

Modern World History Curriculum



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Unit 2: How Trade and Travel Changed the World

Please note anything in red and italics is not covered in the online course

Unit 2: How Trade and Travel Changed the World

By the eve of the early modern period, most major regions of Africa and Eurasia were linked through trade and migration routes. The linking of regions caused global transformations as economic exchanges were accompanied by cultural exchanges and advantageous positions in trade networks were linked to economic growth and political power. This unit is a comparative look at societies in Eurasia and Africa that increasingly interacted between 1300 and 1550.

Enduring Understandings

- The linking of major regions of the world led to global transformations.
- Global society is diverse, creating varied perspectives, contributions, and challenges.
- Exploration and expansion transform ideas, culture, and society.
- Key positions in trade networks facilitate economic and political growth and power.
- Geography and location significantly impact historical events.

Essential Questions:

- How and why did trade and interaction lead to changes in political, economic, and social systems?
- What factors contributed to the establishment, expansion, and decline of empires?
- How can there be different explanations of the same event in history?
- How did geography and location significantly impact events in history?

Unit Questions:

- How were African and Eurasian regions linked by economic growth and political power?
- How did Eurasian empires grow and transform?
- How did advances in technology and science lead to change?
- How did the global economy react to European overseas exploration during the 15th and 16th centuries?

Historical Thinking Skills:

- *Examine how maps are used by historians.*
- Identify the author or source of a historical document and explain the literal meaning of the document. (U2LA, U2LB, U2LE, U2LF, U2LG)
- Assess the uses and credibility of a source by examining personal and contextual influences and by corroborating with other historical sources. (U2LC, U2LD, U2LE, U2LH, U2LI)
- *Differentiate between historical facts and historical interpretations.*
- Draw upon data from maps, charts, and graphs to form conclusions and generalizations. (U2LG)
- Analyze change or continuity in areas of the world over time based on text and non-text information. (U2LB, U2LF, U2LG)

EXPECTATION

Students demonstrate an understanding that world societies and cultures were redefined through interregional contact.

TOPIC

A. Intercommunication and Trade in Afro-Eurasia

INDICATOR

1. Examine how interregional communication and trade led to intensified cultural and biological exchanges among diverse peoples of Eurasia and Africa.

OBJECTIVES

- a. Describe how empires, such as the Ottoman Empire, Ming China, Moghul India, and Songhai Africa acquired wealth and power as a result of interregional trade. (U2LA)
- b. Trace the role of European involvement in interregional trade from the 14th through the 17th centuries. (U2LA)
- c. Analyze the origins and impact of the spread of disease through trade networks, such as the bubonic plague in Central and East Asia, Europe, Middle East, and North Africa. (U2LA)

TOPIC

B. Growth and Transformation of Large Territorial Eurasian Empires – The Ottoman and Ming China

INDICATOR

1. Examine the impact and significance of the expansion of the Ottoman State.

OBJECTIVES

- a. Summarize the scholarly, artistic, and architectural achievements of the Ottoman Empire. (U2LB)
- b. Analyze the role of trade and location in the origin, organization, and administration of the Ottoman Empire. (U2LB)
- c. Analyze the impact of the growth of the Ottoman Empire on the various peoples of the empire, including how Muslim, Orthodox Christians, Catholics, and Jewish peoples interacted under Ottoman rule. (U2LB)

INDICATOR

2. Examine the governmental, economic, religious, and social organizations and systems of Ming China.

OBJECTIVES

- a. Explain the reasons for the collapse of Mongol rule in China. (U2LC)
- b. Summarize the reasons for the Ming Dynasty's rejection of foreign influences and the revival of traditional Chinese practices and beliefs. (U2LC)
- c. Examine how Confucianism and Daoism impacted Chinese politics and society. (U2LD)
- d. Evaluate the impact of Chinese trade and cultural diffusion on the religions, languages, and governments of Asian societies such as Korea, Vietnam, Japan, and other Asian societies. (U2LD)

TOPIC

C. Economic and Cultural Transformations in Europe

INDICATOR

1. Analyze the impact of internal changes and increased global intercommunication and trade on the transformation of Europe.

OBJECTIVES

- a. Analyze the role of the Black Death and Hundred Years War in the decline of European feudalism and eventual rise of nation-states. (U2LE)
- b. Compare the rise of individual states in Europe to centralized land based empires in Asia. (U2LE)
- c. Describe the role of the Italian city states and the Portuguese in providing luxury goods such as silk and spices to Europe. (U2LE)
- d. Analyze the political, philosophical, and cultural contributions of classical Greece, Rome, Han China, and Islamic civilizations to the Renaissance. (U2LF)
- e. Describe the scientific, aesthetic, and cultural significance of major changes in painting, sculpture, literature, and architecture throughout Europe. (U2LF)
- f. Explain the role of new technologies, such as the printing press, on the spread of secular ideas and humanistic thought of the 14th through 17th centuries. (U2LF)
- g. Analyze the causes and consequences of discontent with the late medieval church during the Protestant and Catholic reformations. (U2LF)

TOPIC

D. Economic and Cultural Transformations in Sub-Saharan Africa.

INDICATOR

1. Analyze the impact of interregional interactions and trade on the transformation of Sub-Saharan Africa.

OBJECTIVES

- a. Explain the causes and effects of Islamic expansion on political and cultural life in the Mali and Songhai Empires. (U2LG)
- b. Explain how West African Kingdoms participated in and profited from Eurasian trade routes, especially the trade of slaves, salt, gold, and ivory. (U2LG)
- c. Analyze the impact of trade in the economic and cultural development of East Africa, including the significance of Swahili. (U2LG)

TOPIC

E. Economic, Political, and Cultural Transformations in a Global Economy

INDICATOR

1. Analyze the origins and consequences of European overseas expansion in the 15th and 16th centuries.

OBJECTIVES

- a. Explain how competition for Asian goods, Ming China's demand for silver, and the restriction on European commercial trade, led the Portuguese, Dutch and Spanish to explore the Atlantic Ocean. (U2LH)
- b. Analyze how the Spanish and Portuguese were able to establish colonial empires in the Americas. (U2LH)
- c. Analyze the extent of cultural exchange between the colonizers and indigenous peoples, such as the Spanish with Aztecs and Incas. (U2LH)
- d. Assess the ways in which the Columbian Exchange and the trans-Atlantic African slave trade affected European, Asian, African, and American indigenous societies. (U2LI)
- e. Explain how plantation production spread from the Mediterranean to the Americas and the impact of the production of sugar and tobacco on the world economy and global labor systems. (U2LI)
- f. Compare the conditions of slave life on plantations in the Caribbean, Brazil, and British North America, including resistance and cultural exchanges. (U2LI)