world?**
- **Methods:**
 - The impact of a disease should be measured by its death toll.
 - The impact of a disease should be measured by how much it changes societies.

Method

- Use your method statement to frame your argument.
- Most history arguments can be very broad, so establish what specific metrics you are going to use.
- For disease you could use raw death tolls, % death tolls, economic impacts, social impacts, how it is depicted in art, etc.

Argument

- Your whole argument might look like:
 - The impact of a disease should be measured by how much it changes society. Therefore the Great Dying had the most impact on the world because it caused the complete collapse of some civilizations.

9 December Warm Up

- What is a genocide?
- What has to be true for something to be considered genocide?
- What is an example?



Genocide

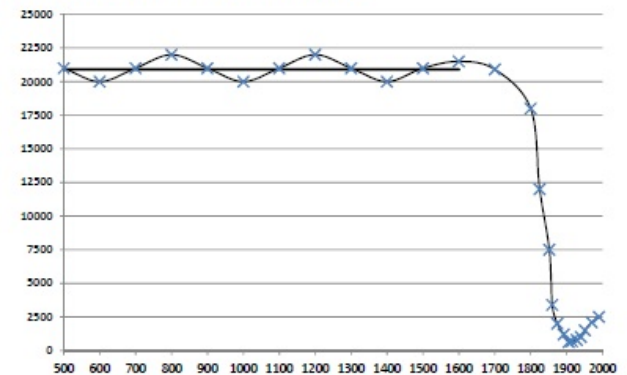
- “Any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:
 - killing members of the group;
 - causing serious bodily or mental harm to members of the group;
 - deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
 - imposing measures intended to prevent births within the group;
 - forcibly transferring children of the group to another group

American Genocide

- From 1500-1920, Native American populations plummeted.
- In the territory of the USA, there was an estimated 12 million in 1500. by 1916, there was 250,000.



Change from "Baseline" in Census (est.)

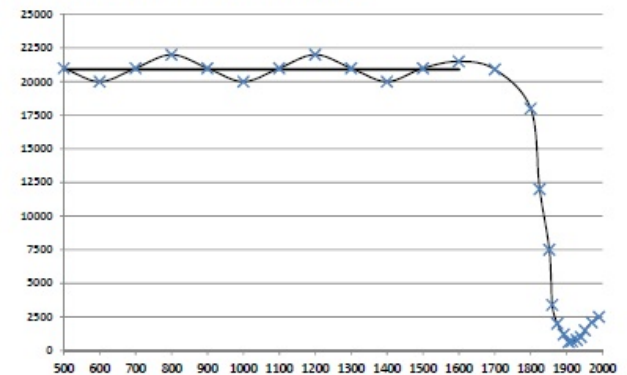


American Genocide

- Numerous historians have characterized this as a genocide on the part of Europeans and European-Americans.
- Today we will investigate that question.



Change from "Baseline" in Census (est.)



Assignment: American Genocide

- You will be looking through 3 potential acts of genocide and deciding whether that counts as a genocide.
- Read and answer the questions.
- Refer to the UN genocide definition.

Discussion

- Turn to your neighbor:
- **Were Europeans and European Americans guilty of genocide against American Indians?**
 - Why/why not?