



World History II

Teacher's Guide

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Unit 4: Europe Colonizes the Globe

Unit 4 covers the outcome of European exploration. Lesson 11 examines the major European trading nations of the 1500s through the 1700s and what and where they traded. Lesson 12 explains expansionism and discusses how China and Japan responded to European trade attempts. Lesson 13 explores the role of the British East India Company in India after the downfall of the Mogul Empire. Finally, Lesson 14 introduces the European slave trade in Africa as part of the triangular trade.

Lesson 11—A New Global Age

Goal: To identify the major European trading nations of the 1500s, 1600s, and 1700s, and to discuss what and where they traded

WORDS TO KNOW

British East India Company	East Indiaman	missions
cultural exchange	ethnocentrism	racism
Dutch	First Global Age	sea dogs
Dutch East India Company	galleon	trading nations of Europe
Dutch West India Company	mercantilism	viceroy

NAME TO KNOW

Robert de La Salle

PLACE TO KNOW

Amsterdam

Lesson 12—The Response of China and Japan to European Expansionism

Goal: To explain expansionism; to discuss how China and Japan responded to European nations' attempts to trade with them

WORDS TO KNOW

expansionism	porcelain	trading station
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PLACES TO KNOW

Guangzhou

Macao

Nagasaki

Lesson 13—Expansionism in India

Goal: To explain the role the British East India Company played in India after the downfall of the Mogul Empire

WORDS TO KNOW

British India

NAMES TO KNOW

Warren Hastings

PLACES TO KNOW

Bombay

Calcutta

Madras

EVENT TO KNOW

Battle of Plassey

Lesson 14—Expansionism in Africa

Goal: To discuss the European slave trade in Africa as part of the triangular trade; to define *Europeanization*

WORDS TO KNOW

Europeanization

slave trade

plantations

triangular trade

NAMES TO KNOW

Cape Town

Ceuta

Notes on Application Activity in Student Text

Activity	Skills Applied	Product
European Place-names in North America	making decisions, gathering information	chart

Additional Activity Suggestions

- Assign students to locate and bring to class several pictures of the galleons, East Indiamen, and other sailing ships used by the Europeans during the First Global Age.
- If appropriate, invite students of African heritage to share their family histories, guiding them and the rest of the class into making specific connections between their heritage and the European slave trade.
- Draw a simple world map on the board and shade the areas that have been deeply influenced by Europe to demonstrate the global extent of Europeanization.
- Students might enjoy taking “virtual tours” of some early settlements in the New World. To do this, invite them to visit the following web sites:

Plymouth Plantation: www.plimoth.org/visit/virtual/#

Jamestown: www.historyisfun.org

San Antonio: www.lsjunction.com/facts/missions.htm



Fascinating Facts

- Students may be interested in knowing that typical merchant ships of the First Global Age could carry only about 400 tons of cargo. Today, huge cargo ships can carry more than 100,000 tons of cargo. Put another way, that means a modern ship can carry the equivalent of 250 ships of the First Global Age!

Event Map

Write the event in the circle. Write a few words or a phrase in each box to show what happened, when it happened, where it happened, how it happened, why it happened, and who was involved.

