

MI OPEN BOOK PROJECT

World History

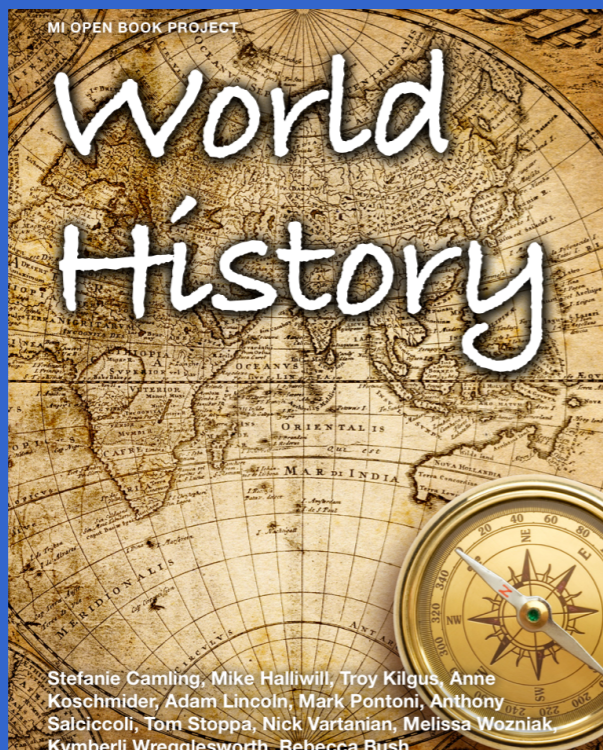
Stefanie Camling, Mike Halliwill, Troy Kilgus, Anne Koschmider, Adam Lincoln, Mark Pontoni, Anthony Salciccoli, Tom Stoppa, Nick Vartanian, Melissa Wozniak, Kymberli Wreaglesworth, Rebecca Bush.



About the Authors



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Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



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Shepherd High School

Shepherd Public Schools

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).

Stefanie Camling

Coopersville High School

Coopersville Area Public Schools

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.



Troy Kilgus

Standish-Sterling Central High School

Standish-Sterling Community Schools

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

Cadillac High School

Cadillac Area Public Schools

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

Ithaca Public Schools

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

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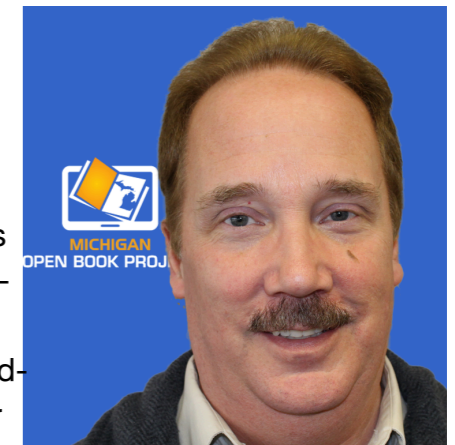
Saliccioli has been teaching since 2001. Throughout these years, he has taught students from grades 6-12 U.S. History, Government, Sociology, Law, Big History, Philosophy and his present course in World History. During his tenure he coached football, wrestling and track and field. He received his B.A. 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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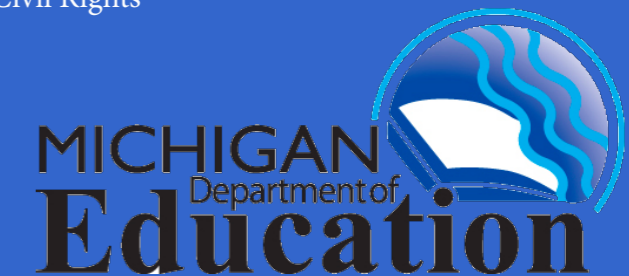
Kymberli has a BA in history and political science from Alma College, a MA in education from Michigan State University, and a MA in American History and Government from Ashland University. She was named a James Madison Fellow in 2011, was chosen as the Michigan Council for the Social Studies High School 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 4

How did the Slave Trade Impact the World?

Why were African slaves used primarily for forced labor in the cotton and sugar plantations in the Americas? (Instead of indentured servants and or Native Americans)

Why was the Trans-Atlantic slave trade transformative to the economic way of life in the Americas?

How did African slavery in the New World differ fundamentally from past instances of slavery and other systems of labor in the same era?

How did the geography of the region dictate the role of slaves?



The Transatlantic Slave Trade

QUESTIONS TO GUIDE INQUIRY

1. Why were African slaves used primarily for forced labor in the cotton and sugar plantations in the Americas? (Instead of indentured servants and or Native Americans)
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TERMS, PLACES, PEOPLE

Transatlantic Slave Trade

Triangular Trade

Middle Passage

The Middle Passage

The Middle Passage was the forced voyage of enslaved Africans across the Atlantic Ocean to the Americas. The following quote is from an African captive during the Middle Passage from Africa to the Americas:

“The stench of the hold...was so intolerably loathsome, that it was dangerous to remain there for any time...The closeness of the place, and the heat of the climate....almost suffocated us...The shrieks of the women, and the groans of the dying, rendered the whole scene of horror almost inconceivable” - Oluadah Equiano, The Interesting Narrative of the Life of Olaudah Equiano, 1789.



Image source: <http://consciouslyenlightened.com/wp-content/uploads/2015/09/slave-in-c>

Interactive 4.1 Slave Narrative - Oladah Equiano



Listen to Oladah Equiano's words read aloud.

The Trans-Saharan Slave Trade

During the 15th century, the Portuguese sought to bypass Muslim North Africans who had held a monopoly on the sub-Saharan trade in gold and spices. As the Portuguese explored and traded in West Africa, they soon realized that money could be made by transporting slaves along the Atlantic coast to Muslim merchants.

More than 500 years before the **Trans Atlantic Slave Trade** began and Africans made their way across the Atlantic Ocean to the New World, Arabs had been the first to import large numbers of African slaves to work sugar plantations at the north end of the Persian Gulf. By 1,000 C.E. cotton and sugar had become desired crops from Iran to Spain. Muslim Arabs pioneered new trade routes and discovered new trading goods such as citrus fruits, cotton, sugar, silver, and gold from east and west Africa.

Muslim Arabs expanded this trans-Saharan slave trade, buying or seizing increasing numbers of black Africans in West Africa, leading them across the Sahara, and selling them in North Africa. From there, most of these slaves were exported to far-off Asian destinations such as the eastern Mediterranean, Anatolia (in present-day Turkey), Arabia, Persia (present-day Iran), and India.

In addition to trading in Africa, the Portuguese began to export small numbers of slaves to Europe, to work in the cities. At the end of the 15th century, about 10% of the population of Lisbon (one of the largest cities in Europe) was African. Also, by this time Europeans had established sugar plantations on the islands off of Northwest Africa and the slave trade to those islands had become profitable. This was the start of the movement to use slave labor for plantation agriculture and foreshadowed the development of slavery in the Americas.

Transatlantic Slave Trade

According to the North Carolina Civic Education Consortium, Europeans began to explore Africa in search of gold. By the 1450's the Portuguese interest in Africa moved away from gold toward a much more available commodity--slaves. It was a trade in which every stage of the journey could be profitable for merchants. This began because European powers in the new world lacked a work force. Most of the Ameri-Indians were dead from diseases brought over by Europe. The Europeans were unsuited to work because of the climate and suffered tropical

diseases. Africans however had experience with keeping cattle and agriculture, were used to a tropical climate, and were resistant to tropical diseases.

Triangular Trade

What was the Triangular Trade? Named for the rough outline of the shape made on a map, the triangular trade represented the three stages of an extensive trading process involving three continents. The first stage of the Triangular Trade involved taking manufactured goods from Europe to Africa: cloth, spirit, tobacco, beads, metal goods, and guns. The guns were used to help expand empires and obtain more slaves (until they were finally used against European colonizers). These goods were exchanged for African slaves. The second stage of the Triangular Trade (also known as **The Middle Passage**) involved shipping slaves to the Americas. The third, and final, stage of the Triangular Trade involved the return to Europe with the yield of crops from the slave-labor plantations: indigo, cotton, sugar, tobacco, molasses and rum.

By analyzing the images below, explain how the triangular trade benefitted those in power in Europe, Africa, and the Americas.



<http://todayinsocialsciences.blogspot.com/2012/10/some-interactive-maps-about-triangular.html>

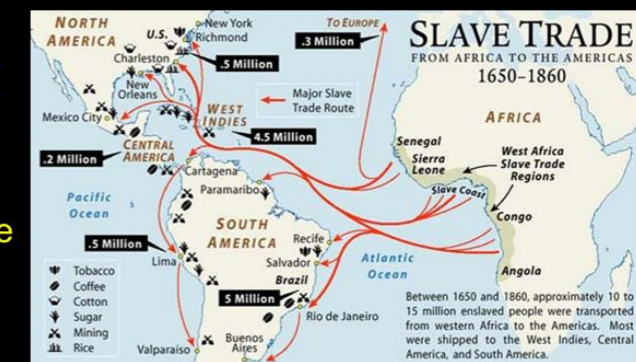
The Global Slave Trade

- The US imported 7% of the total of 10 million slaves sent to the Western Hemisphere

- Brazil 36%
- Caribbean 40%
- South America 17%

- Sugar drove the world slave trade

- Tobacco drove the US slave market in the 1700s
- Cotton drove the US slave market after the invention of the cotton gin (1790s)
 - 1801: 100,000 bales
 - 1859: 5,400,000 bales



Interactive 4.2 Crash
Course: The Atlantic Slave Trade



After viewing the following clip, fill in a chart like the one below demonstrating why each group used slaves

	What was the economic reason for slaves?	How many slaves did they use?	Where were they getting their slaves from?	What type of work did the slaves do?	What was the social impact of slavery to the region?
Greeks					
Romans					
Muslim Arabs					
American Colonies					



What was so fundamentally different about the transatlantic slave trade than from previous forms of slavery?

Indentured Servitude and Encomienda in the New World - Comparing Slavery and Coerced Labor

QUESTIONS TO GUIDE INQUIRY

1. Why were African slaves used primarily for forced labor in the cotton and sugar plantations in the Americas? (Instead of indentured servants and or Native Americans)
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4. How did the geography of the region dictate the role of slaves?

TERMS, PLACES, PEOPLE

As you read about the different forms of labor used in America, consider the differences in daily life, treatment, length of labor, and the effectiveness of each type of labor.

Interactive 4.3 Indentured Servants



Indentured servants first arrived in America in the decade following the settlement of Jamestown by the Virginia Company in 1607. Learn more in this interactive.

Encomienda/Hacienda

Once Spain established colonies in the Americas, thousands of Spaniards arrived to build a new colonial empire. To protect Spanish investments, the Spanish empire needed to be profitable; therefore, the Spanish government realized how important it was to control its economic activities--especially trade. Since the most valuable resources were silver and gold, the government quickly established that colonists could only export raw materials to Spain and could only import finished goods from Spain. (Even trade between Spanish colonies was forbidden.)

Once sugar cane had been introduced to the area of the West Indies and elsewhere, its profitability soared. However, sugar cane as a raw material, had to be grown on plantations--large estates of land usually owned by one individual who employed an overseer. Obviously, the only way for sugarcane grown on plantations to be profitable depended upon slave labor. At first, Spanish monarchs granted conquistadors or conquerors encomiendas--rights granted to colonists in the Americas to demand labor or tribute from Native Americans. To run the Spanish colonial empire, the encomienda system was established to force Native Americans to work in mines and on plantations under the most brutal conditions. Christian missionaries like Bartolome de Las Casas, a priest, condemned the essential slavery that occurred under the encomienda system and pressured the Spanish government to pass laws outlawing this

type of torture. Although Spain did in fact pass the New Laws of the Indies in 1542 which forbade enslavement, the laws were never enforced due to the distance to Spain. Appalling conditions under the system continued.

	Daily Life	Treatment	How long did they have to work?	Was this type of labor effective in accomplishing its goal?
Indentured Servants				
Encomienda/Hacienda				
Slavery in the colonies				

Interactive 4.4
Encomienda/Hacienda



Learn more about the Encomienda/Hacienda systems [here](#).

The Impact of the Slave Trade

QUESTIONS TO GUIDE INQUIRY

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TERMS, PLACES, PEOPLE

diaspora

Societal and Cultural Impacts

The societal and cultural impacts of the transatlantic slave trade were significant as the mix of diverse peoples gave rise to a new social class structure in Spanish America. Combined with many blended traditions of the Spanish, Native Americans and African peoples, the result was a blended culture that included unique styles of architecture, language, farming styles, cooking styles, drama, dance, song, and religious practices to name a few cultural aspects.

A large part of South America that remained outside of the realm of the Spanish empire due to the Treaty of Tordesillas in 1494 was Brazil. Portugal had claimed this area as its empire with the issue of land grants to nobles who agreed to settle the land and share any profits made with the Portuguese crown. A big difference here was that the area of Brazil offered no instant amount of wealth from gold or silver. The exportation of brazilwood and plantation agriculture, along with cattle ranching were the sources of Portuguese profits. However, as many as four million African slaves were sent to this area, like the Spanish empire, a blended culture developed.

Religion

The need for slave labor in the Americas was accompanied by the religious argument that Africans could be exposed to Christianity through the work of missionaries and would convert from their current religious practices which were either Islam or a wide variety of polytheistic religions. Ironically, although conversion to Christianity was one of many justifications for enslaving Africans, very little religious conversion occurred because missionary work got in the way of productivity which equalled lower profits.

In the southern states of the U.S. the surge of Protestant Evangelicalism helped bring about the first substantial conversion to Christianity during the few decades prior to the Civil War. After the Civil War, the church continued to exist at the center of the community for newly emancipated slaves. By this time, religion had become one means of helping secure self-determination by African Americans.

Economic

The effects of the slave trade on West Africa were daunting--especially in terms of demographics. West African populations were greatly reduced so slave traders headed into the interior portions of the continent in order to obtain slaves. Coastal areas couldn't keep up with the European demand for slave labor and wars and slave raids within the continent further decimated the population along with consequences to the environment. Only a

few traditional kingdoms (like Benin, a kingdom in southern Nigeria) were able to limit the trade or regulate it with local law. In the end, though, few were successful over the long haul: these small, centralized kingdoms were not very effective at resisting the slave trade and their populations dwindled as European demand and greed increased.

During the Transatlantic slave trade, millions of slaves were transported to the Americas from Africa. The slave trade benefitted the European economies greatly. However, African society was completely devastated.

View the clip and discuss in what ways African society was impacted by the Trans-Atlantic Slave trade. Be specific with your answer.

Interactive 4.5 What your Textbooks Never Told You



Learn more about the impact of the Atlantic Slave Trade in this video.

Geography and Culture

As you study the following image, think about the role that geography played in establishing the need for slave labor.

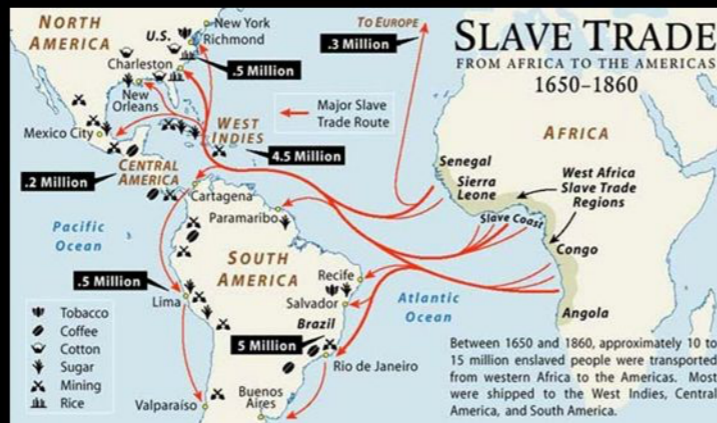
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Creation of the African Diaspora

The forced migration of the African and Atlantic slave trades dispersed Africans to new locations far from their ancestral homeland. These new locations that enslaved Africans found themselves living in are known as the **Diaspora**. The African Diaspora resulted from forced migrations in multiple directions: west across the Atlantic, east to the Muslim Middle East, and throughout the African continent. The demand for slaves was highest in lands across the Atlantic, where over ten million enslaved individuals were forced to migrate to during the years of the trans-Atlantic slave trade. The combined numbers of sub-Saharan Africans forced to migrate to the Middle East and to lands other than those of their ancestors within Africa near 14 million. For those Africans leaving the continent, more men migrated west and more women migrated east. The gender disparity among slaves travelling in each direction was dictated by the demands of the slave market in each region. In the west, more men were required for labor-intensive plantation work, whereas there was a higher demand for domestic slaves, usually women, in the east.

The destinations of slaves in the western trade, that is the trans-Atlantic trade, clustered around European colonies with plantation systems. In the 16th and early 17th centuries, most slaves were destined for Spanish and Portuguese mainland colonies, stopping first at the major transit markets on the Caribbean islands of

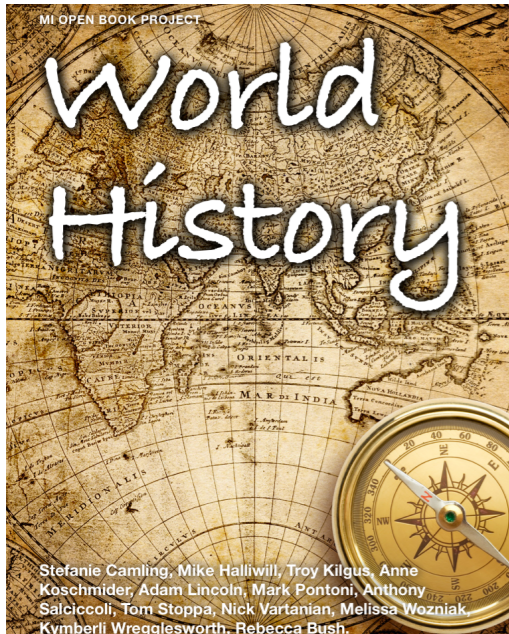
Curacao and St. Eustatius. In the second half of the 16th century, the biggest Spanish-American markets were Veracruz, Cartagena, and Lima. The preference for male slaves on plantations and the resulting gender imbalance required a steady supply of enslaved Africans



through the 18th century, and the origins of these slaves varied. For example, the regions of origin of the majority of slaves in Portuguese Brazil included Senegambia, Bight of Benin, Kongo, and Bight of Biafra. However, concentrations of Africans from the same regions existed in quite a few of the New World colonies. In the French Caribbean colony of Saint Domingue, records show a high percentage of slaves from the Kongo. Africans from West Central Africa were enslaved in large proportions of the British colony, and later American state, of South Carolina. European slave traders and owners referred to African ethnicities as nations. They characterized these nations according to perceived demeanor, and individual slavers and owners would show preference for slaves from particular nations.

While the diversity of regions from which slaves originated makes it difficult to generalize, and certainly not all regions or Africans can be lumped together, a good many of Africans in the Diaspora would have shared certain common elements. These elements include a shared religious worldview, including healing practices, similar deities, ancestor worship, and the practice of divination, as well as the music and dance sensibilities that accompanied religious expression. These common elements often served as the basis of new communities in the Diaspora. In some plantation societies, such as in the West Indies, slaves were required to build their own houses in the slave quarters and organize the communal work areas. Houses and communal work spaces in these instances were African in style, at times reflecting a particular region such as the Mandingo-style pointed roofs of slave houses in the West Indies. It was here, in slave quarters, that Africans in the Diaspora on the western side of the Atlantic Ocean formed new networks and communities.

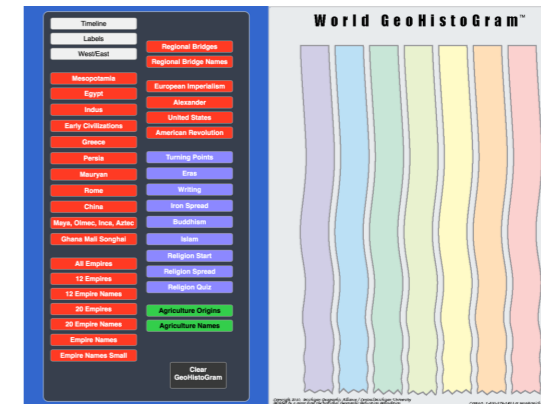
Writing in World History



This Era of world history has focused on exploration and its impact on the world. Over the last three chapters you have explored this in depth by looking how the world changed with the age of exploration. In this chapter you have specifically learned more about the Slave Trade by examining both primary and secondary source documents.

Using your new knowledge, as well as your prior learning, answer this chapter's Compelling Question: How did the Slave Trade impact the world?

Interactive 4.6 Previewing Era 6 - Using The World GeoHistoGram



The last three chapters have dealt with Era 5 of World History. Turn on the “Eras” layer on the GeoHistoGram as well as the “Empires” layer. Which empires had the greatest influence during Era 5? Does their impact appear to grow or lessen in Era 6? Will new empires take their place?

Chapter 5

To What Extent is Violence Necessary to Bring About Change?

How successful are political revolutions to bring out lasting change?

Are revolutions treasonous?

To what extent is violence necessary to bring about change?

How did the Enlightenment influence the Era of Political Revolutions?



Was the Industrial Revolution Worth the Human Cost?

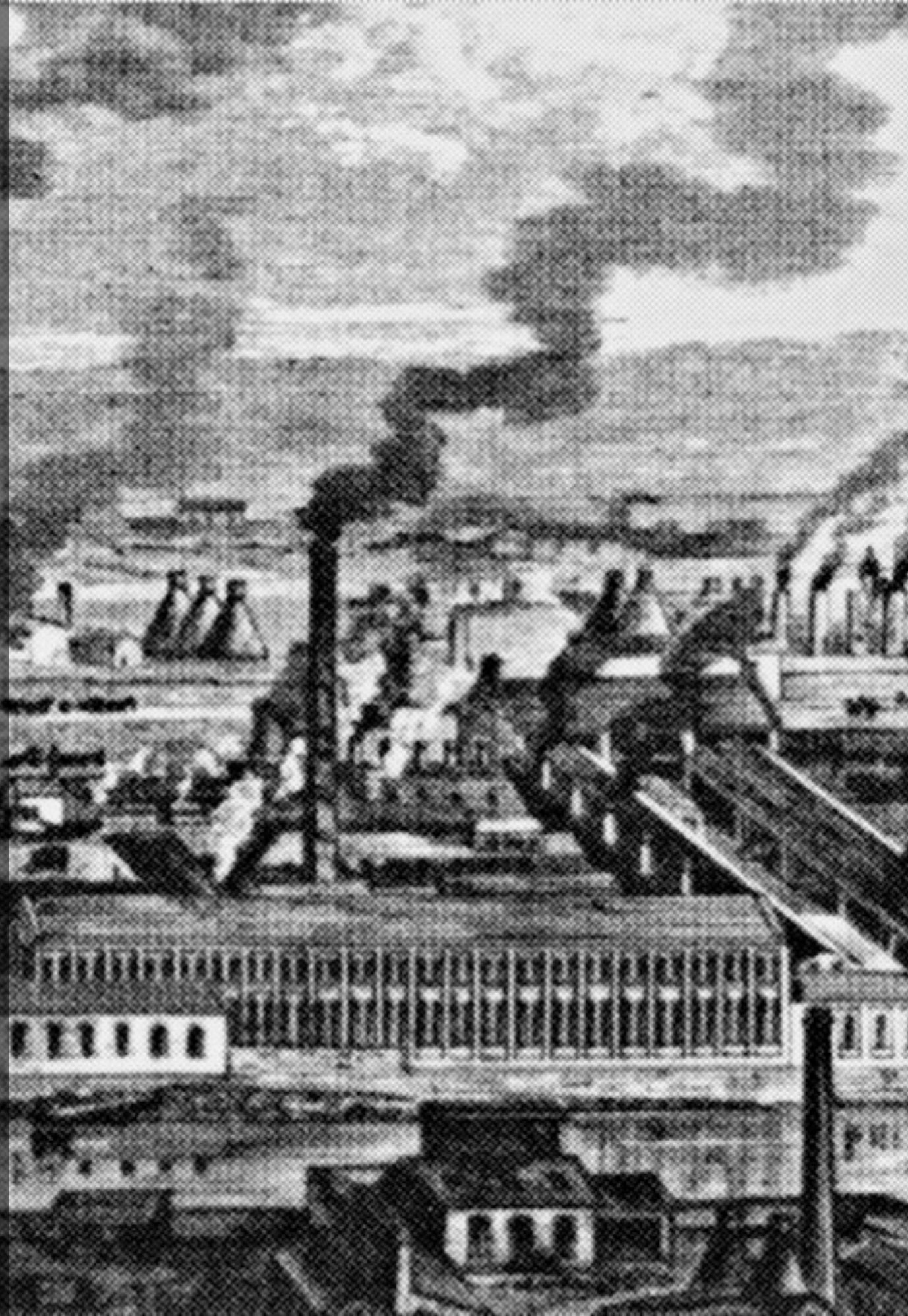
What were the political and economic impacts of the Industrial Revolution?

How and why did the Industrial Revolution cause shifts in population?

What new forms of technology propelled the Industrial Revolution?

How did the Industrial Revolution shape the distribution of global power?

How did the Industrial Revolution change society?



Chapter 7

Why did Europe's Influence in the World Outpace that of Other Geographic Regions?

What were the consequences of political and nationalistic revolutions?

What factors contributed to the growth of nation-states and the rise of nationalism?

How did the growth of nation-states in Europe differ from that in the rest of the world?

How was China weakened by European influence?

How did Japan build itself into a world power in a short time?



Chapter 8

Did Movement Connect the World?

What were the political, cultural, and economic motives for imperialism in the 19th century?

Why were European powers able to spread imperialism through Africa, the Middle East, and Asia so quickly?

How did native peoples respond and or resist imperialism?





Chapter 9

How did World War I Shape the Global Landscape?

Why was World War I considered the first global war, and how did it impact the average citizen?

What was the legacy of World War I?

Why was Nationalism such a driving force in the global conflict?

What impact did technology have on the war's changing landscape?

What factors led to the Armenian genocide, and what were its effects?

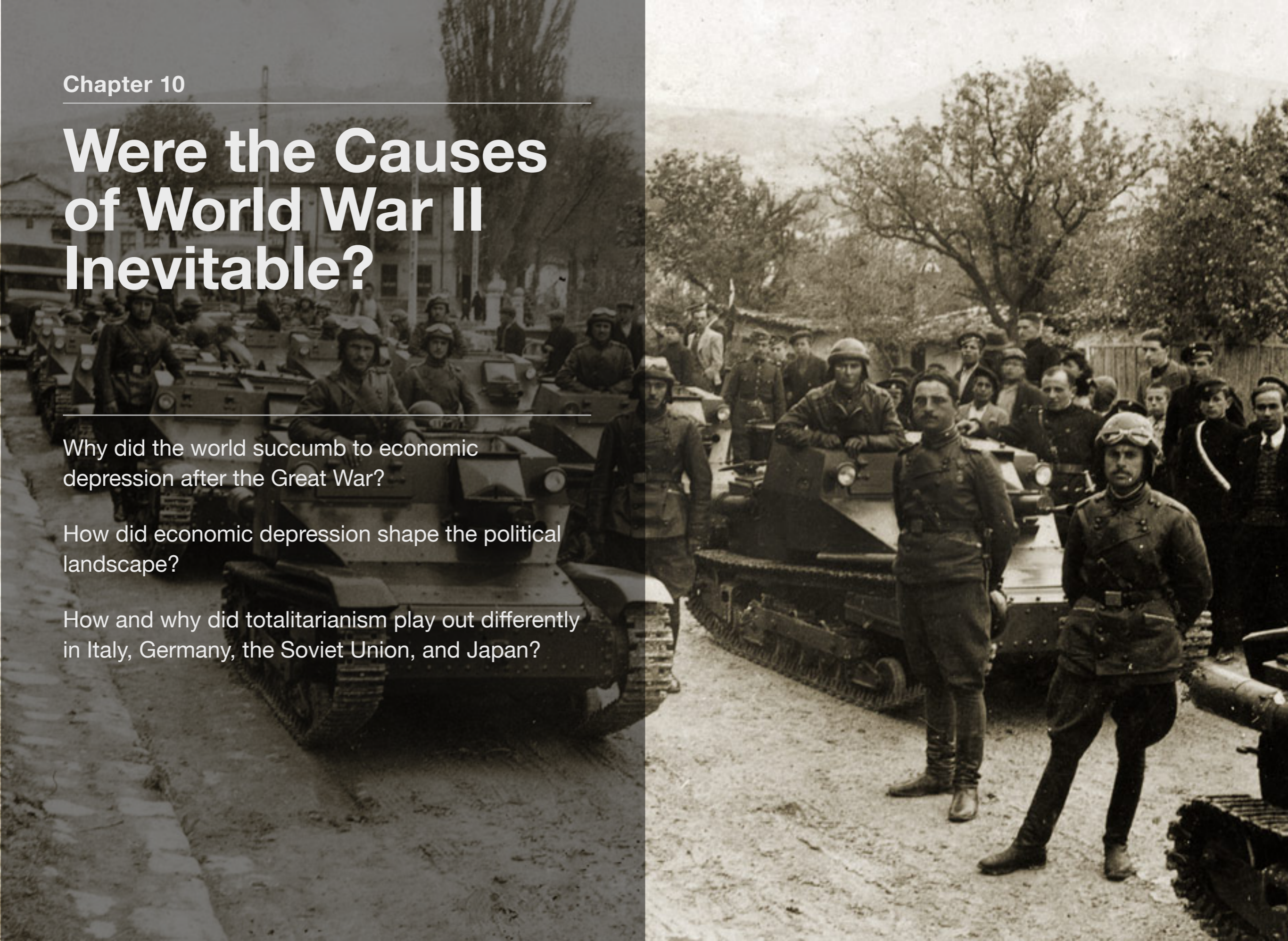
Which provisions of the Treaty of Versailles made the insurance of a lasting peace impossible?

Were the Causes of World War II Inevitable?

Why did the world succumb to economic depression after the Great War?

How did economic depression shape the political landscape?

How and why did totalitarianism play out differently in Italy, Germany, the Soviet Union, and Japan?



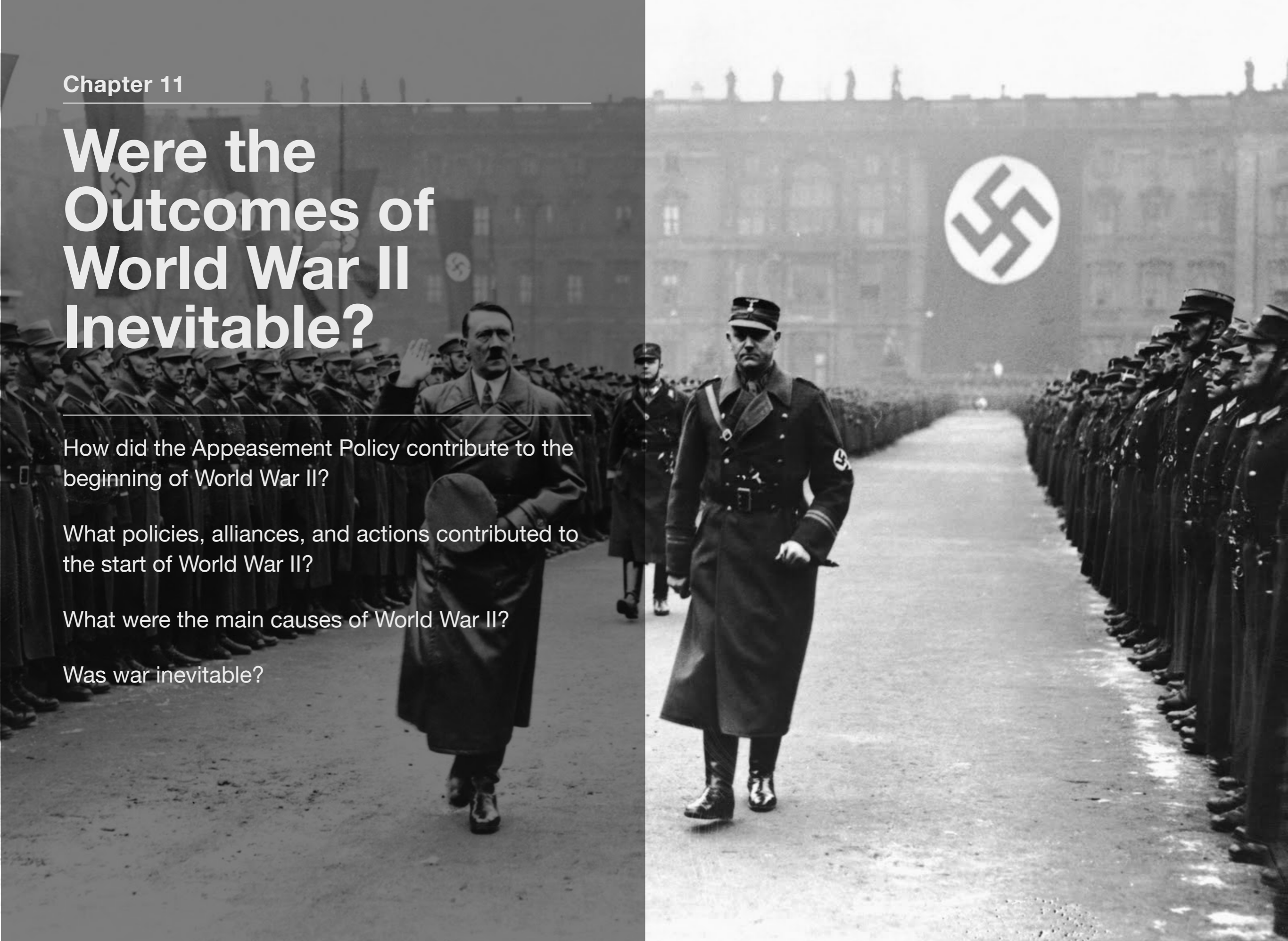
Were the Outcomes of World War II Inevitable?

How did the Appeasement Policy contribute to the beginning of World War II?

What policies, alliances, and actions contributed to the start of World War II?

What were the main causes of World War II?

Was war inevitable?



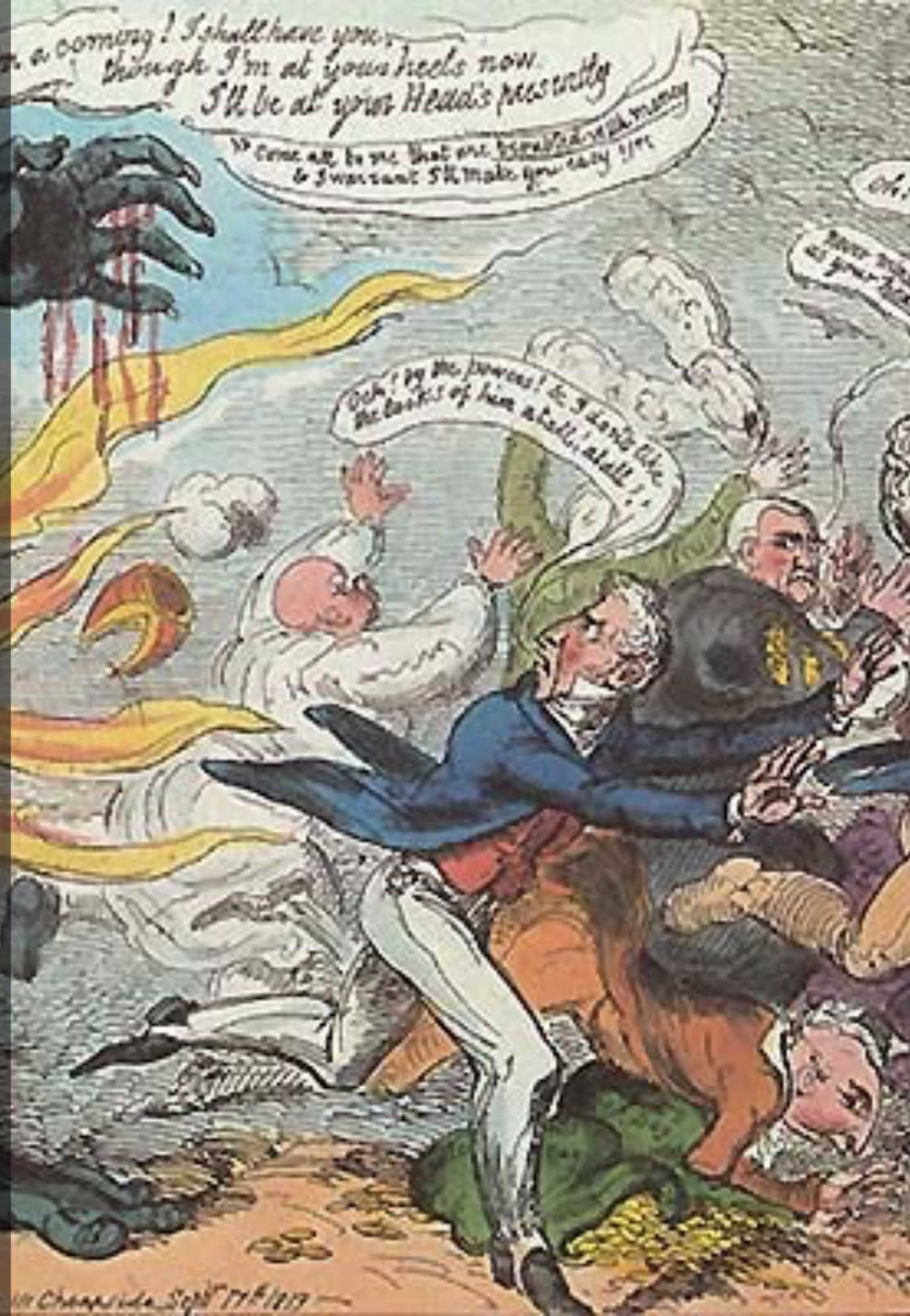
When are Revolutions Appropriate?

To what extent was life fundamentally different for people before and after various revolutions / independence movements?

What economic conditions led to calls for change?

To what extent did the challenges to capitalism contribute to various revolutions / independence movements?

What motivated people from various areas to seek change in the political status quo?



How Significant Was the Cold War in Creating the Modern World?

What were the origins of the Cold War?

What were the causes and consequences of Cold War conflicts?

How did the Cold War affect major regions of the world?

What are the long-term consequences of the Cold War?



Chapter 14

Was Decolonization an Inevitable Outcome of World War II?

What were the motivations for colonial people to seek independence?

What was the response of the colonial powers to independence movements?

What were the consequences for the people in the former colonies of independence?



Is the World More or Less Secure with Integration and Globalization?



Do Global Trade Agreements Benefit Societies?



What Causes Conflict Within Societies?

