

MI OPEN BOOK PROJECT

# World History

Stefanie Camling, Mike Halliwill, Troy Kilgus, Anne Koschmider, Adam Lincoln, Mark Pontoni, Anthony Salciccoli, Tom Stoppa, Nick Vartanian, Melissa Wozniak, Kymberli Wreqqlesworth, Rebecca Bush.

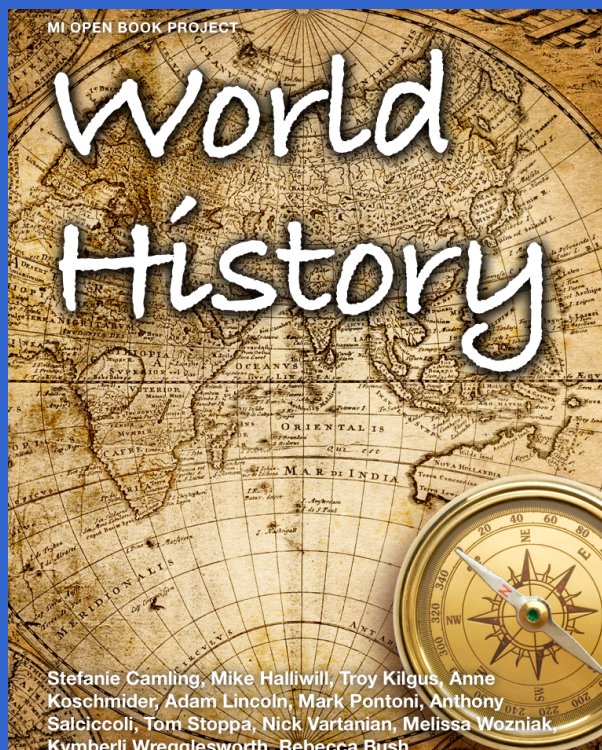




# About the Authors



**MICHIGAN**  
**OPEN BOOK PROJECT**



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Stefanie has been teaching for twenty two years. She received her Bachelors of Arts in Social Studies as well as her Masters in Education Leadership from Grand Valley State University. She is currently teaching at Coopersville High School in sociology, world history, and AP world history. Stefanie has served as the student council advisor, junior class advisor, coach, and Vision Team chair. Stefanie was one of the writers for Performance Assessments of Social Studies Thinking (P.A.S.S.T) for World History. Stefanie resides in Grand Rapids, Michigan with her husband Tom and son Tommy Jr.

## Mike Halliwill

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Mike is the High School World History teacher at Shepherd High School in Shepherd Michigan. He has a Bachelors degree in history education from Saginaw Valley State University with minors in Political Science and Sociology. During his time at Shepherd Mike has served as the Model UN and boys golf coach. Mike has also been an item writer for Performance Assessments of Social Studies Thinking (PASST).



## Troy Kilgus

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Troy Kilgus serves as the high school social studies chair at Standish-Sterling Central High School. In his eight years of teaching, he has taught various social studies courses including AP US History and multiple levels of French. Mr. Kilgus earned his undergraduate degree in French Education and his Masters in Teaching from Saginaw Valley State University.







## **Anne Koschmider**

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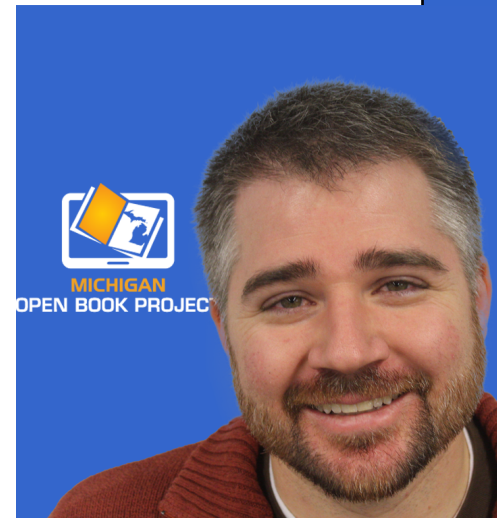
Anne has been a social studies teacher at Cadillac High School since 2005. She has taught World History & Geography, AP World History, Psychology, AP Psychology, and History of the Rock and Roll Era with a particular interest in using instructional technology to engage students and promote literacy. In addition, she has served as the social studies department chair and a student council adviser. She holds a Bachelor of Arts degree from Alma College and a Master of Arts degree in Curriculum, Instruction and Assessment from Walden University. Beyond the classroom, Anne enjoys traveling, reading, and

## **Adam Lincoln**

### **Ithaca Jr/Sr High School**

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Adam began his teaching career at Cadillac High School in Cadillac, Michigan where he taught US History, Global Studies, and AP World History. After 7 years, he moved back home to central Michigan to teach at Ithaca Public Schools. While his main charge has been teaching World History and starting the AP World History program, Adam also teaches 8th Grade History, US History, History in Popular Culture and all sorts of computer science classes. Adam coaches Model United Nations, and runs the Jumbotron at Ithaca Community Stadium during events. Adam has served as a member of the Michigan Council for the Social Studies for over a decade and has worked to unite his twin passions of Social Studies and effectively integrating technology into the classroom. Outside of school, Adam has served on the Content Advisory Committee, as a Social Studies item writer for the Department of Education, and worked for the PASST project. Adam teaches History and Social Studies methods classes at Alma College as adjunct faculty. Apart from the world of education, Adam enjoys spending time with his family especially traveling on new adventures.



## **Mark Pontoni**

### **Boyne City High School**

*Boyne City Public Schools*

After a long career running a business, I returned to the University of Michigan for my Masters and Certification and began teaching in Owosso 11 years ago. A marriage, a move north, and a couple of job changes later, I now teach at Boyne City. I run a state-wide Model United Nations program attended by over 1000 students annually. I have also been an AP Reader in US Government and Politics, Comparative Government, and World History.







## **Anthony Saliccioli**

### **Clarenceville High School**

*Clarenceville Public Schools*

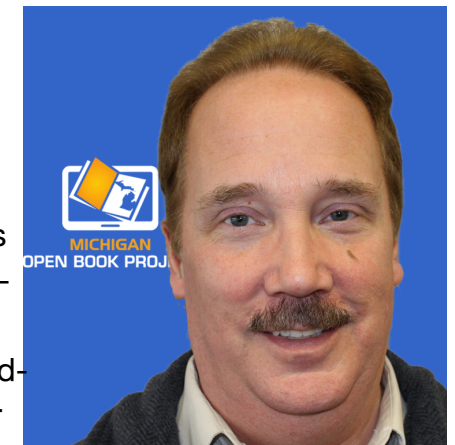
Saliccioli has been teaching since 2001. Throughout these years, he has taught students from grades 6-12 U.S. History, Government, Sociology, Law, Big History, Philosophy and his present course in World History. During his tenure he coached football, wrestling and track and field. He received his B.A. in political science-prelaw from Michigan State University in 1996, a second B.A. in History from the University of Michigan-Dearborn in 2001 and his Master in the Art of Teaching from Marygrove College in 2006. Saliccioli served as the President of the Michigan Council for the Social Studies from 2012-2014 and has been awarded the McConnell History Educator Award in 2014, the Fishman Prize Honor Roll in 2015 and the Gilder Lehrman Michigan History Teacher of the Year in 2016. He is a lifetime resident of Metro Detroit where he attempts to live with joy and purpose along with his wife

## **Tom Stoppa**

### **Alpena High School**

*Alpena Public Schools*

Tom earned his Bachelors of Science in Education from CMU and his Master in Education from Marygrove. Tom taught at Orchard Lake St. Mary's before moving to Alpena. Tom has worked in the Alpena district for the past 20 years teaching World History, Advanced Placement European History, Current Events, Michigan/Alpena History., and United States History. During his tenure in Alpena, Tom has served as School Improvement Chair, Social Studies Department Chair, and History Club Adviser. He is a member of the National Council for the Social Studies. Outside of the school day, Tom volunteers with the Water and Woods Boy Scout Field Service Council and the Northeast Michigan Youth Advisory Council



## **Nick Vartanian**

### **Holland High School**

*Holland Public Schools*

I teach World History and A.P. World History at Holland High School. I earned my bachelor's degree in History from Alma College in 2001 and earned my master's degree in Educational Leadership from Grand Valley State University in 2011. I am the SLIC (Student Leaders Initiating Change) Coordinator at Holland High and serve as Chairperson of the Reading Now Network for Holland High. I am very interested in Project Based Learning and technology integration in the classroom. I was a writer for the Performance Assessments of Social Studies Thinking (PASST) Project. In addition, I have participated in the IChallengeU program, working with students, civic, and community leaders to develop solutions to real problems as posed by area businesses in the greater Holland area.



## Melissa Wozniak

### Rogers City High School

*Rogers City Area Schools*

A proud graduate of both Posen High School and Saginaw Valley State University. #WECARDNIALS I have a love of teaching, learning, reading, family time, traveling, and of LIFE! I love using technology to keep my students engaged, and to keep track of my family members escapades. I hope to someday achieve my ultimate goal of competing on Jeopardy, winning at least one day and making Alex Trebek say my name!!



The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

Jim Cameron, Michigan Department of Education

Melissa Kieswetter, Michigan Department of Civil Rights



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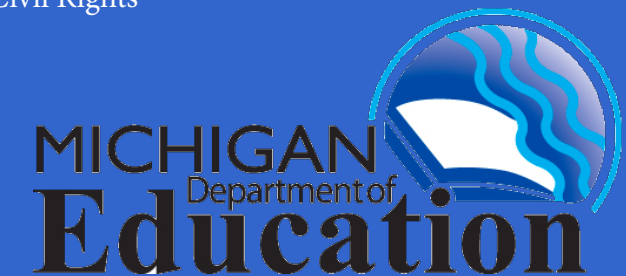
Kymberli has a BA in history and political science from Alma College, a MA in education from Michigan State University, and a MA in American History and Government from Ashland University. She was named a James Madison Fellow in 2011, was chosen as the Michigan Council for the Social Studies High School Educator of the Year in 2015, and is a two year member of the iCivics Educator Network. Kymberli teaches at her high school alma mater where her courses include Civics, World History, Current Events, Women's Studies, and World Cultures, as well as serving on the school's technology committee and school improvement team. Additionally, she teaches Intro to American Government at North Central Michigan College, and will be expanding to teach a history

## Rebecca Bush

### Instructional Consultant

*Ottawa Area Intermediate School District*

Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads





## Chapter 2

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# How Was the World Altered When the Four World Zones Connected?

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What were the Four Zones of the world and what geographic advantages did Afro-Eurasia have over the rest of the world?

How were indigenous peoples affected by exploration?

What were the Gunpowder Empires and how did they compare to their European and Asian





# What were the four zones of the world?

## QUESTIONS TO GUIDE INQUIRY

1. What were the Four Zones of the world and what geographic advantages did Afro-Eurasia have over the rest of the world?
2. How were indigenous peoples affected by exploration?
3. What were the Gunpowder Empires and how did they compare to their European and Asian counterparts?

## TERMS, PLACES, PEOPLE

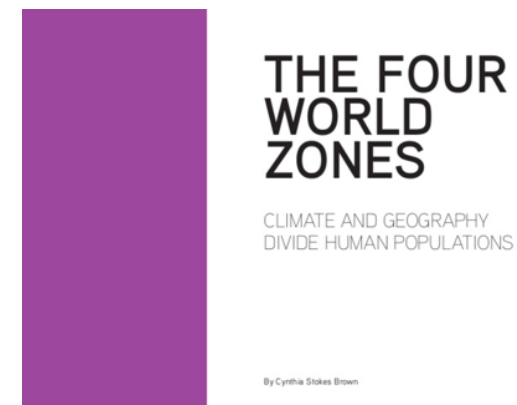
the Four World Zones

Agrarian Era

## From Hunters and Gatherers to Global Explorers:

Today we live in a world that is extremely and irreversibly global. Our marketplaces offer seemingly limitless products from around the world. People utilize the Internet in order to connect to a body of collective learning previously unseen in history. This is in stark contrast to the origin of small hunting and gathering bands of Homo sapiens on the plains of East Africa. that existed close to 200,000 years ago. From these origins, Homo sapiens gradually migrated throughout the world. This lengthy journey culminated 14,000 years ago, with the human colonization of the last region of the earth, the Southern Cone of Argentina. At the end of this lengthy process of migration, the earth was divided into four distinct areas called **world zones**.

### Interactive 2.1 The Four World Zones



*Learn more about the four world zones [here](#).*

About 10,000 years ago, the seas were raised to high levels as a result of the melt of the last ice age. This divided the world into four non-connected, geographic world zones. Isolated from each other, these four regions developed distinctive cultures and ways of survival. Each of these zones had advantages and challenges that made them each distinct. Many historians have recognized the two largest world zones as Afro-Eurasia, (often referred to as the “Old World”) and the Americas, (often referred to as the “New World”). The problem with this historical perspective is that it fails to recognize the remaining two zones. In his book, Maps of Time, Professor David Christian describes the division of all four world zones:

1. Afro-Eurasia: Africa and the Eurasian landmass, including offshore islands like Britain and Japan
  2. The Americas: North, Central, and South America, plus offshore islands like the Caribbean Islands
  3. Australasia: Australia and the island of Papua New Guinea, plus neighboring islands in the Pacific Ocean
  4. The Pacific: Island societies such as New Zealand, Micronesia, Melanesia, Hawaii
- (Antarctica is not considered a world zone because until very recently no people lived there.)

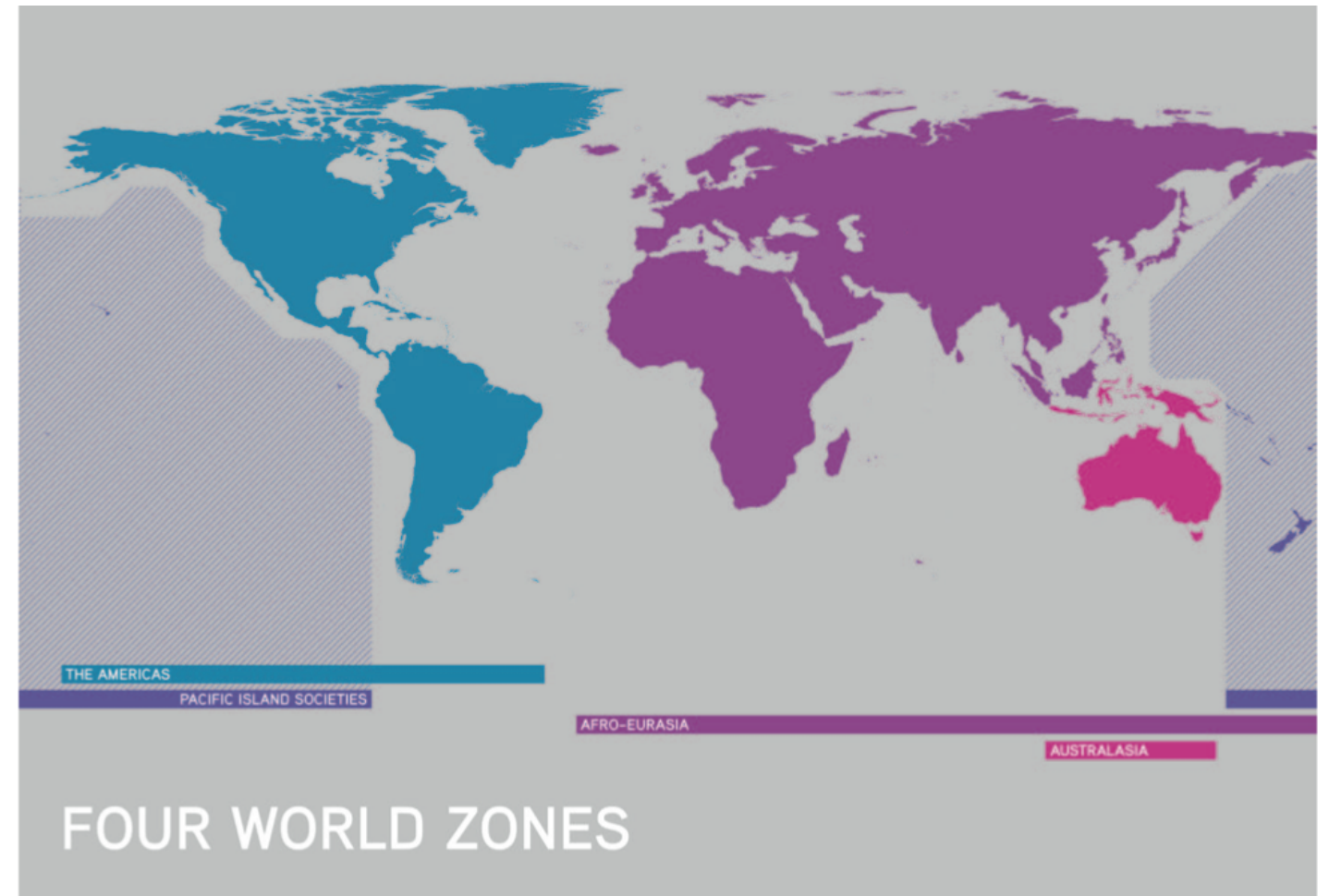
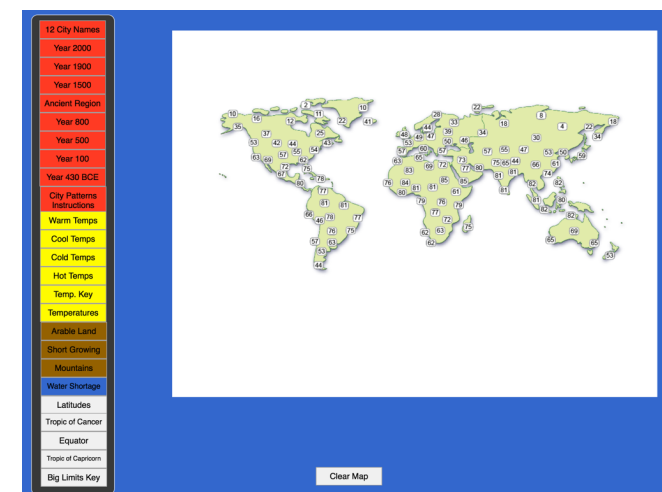


Image source: <https://www.khanacademy.org/partner-content/big-history-project/expansion-interconnection/expansion/a/the-four-world-zones>

## Interactive 2.2 Ancient Cities



*This interactive, from the work of Dr. Phil Gersmehl, will help you visualize where ancient cities sprang up. As you turn on layers using the buttons, what connections do you see to things like average temperatures and the location of cities?*



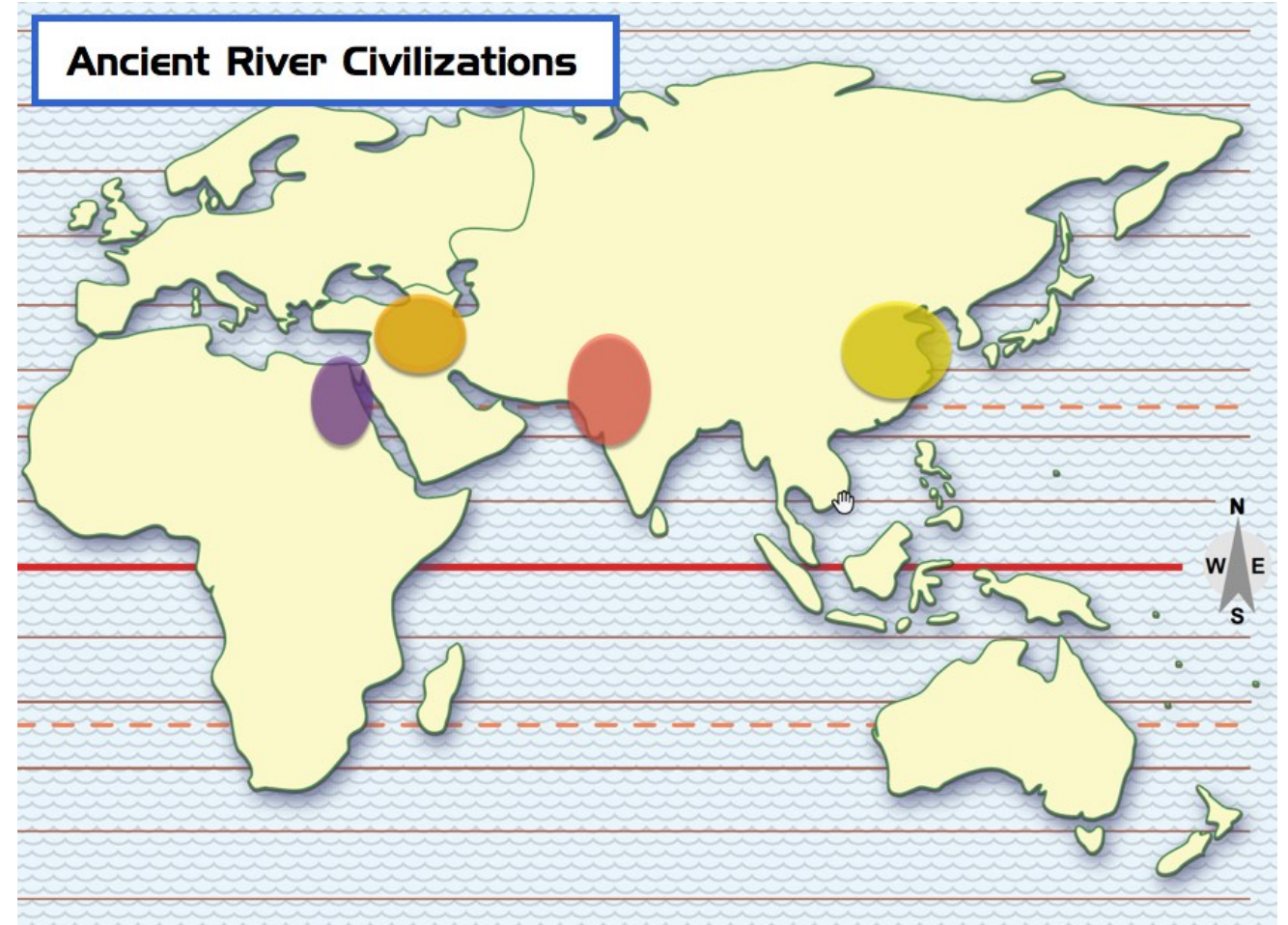
## The Agrarian Age:

When Homo sapiens reached all the lands of the inhabitable world by the end of the Little Ice Age, the **Agrarian Era** began. Agrarian life was quite different from nomadic hunting and gathering as means for survival. In agrarian societies, humans remained sedentary or stationary and relied on farming and raising animals in order to survive. After close to 9,000 years of living in Agrarian societies, cities emerged, leading to the first civilization, Sumer along the Tigris and Euphrates rivers. Soon after, the Egyptians founded their civilization along the Nile River, the Indus Valley People along the Indus River and the Chinese along the Yellow River. Collectively, these are known to historians as the Four River Valley Civilizations.

## Expansion from a Regional to an Interregional World:

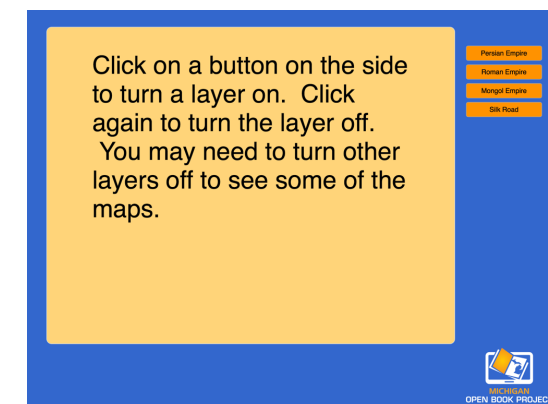
These first civilizations gave way to major empires and trading networks that lasted for centuries. These visuals below encompass more than 2,000 years of human history. During this time, interactions increased substantially when people mixed along trade routes and through the creation of empires. What all of these major empires and trade routes have in common is that they were geographically located in Africa, Europe, and/or Asia. This created a dynamic region of the world known as, Afro-Eurasia. This long of history of interaction gave Afro-Eurasia an advantage economically and politically. These advantages were so significant that globalization in the early 15th century would occur.

## Ancient River Civilizations



What do you notice about the geographic locations of the first four civilizations? Recall what discerns agrarian societies compared to civilizations. What is the criterion on what constitutes a civilization?

## Interactive 2.3 Ancient Empires



*Take a look at these maps of ancient empires and trade routes.*



## Section 2

# How were indigenous peoples affected by exploration?

### QUESTIONS TO GUIDE INQUIRY

1. What were the Four Zones of the world and what geographic advantages did Afro-Eurasia have over the rest of the world?
2. How were indigenous peoples affected by exploration?
3. What were the Gunpowder Empires and how did they compare to their European and Asian counterparts?

### TERMS, PLACES, PEOPLE

### October 12, 1492: The Birth of the Global World

When Christopher Columbus and his crew stepped upon North American soil on October 12, 1492, the course of human history would be forever changed. For the first time, the four world zones were connected and the effects of this day still resonate today. Below is a primary source of Christopher Columbus' letter to King Ferdinand and Queen Isabella of Spain on his account of his trip. Read this letter and answer the questions that follow.

### Christopher Columbus's letter to Ferdinand and Isabella, 1493. (Gilder Lehrman Collection)

*I have determined to write you this letter to inform you of everything that has been done and discovered in this voyage of mine.*

*On the thirty-third day after leaving Cadiz I came into the Indian Sea, where I discovered many islands inhabited by numerous people. I took possession of all of them for our most fortunate King by making public proclamation and unfurling his standard, no one making any resistance. The island called Juana, as well as the others in its neighborhood, is exceedingly fertile. It has numerous harbors on all sides, very safe and wide, above comparison with any I have ever seen. Through it flow many very broad and health-giving rivers; and there are in it numerous very*



*lofty mountains. All these islands are very beautiful, and of quite different shapes; easy to be traversed, and full of the greatest variety of trees reaching to the stars...*

*In the island, which I have said before was called Hispana, there are very lofty and beautiful mountains, great farms, groves and fields, most fertile both for cultivation and for pasturage, and well adapted for constructing buildings. The convenience of the harbors in this island, and the excellence of the rivers, in volume and salubrity, surpass human belief, unless one should see them. In it the trees, pasture-lands and fruits different much from those of Juana. Besides, this Hispana abounds in various kinds of species, gold and metals. The inhabitants.... are all, as I said before, unprovided with any sort of iron, and they are destitute of arms, which are entirely unknown to them, and for which they are not adapted; not on account of any bodily deformity, for they are well made, but because they are timid and full of terror.... But when*

*they see that they are safe, and all fear is banished, they are very guileless and honest, and very liberal of all they have. No one refuses the asker anything that he possesses; on the contrary they themselves invite us to ask for it. They manifest the greatest*





*affection towards all of us, exchanging valuable things for trifles, content with the very least thing or nothing at all.....I gave them many beautiful and pleasing things, which I had brought with me, for no return whatever, in order to win their affection, and that they might become Christians and inclined to love our King and Queen and Princes and all the people of Spain; and that they might be eager to search for and gather and give to us what they abound in and we greatly need.*

1. Columbus described the Natives he first encountered as “timid and full of fear.” Why did he then capture some Natives and bring them aboard his ships?
2. Imagine the thoughts of the Europeans as they first saw land in the “New World.” What do you think would have been their most immediate impression? Explain your answer.
3. Which of the items Columbus described would have been of most interest to King Ferdinand and Queen Isabella? Why?
4. Why did Columbus describe the islands and their inhabitants in great detail?

Although there are no written accounts from the indigenous perspective of the arrival of Columbus, the Mayan Account of the Spanish Conquest (1540-1546) in the Chilam Balam of Chumayel gives insights on how the indigenous peoples viewed the Spanish arrival.

*That then was the katun period When the Spaniards first arrived Here In these lands. On the seventh measured tun Of 11 Ahau Was also the katun period that began Christianity, In the year or our lord fifteen nineteen, 1519 V [1546 M]. At that time there was Zulim Chan; At that time there were western Chontal. Hungering were the trees; Hungering were the rocks. The destroyer hunger Was during the katun of the lord of 11 Ahau. 11 Ahau was the beginning of the count Because this was the katun when the foreigners arrived. When they came, They arrived from the east. When Christianity began also, In the east was its word completed. Heaven Born Merida Was the seat of the katun. This is the account of what occurred, Of what they did....When misery came, When Christianity came From these many Christians.*

Colombus Perspective	Native Perspective



# What were the Gunpowder Empires?

## QUESTIONS TO GUIDE INQUIRY

1. What were the Four Zones of the world and what geographic advantages did Afro-Eurasia have over the rest of the world?
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## TERMS, PLACES, PEOPLE

Trans-Oceanic travel

Gunpowder empires

Mercantilism

## The New Global World

There is considerable debate in historical circles on how Columbus should be portrayed. Some view Columbus as a brave hero who ushered in a better world. Others perceive his arrival as a negative event that ruined indigenous cultures. Debates aside, there are four major changes that took place from the time of Columbus' arrival to the rise of the Industrial Revolution. These four are the:

- Growth of trans-oceanic contact by all major regions leading to global transformations
- Expansion and consolidation of Eurasian empires - "gunpowder empires" – that unified large areas of Afro-Eurasia
- Growth of new European state system and naval-based economy
- Adversity and destruction of indigenous peoples of the Western Hemisphere and Oceania.

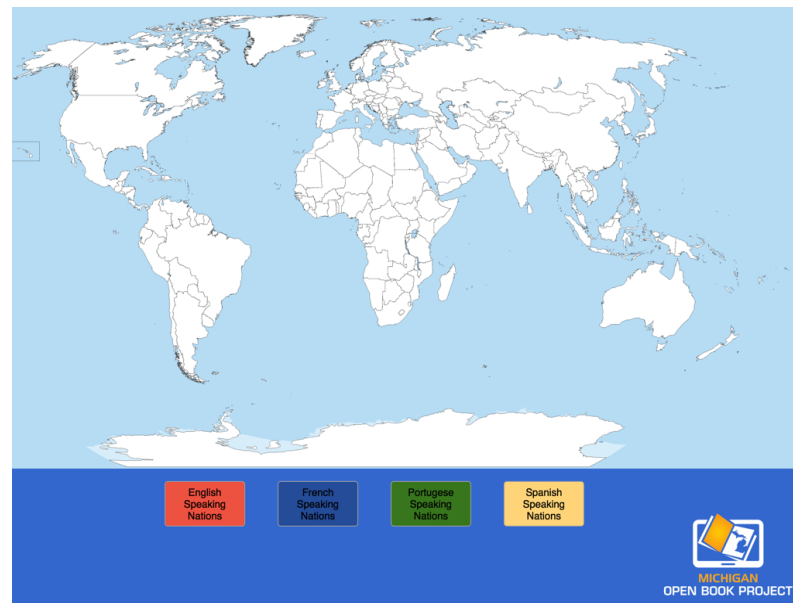
These 300 years accelerated human interactions significantly. It was the human interactions that began during this time that lead to significant levels of industrialization and modernity that began in the 19th century. We will explore four of these six developments in this chapter.



## The Growth of Trans-oceanic contact

Christopher Columbus began the era of European Exploration. For centuries, the crowns of several European kingdoms sent ships around the world. Some feel this a positive event in world history, others see it as rather negative. Regardless of historical perspective, there is no doubt **Transoceanic travel** changed the world. Language is illustrative of European exploration and its subsequent imperialism.

### Interactive 2.4 Language Patterns

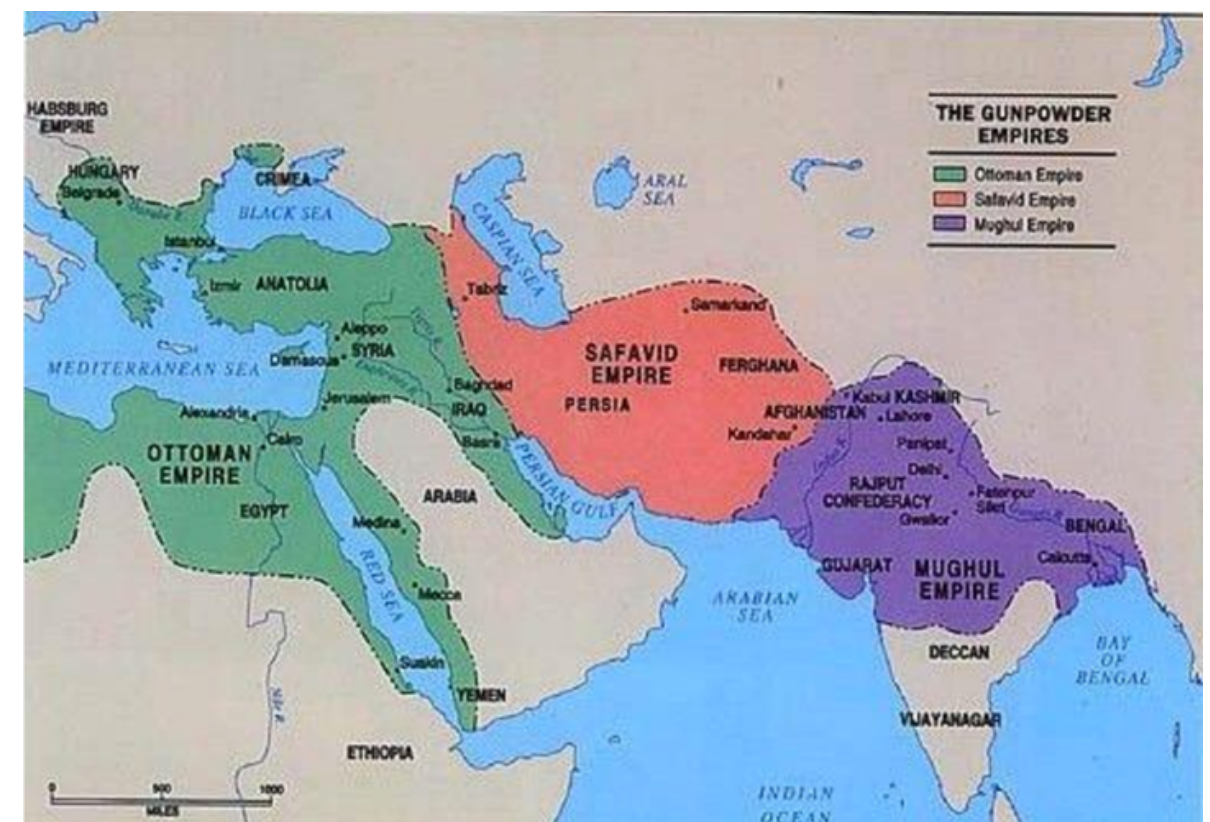


What language patterns do you see in this clickable map?

## Expansion and consolidation of Eurasian empires :

### “Gunpowder Empires”

Columbus’ arrival marked changes across the Atlantic Ocean. Changes were also taking place in the Middle East and Central Asia. Three empires emerged that effectively utilized gunpowder to create weapons that resulted in them taking over large areas of land. These three amassed tremendous wealth and solidified Islam as a fixture in these regions that remains today. They are sometimes referred to as the **Gunpowder Empires**



## **OTTOMAN EMPIRE**

The Ottomans were a Turkish dynasty, which started out on the borders of a declining Byzantine Empire. Founder, Othman I, rose to prominence in the 14th century, as a ghazi or fighting lord. He won many victories and picked up numerous followers while repeatedly raiding what was left of the Byzantine Empire. Almost the only thing left of the Byzantine Empire was the fortified city of Constantinople itself, surrounded by huge walls. It took the Ottomans 150 years to take Constantinople, from the days when Othman first set out to capture it. The Ottomans first conquered all the Byzantine territory outside the city on both sides, and then in the 1450s moved against the city itself. Led by Mohammed II, the Ottomans knocked down Constantinople's walls with the biggest cannons ever seen. The 80th Byzantine Emperor died fighting on the walls, and the city fell. Under Mohammed and his early successors, the Ottoman Empire spread into other parts of Europe. They used the new technology of gunpowder and artillery to create devastating effects. The greatest Ottoman leader, Suleiman the Magnificent, was born at peak of Ottoman power in the early 16th century. He ruled from 1520-1566. Under him, the Ottomans became a world power. They absorbed new territories in Europe, Africa and Asia, and dominated the Muslim world. By the 1540s, Ottoman military might was unmatched by any state in the world (with the possible exception of China). Their empire extended over Egypt, Anatolia, Syria-Palestine, most of North Africa, western Arabia, Mesopotamia, Iraq, Kurdistan, Georgia, and Hungary. The state was held together by a strong

hereditary sovereign, and a strong military organization. Ottoman power began to decline after the reign of Selim II. This was due to military corruption, governmental decentralization, maritime setbacks, commercial and agricultural failures, and cultural and religious stagnation. After 1683, the Ottomans were driven out of Hungary and never again posed a serious threat to Europe. By 1774, the Ottoman Empire became a weak and crumbling empire, which staggered along until its eventual fall in 1918, in the wake of W.W.I.

## **SAFAVID EMPIRE**

The Safavid Empire was east of the Ottoman Empire. The Persians, their core population, had experienced 2,000 years of rule under various empires by 1500. The area had become Muslim in the 7th century, and was in many ways the cultural heart of the Islamic world. Persia had been ruled by outsiders and had been politically fragmented for centuries when in 1500 the Safavids, a Persian Shi'ite group, seized power under the leadership of their 13-year-old leader Shah Ishmail I (1500-1524). The Shi'ites and Sunnis were a long-standing division in Islamic world, which would get worse under influence of these two rival empires. Shi'ite Muslims rejected the traditional Islamic leadership, which traces its succession back to the caliphs, the acknowledged successors of Mohammed. Shi'ites insisted that only someone directly related to Mohammed could be the head of the Islamic world. Such a real leader would be an imam, a spiritual leader, rather than merely a secular or non-religious



leader. The Shi'ites were a religious minority in the Islamic world, and had been persecuted for centuries until they gained a homeland in the Safavid Empire. The religious division drove a wedge into the heart of the Islamic world. The Safavid Empire was surrounded on all sides by Sunni Islamic powers. Shi'ite Persia was full of religious zeal, and stirred up the Shi'ite minorities of other lands. This resulted in a period comparable to the Christian wars of religion, in which both the Ottomans and the Safavids destroyed large numbers of minority religions in their areas, and the two armies fought repeatedly throughout the century. In the early days, the Ottomans generally won. They were better prepared, with better artillery. Around 1600, however, the Safavids got a capable leader. Shah Abbas I (1587-1629) was the greatest of all the Safavid leaders. He came to the throne at 17, and ruled for over 40 years, presiding over one of Persia's golden ages. Abbas replaced the army of religious enthusiasts with an army of paid soldiers trained in the Western European manner, and got cannons from the English as well. Under his reign, the Safavids finally pushed the Ottomans out of their Western lands. Abbas streamlined the Safavid administration along Western lines, received European traders, and opened diplomatic negotiations with the West. Abbas also poured money into infrastructure — he built roads, canals, and shrines and improved pilgrimage roads to stimulate pilgrimages through his territories. During the four decades of his rule, the Safavids were prosperous and Persian culture flourished.

Ottoman pressure eventually forced the Safavids eastward. After 1722, the empire gradually declined because of Ottoman and Afghanistan pressures, economic decline in the empire as a whole, and the increasing religious intolerance of the more conservative Shi'ites. The lasting legacies of Safavid rule were the firmly established Shi'ite character of the whole Iranian region, and the Persian culture that was established under their patronage in literature, theology, philosophy, painting, and architecture.

## **MUGHAL EMPIRE**

The Mughals were Cathay Turks descended from Tamerlane, the legendary warrior. Mughal India comprised most of modern-day Pakistan, northern India, and Bangladesh. Two towering figures in Mughal India were its founder, Babur (1483-1530) and Akbar the Great (1556-1605), the empire's true architect.

Babur was half-Turk, half-Mongol, and claimed descent from Tamerlane. At 11, he inherited an unstable central Asian kingdom. He was an exceptional leader who, with the use of new gunpowder technology, took most of North India by the end of his lifetime. The Mughals firmly established their empire in northern India during the 16th century under the direction of Akbar the Great (r. 1556-1605), Babur's grandson. Akbar completely reorganized the central and provincial governments and rationalized the tax system. Under his leadership, the Mughal Empire became a true Indian empire. Akbar was a religiously eclectic, open-minded man, who showed tolerance to all faiths. He never learned to read himself but surrounded himself with

learned scholars and books. He was a pacifier and conciliator, married Hindu women, gave Hindus equal rights in his empire, and placed them in high administrative positions. He also tried to institute other social reforms to liberate women from the harem isolation, and to stop child marriages. He provided India with its first strong centralized leadership since the Guptas 1,000 years before. He invited members of all religions to come and debate in his presence, and designed his own religion, which was a mixture of Muslim and Hindu. He hoped to bring the two main religions closer together to help unite India, but did not force religious beliefs on anyone, and respected both Hindu temples and Islamic mosques. His efforts were appreciated by Hindus, and viewed suspiciously by Muslims, but he converted no one to his new religious admixture.

The 17th century was the golden age of Mughal culture, especially in architecture and painting. The Mughal Empire eventually saw a general political decline, however, due to the burdens of new building projects such as the Taj Mahal, a giant mausoleum for a ruler's favorite empress; military campaigns, and the erosion of Akbar's administrative and tax reforms. Religious intolerance and subsequent infighting also contributed to the decline. The dominance of the British East India Company had utterly eclipsed Mughal power by 1819, although the dynasty officially ended only in 1858.

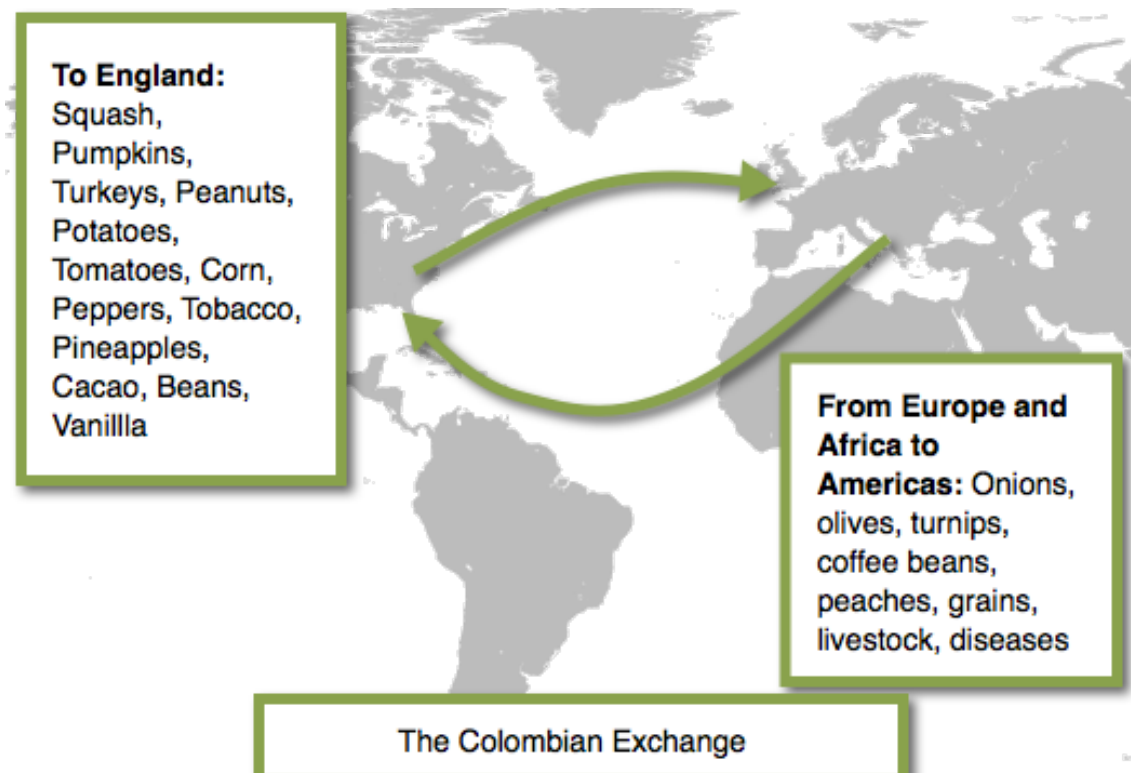
## **REASONS FOR DECLINE**

All three empires had prolonged periods of economic and military successes, followed by sharp declines. Islamic societies were generally conservative, and did not undergo the kind of radical changes that occurred in Western world politics and culture. Islamic societies produced a great deal of scientific work, but not enough to spark a scientific revolution. Those same societies were responsible for commercial prosperity, but not enough to spark an industrial explosion. The European colonialism of 19th century went hand in hand with the relentless advance of Western industrial, commercial and military power, which began in the early modern world. The Shi'ite/Sunni division of Islamic world was also an enduring separation that caused in-fighting in lieu of unity.

### **Growth of new European state system and naval-based economy**

Columbus sailed for Spain and subsequently made three more trips to North America. Portugal, England, France, and the Netherlands soon followed suit attempting to establish colonies and profit off what they perceived to be a new world. Commodities from both sides of the Atlantic Ocean flowed and new economic opportunities were created. However, disease and pathogens were also exchanged that resulted in death on a scale that historians accurately coin, "The Great Dying".





Looking at this map, how many of these items do you consume on a regular basis? From where did they originate? What modern industries exist based on these commodities?

### How does the Columbian Exchange affect today's World?

According to a 2014 study, there are 35,372 products in any given American grocery store. These products come from all over the world and range from the everyday to the exotic. People of the past were limited in their purchasing and consumption to only local and regional commodities along the trade routes they were near. Produce was in particular limited because the relatively slow speed of trade would result in spoilage.

Economically, people were also limited in commodity trading because they could only make money with the commodities that could be produced in their region. With the advent of the

Columbian Exchange, commodities from both hemispheres were exchanged resulting in increased economic opportunities and an opportunity to vary and improve diets.

### Mercantilism

**Mercantilism** is a set of economic ideas and corresponding government policies that emerged to support the economies of Europe. It was adopted by European monarchies that possessed political absolutism. Typical mercantilist goals were the acquisition of bullion, a positive balance of trade, and economic self-sufficiency. Political, economic, foreign and military policies were enacted in order to encourage mercantilist policies. All of these worked in conjunction in a manner that would make it easiest for European countries to adhere to and benefit from mercantilist policies.

### Calamity and destruction of indigenous peoples of the Western Hemisphere and Oceania: "Guns, Germs, and Steel"

In 1997, Jared Diamond wrote his seminal work, *Guns, Germs, and Steel*. This book provided an explanation on why indigenous people died in such high numbers when Europeans arrived in the Western Hemisphere. Diamond goes on to explain that geography, immunity to germs, food production, the domestication of animals, and use of steel were the factors that allowed European nations to achieve hegemony when the colonized people outside of Afro-Eurasia.

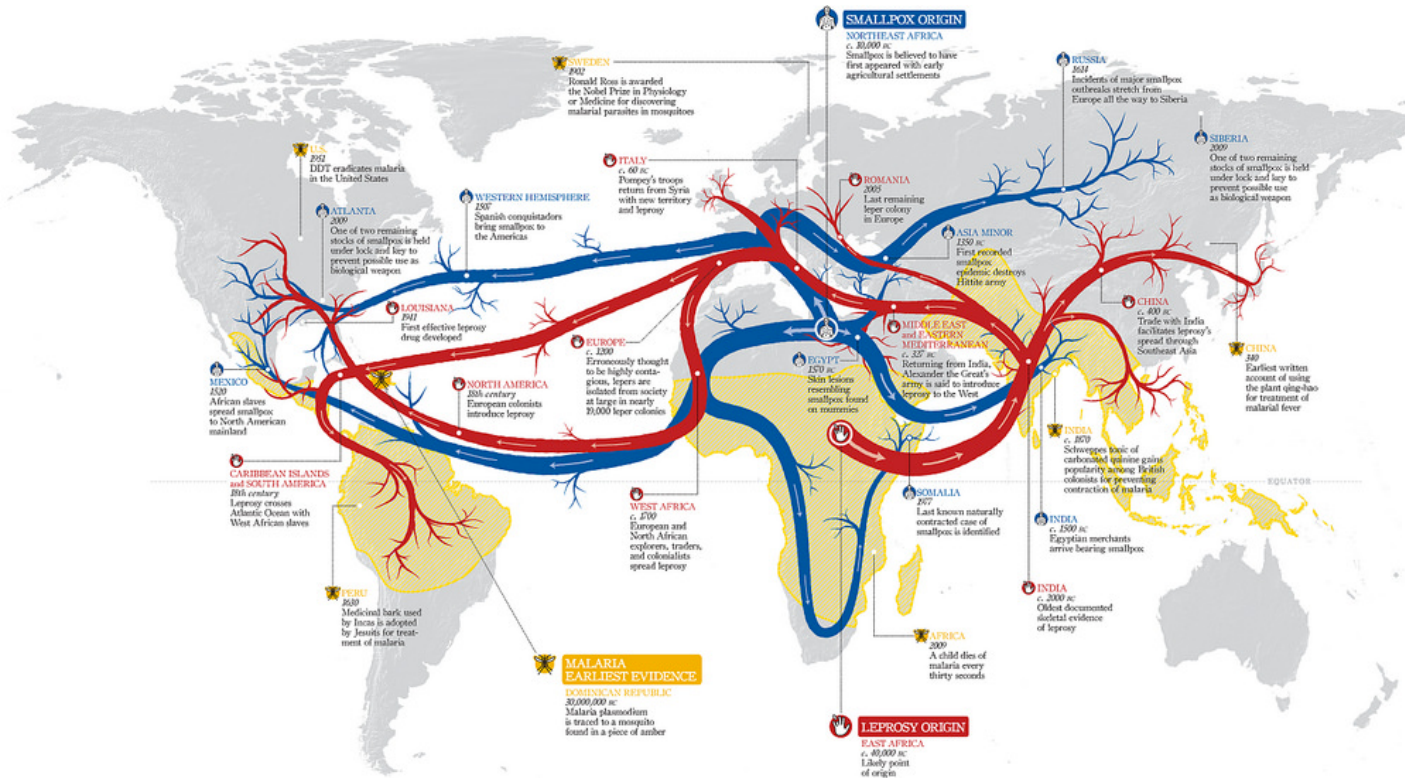
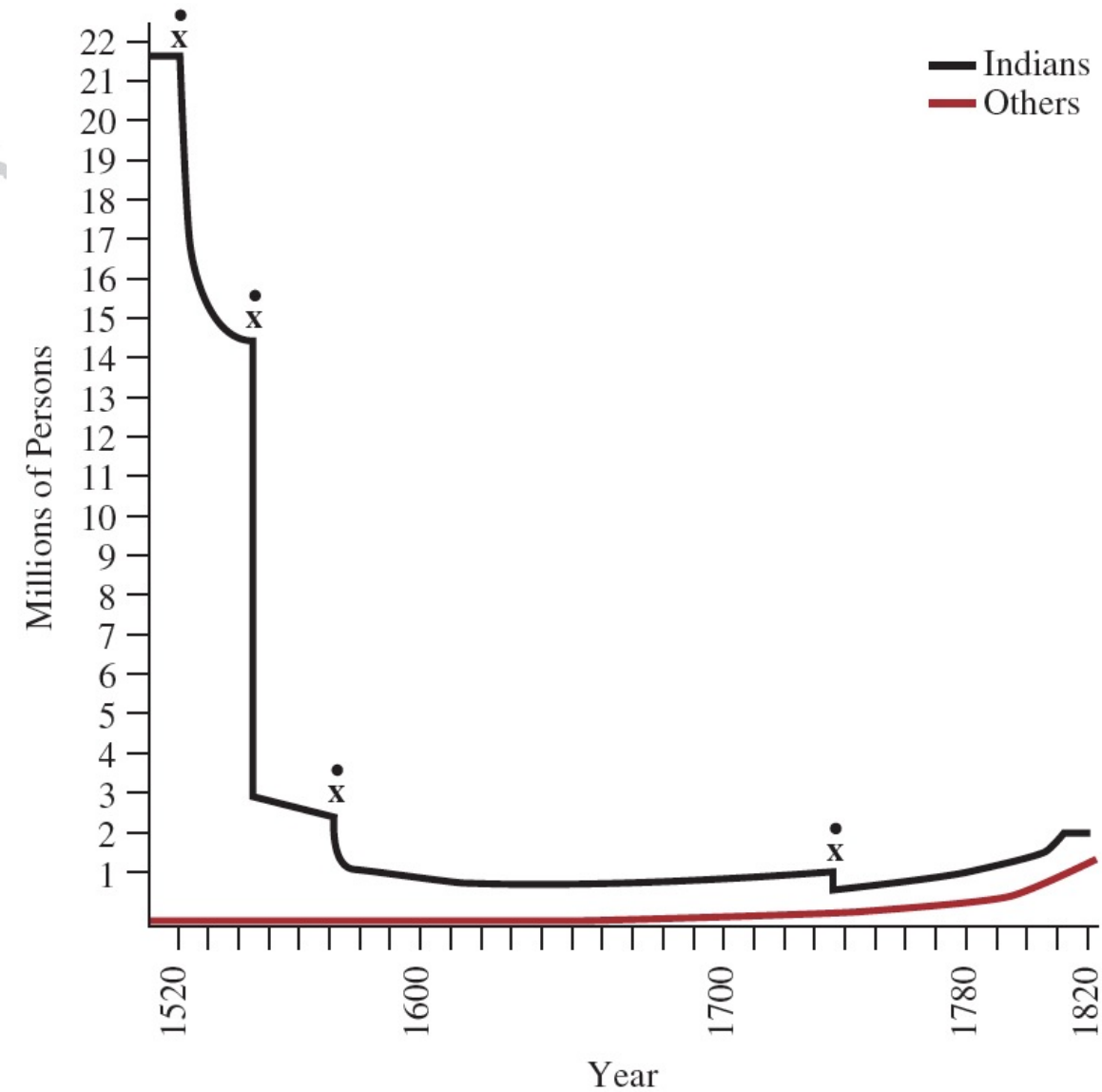


Image source: [https://c1.staticflickr.com/3/2614/4171886550\\_7f7cd9b120\\_b.jpg](https://c1.staticflickr.com/3/2614/4171886550_7f7cd9b120_b.jpg)



### USING THIS CHART, ANSWER THE FOLLOWING QUESTIONS:

- How many Indigenous people were alive in the Western Hemisphere in 1520 compared to 1550?
- Hypothesize why people in the Western Hemisphere got ill, whereas it wasn't the other way around? What historical antecedents may explain this.
- What year had the lowest population of Indigenous people?
- Smallpox was the disease that caused the most deaths. Are there any pandemics today that could have the same effect? Which ones and how would they be spread?
- How did the 16th century differ from modern times?
- Imagine what would happen if such a disease hit America? Describe what would happen to this country and your life.



Indigenous People of Oceania

This video was from a rugby match between the Polynesian nations of Tonga and New Zealand. Many of the New Zealand team is comprised of players who a Maori, the indigenous people of the island and the Tongan team was entirely Polynesian. They performed this pregame ritual as a homage to their cultures and showing pride of who they are.

Polynesian peoples were part of the Pacific world zone, otherwise known today as Oceania. Look at Oceania using three maps and ask yourself how they are portrayed in each and why cartographers made the maps as they did.

Interactive 2.5 Rugby Match



Image source: <http://geology.com/world/world-map.gif>

Looking at the different maps below, you see that traditional maps place Polynesia on the sides of the map looking like a frame of the rest of the world. Looking at the second map, it shows that Oceania covers one-third of the world’s surface. People who reside in this world region do so on thousands of islands, scattered across thousands of miles of ocean. Recent research from University of Hawaii anthropologist Terry Hunt indicates human colonization of Polynesia began during the Paleolithic Age, using advanced naval and navigational tools.



Image source: <https://mapswire.com/maps/australia/australia-political-map-large.jpg>

Oceania can be divided into four main culture areas: Australia, Melanesia, Micronesia, and Polynesia. Each cultural area features distinct forms of subsistence, art, and religious practices. These four divisions are shown below:

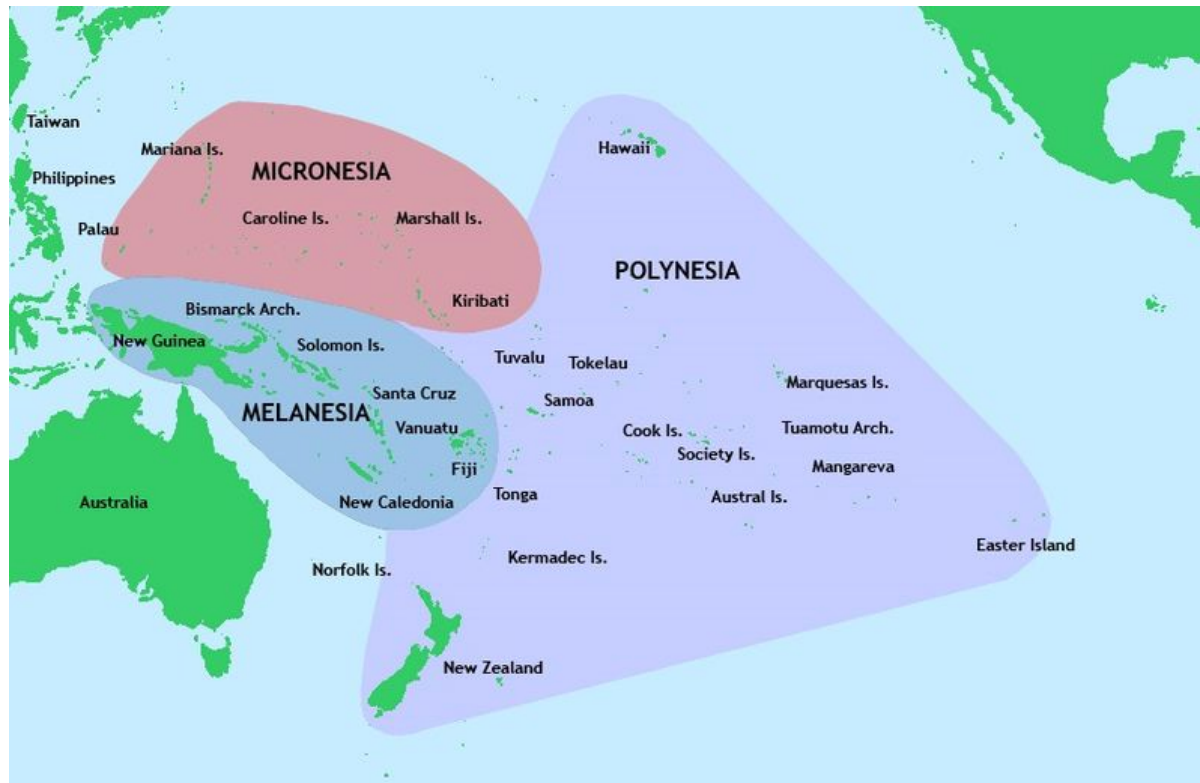


Image source: [https://upload.wikimedia.org/wikipedia/commons/thumb/9/93/Pacific\\_Culture\\_Areas.jpg/800px-Pacific\\_Culture\\_Areas.jpg](https://upload.wikimedia.org/wikipedia/commons/thumb/9/93/Pacific_Culture_Areas.jpg/800px-Pacific_Culture_Areas.jpg)

Europeans gave name designations of these people based upon their observations and are not shared by the indigenous people of these areas. The native peoples of Melanesia and Australia are quite dark-skinned, while the peoples of Micronesia and Polynesia are generally lighter in complexion. Captain James Cook was credited as the first European to make contact with Polynesian people. He was revered as a hero for his courage and

has monuments made to honor him in Britain, France, and Australia. Images such as the following below were disseminated adding to his hero status:

However, like the majority of European exploration, there were significant losses to indigenous populations. Using Tahiti as a case study, you will see the loss in human lives stemming from European arrival to Polynesia.

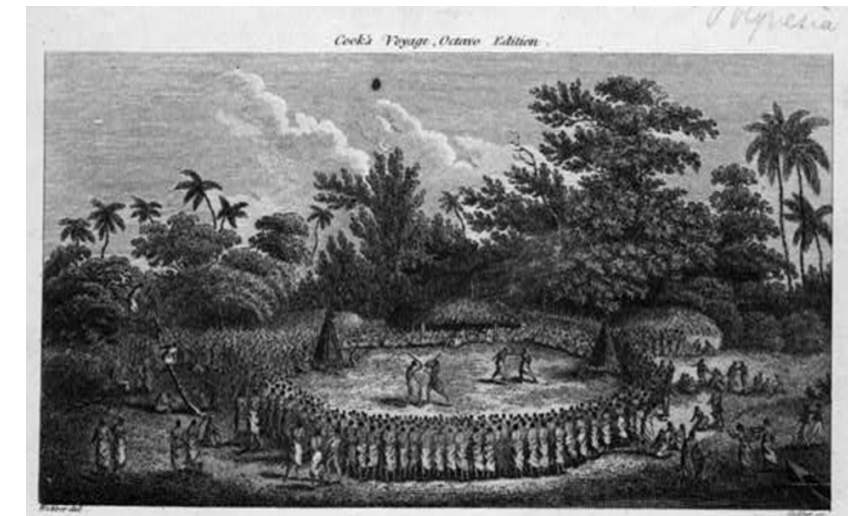
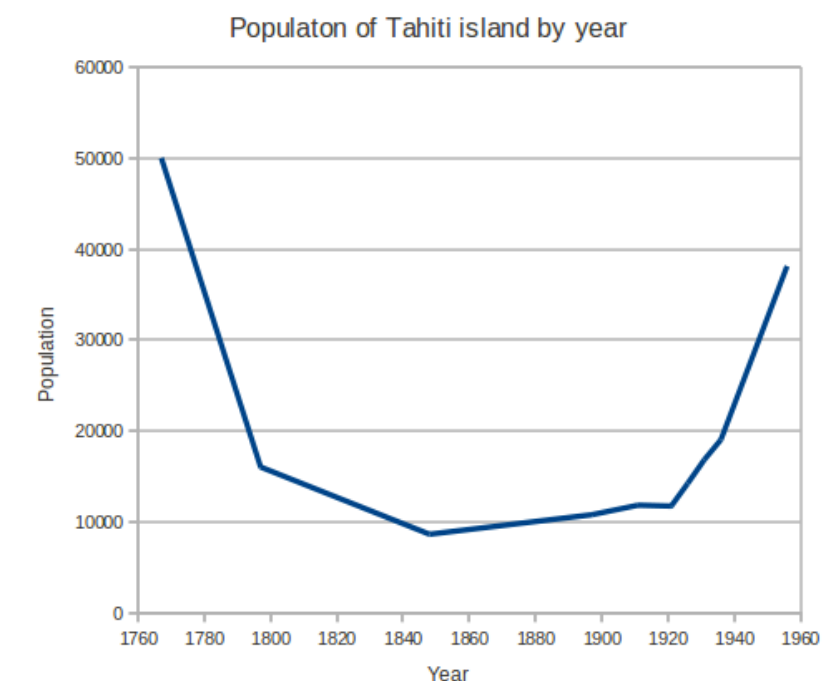
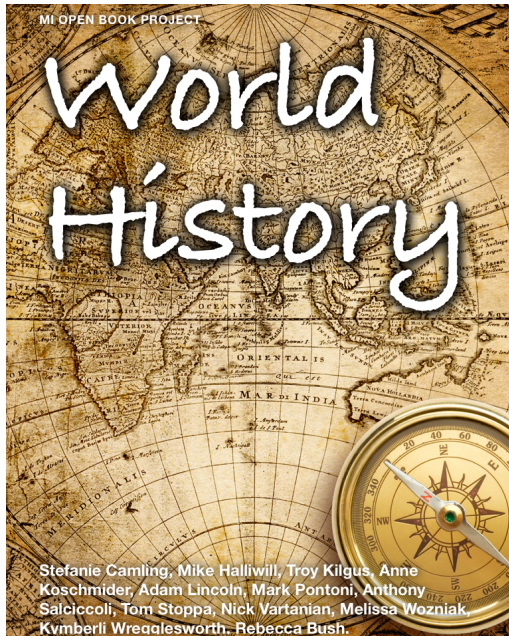


Image source: <http://www.loc.gov/pictures/resource/cph.3c02238/>





## Writing in World History:



### How was the world altered when the four world zones connected?

In this chapter you have learned about the Four Zones of the world and the geographic advantages that Afro-Eurasia had over the rest of the world. You spent time learning about how indigenous peoples were affected by exploration, and what the Gunpowder Empires were.

Using your new knowledge, answer this chapter's Compelling Question: How was the world altered when the four world zones connected?