| **MWH Unit 2 Connecting Hemispheres** | |
| --- | --- |
| **Unit Overview -** This unit will focus on the growing development of connections in the world. This unit will focus on the emergence of the Silk Road and Indian Ocean trade routes and the effects it had on shifting power between different groups and the development of African empires. As global interaction increased due to trade, the effects were felt with the spread of the Black Death challenging the power of the Catholic Church. These implications led to the start of Renaissance’s influence on the development of the modern world. With increased knowledge and desire for goods, exploration led to the interaction of European and Pre-Columbian societies. As global economies developed, the trans-Atlantic system of slavery emerged to support an imperial world. Students will use inquiry to analyze the consequences of increasing global interactions. | |
| **Overarching Inquiry Question** | |
| What were the consequences of increased global connection and interactions?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| Cultural Development and Interaction  Economic systems and Interaction  Innovation, Revolution, and Change | |
| **Skills Emphasis at a Glance** | |
| Causation  Contextualization  Periodization  Comparison  Evidence  *Teacher note: While the skills listed are the skills that match the indicators covered in this unit, this unit plan will likely cover other skills listed for Modern World History.* | |
| **Standard(s)** | |
| **MWH Standard 1: Demonstrate an understanding of the emergence of the modern world during the period of 1300 – 1500.**  MWH .1.CE - Examine the causes and effects of the events surrounding the Renaissance on the rise of Europe.  MWH.1.CX - Contextualize the Indian Ocean as the center of global exchanges within the historically significant Eastern Hemisphere trade networks.  MWH.1.P - Summarize the motivations of worldwide exploration and the influence of exploration on world civilizations.  **MWH Standard 2: Demonstrate an understanding of the effects of commerce, innovation and expansion on global affairs and interactions during the period of 1450 - 1815**  MWH.2.CC - Examine the continuities and changes in the development of world trade networks and colonialism.  *Teachers can refer to the MWH Alignment Guide for an additional description of each standard.* | |
| **I Can Statement(s)** | |
| * I can explain the development of the Silk Road and Indian Ocean trade routes. * I can analyze the influence of trade on the development of African empires. * I can explain how the Black Death was a catalyst for change in the medieval world. * I can explain the causes and effects of the Italian and Northern Renaissance. * I can identify the main causes and effects of exploration. * I can analyze the development of the African slave trade. * I can create and support an argument in response to the inquiry question: What were the consequences of increased global connection and interactions?   *Teachers can adjust the suggested “I Can” statements as needed for their classrooms.* | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  ***Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence*** |
| * **I can explain the development of the Silk Road and Indian Ocean trade routes.**   + In order to develop an understanding of the effects of global interactions, students will analyze the development of the Silk Roads and Indian Ocean Trade Networks. Students will inquire into the similarities and differences of these different trade routes by completing the following activities. Both activities will help students gain insight into the impact of trade routes on culture.     - To help students understand the impact of the Silk Road, students will complete a [Silk Road Virtual Tour and Map activity](https://web.stanford.edu/group/spice/SilkRoad/SilkRoad.html) from Stanford in order to gain an initial understanding of how and why trade routes were established. Once students have reviewed the maps and sights, they will play the Silk Road game from Stanford to assess their knowledge of the Silk Road.     - Once students have explored the Silk Road, they will complete the [Indian Ocean Trade Classroom Simulation](http://www.bu.edu/africa/outreach/teachingresources/history/indian/) from Boston University to help them understand the development and influence of the Indian Ocean trade route.     - After completing these activities, students will analyze the political control of these routes, goods that traveled, and influences on cultural diffusion for both routes by creating a flow chart. * **I can analyze the influence of trade on the development of African empires.**   + Once students understand the development of trade routes, students will describe the influence of trade on cultural diffusion and the development of African Empires. Students will focus on the growth of the following African empires: Ghana, Mali, and Songhai and the role of the trade routes in developing the cultural influence and economic importance of these African empires.     - To understand the development of caravans and trade centers in Africa, students will analyze maps and primary sources by completing [Trekking to Timbuktu: Trade in Ancient West Africa](https://edsitement.neh.gov/lesson-plans/lesson-2-trekking-timbuktu-trade-ancient-west-africa-teacher-version) from the National Endowment of the Humanities. Students will complete this activity to help them understand the role that trade played in developing West Africa.     - Students will use [African Kingdoms](http://exploringafrica.matrix.msu.edu/activity-3-history-of-africa-during-the-time-of-the-great-west-african-kingdoms-expand/) from Michigan State University to annotate a map (Asia and Africa) on the development and evolution of trade across the African kingdoms. Students can use the graphic organizer from the site to help them organize the content that will be on the map. Students should include the following information on their map       * goods and where they traveled to       * migration of people and language       * key trade routes and cities related to each of the African Kingdoms of Mali, Ghana, and Songhai   + As a formative assessment, students will complete an exit slip where they explain the connection between trade routes and development of culture in African kingdoms. * **I can explain how the Black Death was a catalyst for change in the medieval world.**    + Before students can inquire into the role of the Black Death as a catalyst for change, they need to first research to understand the role the Catholic Church played in political and social affairs prior to it.   + Once students have explored the role of the Catholic Church in political and social affairs as well as the Silk Road and the Indian Ocean trade routes, they will explore the Black Death. To help students understand the conditions that helped transition Europe from the Middle Ages to the Renaissance, students will inquire into the causes and effects of the Black Death, including the role of the trade routes in bringing the plague to Europe, and its impact on the Catholic Church, feudalism, and society. To accomplish this, students will use the following readings [Constitutional Rights Federation: The Black Death A Catastrophe in Medieval Europe](https://www.crf-usa.org/bill-of-rights-in-action/bria-26-2-the-black-death-a-catastrophe-in-medieval-europe.html) and [How did the Bubonic Plague make the Italian Renaissance possible?](https://dailyhistory.org/How_did_the_Bubonic_Plague_make_the_Italian_Renaissance_possible%3F) by Daily History and fill out a cause and effect chart as they read.   + As a way to incorporate student choice into a formative assessment, students will demonstrate their learning of how the Black Death was a catalyst for change in the medieval world through the creation of a concept map, a written summary, a visual such as Sketchnotes, or use a platform such as [Flipgrid](https://info.flipgrid.com/) to video record their answer.     - To help organize their thinking to explain how the Black Death was a catalyst for change, students will categorize the effects into:       * positive and negative       * short-term and long-term,       * political, social and economic * **I can explain the causes and effects of the Italian and Northern Renaissance.**   + After learning about the impact of the Black Death had on Europe the Catholic Church, students will analyze emerging ideas that continue to challenge the power of the Church. Students will analyze the influence of humanism on the Renaissance. To accomplish this, students will complete the following:     - Students will identify key humanist philosophers as well as changing philosophies. Students will define the ideas of humanism, including individualism and secularism.     - Students will address both civic and Christian humanism. Students will explore the concept of humanism, individualism and secularism by researching the ideas of Machiavelli, Erasmus, and Thomas More.     - Next, students will participate in a Socratic discussion on Humanism / Christian humanism so students can show their understanding of these new ideas and their influence on how people viewed the individual. To help students, they could analyze the following questions in this seminar:       * In what ways did the ideas of humanism refocus Europeans' thoughts on the role of individuals? How was this different from the medieval era?       * To what extent did humanism assist in promoting the role of the individual in Christianity? (This question should help students understand a continued effort to break away from the Catholic Church during the Renaissance, which ultimately led to the Protestant reformation).   + Next, students will identify key artists and writers of both the Italian and Northern Renaissance as well as the characteristics that defined these movements.     - Students will complete a graphic organizer on Italian and Northern Renaissance characteristics, artists, and writers and then compare both movements using a Venn diagram.       * To help students understand the difference between the Italian and Northern Renaissance, students will use [this reading](https://pdfs.semanticscholar.org/13b5/64a78cec6960389bd1f4733ffe9c8194e0c3.pdf) from Semantic Scholar and fill out their graphic organizer.       * To help students compare and contrast the Italian and Northern Renaissance by analyzing key works of art and writing, students will research about the accomplishments of artists such as Da Vinci, Michelangelo, Raphael, Bruegel, and Van Eyk as well as key writers such as Dante Alighieri, Christine De Pizan, and Shakespeare. * **I can identify the main causes and effects of exploration.**   + Once students have an understanding of the Renaissance, students will identify the motivations for exploration. Students will inquire into the motivating factors that led to exploration by using [Reasons for European Exploration](https://www.arcgis.com/apps/MapJournal/index.html?appid=1c89578de6214fdd9b8ab157fc51acee) from ESRI to help them outline key reasons in a chart.   + Students will explore key explorers such as Zheng He, Prince Henry the Navigator, Vasco de Gama, Christopher Columbus, Hernanado de Soto, Vasco de Balboa, Ferdinand Magellan, and Francisco Pizarro.     - To achieve this, students will participate in a gallery walk. Teachers may choose to assign an explorer to students or allow them to choose. Students will complete a poster on their assigned explorer. Students will record information on the explorers in a chart as they observe each poster.   + Following the gallery walk, students will analyze the effects of the Columbian Exchange. Students should understand the negative impact of exploration on the indigenous populations in the Americas by reading [The Columbian Exchange](https://www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/old-and-new-worlds-collide/a/the-columbian-exchange-ka) and [Environmental and health effects of European contact with the New World](https://www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/old-and-new-worlds-collide/a/environmental-and-health-effects-of-contact)  both from Khan Academy. After students have read the article, they will answer the article questions and have a class discussion on the negative impacts.     - As a way to help students better understand the effects of the exchange on both the New and Old World, students will create a dinner menu or “cook book” based on the Columbian Exchange. To do this, students will examine this [Columbian Exchange Map](https://www.historycrunch.com/columbian-exchange-map.html#/) from History Crunch to see what items were exchanged. Students will then create meals that are representative of the Old World, the New World, and the “mixed” meals (Old and New world combined) based on the food items they see on the map.   + After analyzing the Columbian Exchange, students will inquire into the development of mercantilism by Spain and Great Britain to develop their colonies in the Americas and the use of mercantilism as an economic system in the Americas.     - Students will create a T-chart on Spain’s and Great Britain’s mercantile systems addressing how they operated their colonies, role of the colonies (raw materials and markets), and impact on the mother country by annotating this article on [Mercantilism](https://www.britannica.com/topic/Western-colonialism/Mercantilism) from Britannica.   + Once students have an understanding of the causes and effects of European exploration, students will shift focus to examine exploration from Asia’s perspective. Students will participate in a class discussion on the role of Ming Dynasty China during exploration by addressing the contributions of Zheng He. To prepare students for the class discussion, they will complete the following activities:     - Students will watch [The Seven Voyages of Zheng He](https://scetv.pbslearningmedia.org/resource/e27de4d3-c939-4d55-ab55-2dc300db99ff/zheng-he/#.Xr_-48R7nIU) from PBS and then read [The Seven Voyages of Zheng He](https://www.ancient.eu/article/1334/the-seven-voyages-of-zheng-he/) from Ancient History. Students will complete a t-chart on Zheng He’s seven voyages.     - Students will read [Why Did Ming China End the Treasure Fleet Voyages](https://www.thoughtco.com/why-did-the-treasure-fleet-stop-195223) to help them understand reasons behind the response with isolationism during this time. After reading the article, students will complete a 3-2-1 chart and discuss their answers with a partner.   + Students will complete a writing activity to follow up on the class discussion in which they will explain the concerns of the Ming Dynasty regarding the influence of foreign cultures   + Students will complete a formative assessment at this point in the lesson. Students will write a brief response to the following question “Did exploration create more negative consequences than positive? Students will support their answer with key evidence from this inquiry. * **I can analyze the development of the African slave trade.**   + After students discuss the reaction of the Ming Dynasty to exploration, students will analyze the role of trade and colonization on the development of the Atlantic Slave Trade.     - Students will use [The Atlantic slave trade: What too few textbooks told you](https://ed.ted.com/lessons/the-atlantic-slave-trade-what-your-textbook-never-told-you-anthony-hazard) from TedEd and [Slave Voyages](https://www.slavevoyages.org/) website to create an infographic on the Atlantic Slave Trade. Students will complete this activity by looking at the causes and effects of the slave trade as well as analyzing the related statistics on the impact of slave trade. * **I can create and support an argument in response to the inquiry question: What were the consequences of increased global connection and interactions?**    + Students will demonstrate their understanding of the inquiry question and of growing global interactions through a class debate using information from this unit as well as additional student research.     - Students will be divided into groups and assigned a country such as Spain, China, Great Britain, etc. Students will debate their cultural and economic influence of their assigned country.     - To prepare for this debate:       * Students will need to understand the impact of their country on trade and exploration.       * Students will also need to identify their country’s accomplishments economically.       * Students will prepare a “talking points” sheet for the debate.     - As students participate in the debate, they will not only highlight their country’s accomplishments, but will also debate why other countries should not be considered a dominant maritime power     - After the debate, allow for students to vote for which country they think made the best case and have them explain why. | *As students work through this unit they will employ several social studies skills. Here are some suggested resources if you would like some guidance on how to instruct students in using these skills:*   * *From the Critical Thinking Consortium, here is a resource on* [*causation.*](https://tc2.ca/en/creative-collaborative-critical-thinking/resources/thinking-about-history/) * *From Robeson County public schools, here is a resource on* [*comparison*](https://www.robeson.k12.nc.us/site/handlers/filedownload.ashx?moduleinstanceid=39850&dataid=53759&FileName=compare%20and%20contrast%20mini%20lesson.pdf)*.* * *From New Visions, here is a resource on* [*contextualization.*](https://curriculum.newvisions.org/social-studies/course/getting-started/teaching-and-learning-new-visions-social-studies-curriculum/what-contextualization/) * *From Lumen Learning, here is a resource on* [*periodization*](https://courses.lumenlearning.com/suny-hccc-worldcivilization/chapter/splitting-history/)*.* * *From Library of Congress, here is a resource on* [*evidence - primary sources*](http://www.loc.gov/teachers/usingprimarysources/) * *From Best Custom Writing, here is a resource on* [*evidence - secondary sources*](https://www.bestcustomwriting.com/blog/how-to-use-secondary-sources)*.* * It is important for students to understand the influence of trade routes and its effect on culture. It is suggested that the teacher also include a discussion of the Mongols on the use of the Silk Roads and the role they played in cultural diffusion. * While it is suggested for teachers to use the virtual activity to explore the Silk Road, teachers may choose to develop a trade simulation activity if students have limited internet access. * Note: Flash Player 9.0.124 or later is needed for the Stanford activity. * Students will have acquired the information they need to complete this flowchart from the two trade route activities. * Teachers will want to make sure that students understand the interactions between Asia and Africa and the cultural diffusion that took place along the Indian Ocean Trade route which assisted in bringing Islam to Africa. * It is important that students understand the development of African empires. This is a great time to emphasize the influence of Islam along trade routes into Africa. While it is important for teachers to address the African kingdoms, time may only permit one activity to be completed. * Teachers could extend this activity by having students explore the role of the Trans-Saharan trade routes and the impact on Ghana, Mali, and Songhai * Teachers could choose to use this extension activity on Mali to help further analyze African kingdoms. [Sites of Encounter](https://chssp.ucdavis.edu/programs/soe-4-mali-final.pdf) activity to understand the commercial development of Mali. * Teachers can reference [Scribble Maps](https://www.scribblemaps.com/) to help students annotate their maps. * Teachers should make sure that students understand the role of the Catholic Church in politics as well as the role of the Catholic Church in people’s everyday lives. Students will also need to understand the influence the Black Death had on the weakening of the social control of the Church. This will be important to help students understand the influence of humanism and the Renaissance on the changing role of the Catholic Church during this time. * In order to help students understand why the Church’s role grew in political power, teachers may want to address how the Church filled the void of government after the fall of the Roman Empire. * While [this resource](http://www.c3teachers.org/inquiries/black-death/) on the Black Death from C3 Teachers is designed for 6th grade, the maps tracking the spread of the Black Death across Eurasia and North Africa are useful tools to provide students. * If teachers need some additional information on Sketchnotes, check out this resource from [WeAreTeachers](https://www.weareteachers.com/use-sketchnotes-in-the-classroom/). For additional information on Flipgrid, check out this resource from [Ditch That Textbook.](https://ditchthattextbook.com/catch-the-flipgrid-fever-15-ways-to-use-flipgrid-in-your-class/) * This would be a great time to have a class discussion to help students analyze the new ideas emerging in the mid-to-late 1300s and early 1400s that challenged traditionally held views. * If teachers need some additional information about Socratic Seminars, visit [ReadWriteThink](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html). * Teachers can use [High Renaissance Art and Architecture |](https://www.theartstory.org/movement/high-renaissance/)from The Art Story and [History: Renaissance Artists for Kids](https://www.ducksters.com/history/renaissance_artists.php) from Ducksters as a resource to share examples of Renaissance art with their students. * Teachers may want to give a formative assessment on the Renaissance artists. This assessment should be open ended due to the variable nature of student research. * This list is *not* inclusive of all explorers. * If teachers are unsure of how to get started, try this resource on gallery walks from [facinghistory.org](http://facinghistory.org). Teachers can provide an example and/or a rubric to guide students. Depending on the level of the students, teachers may want to provide a series of guiding questions. * Teachers should ensure that exploration is also addressed from a *non-Eurocentric perspective* with a discussion of China's early role with exploration due to Zheng He’s efforts as well as the Ming Dynasty's response which was influenced by Confucianism. [Zheng He (article)](https://www.khanacademy.org/partner-content/big-history-project/expansion-interconnection/exploration-interconnection/a/zheng-he) from Khan Academy. * The reading from Khan Academy on the Columbian Exchange has a video in the previous section that can be used for information on what was exchanged between the Old World and the New World if needed. * To demonstrate their understanding of mercantilism, teachers could have students create a flyer to recruit colonists to a particular colony or region highlighting the colony’s role in mercantilism. * As an extension activity, teachers could have students complete a study of Tokugawa Japan's response to the Europeans through of these primary sources from the website Asia for Educators: [The Edicts of the Tokugawa Shogunate: Excerpts from The Edict of 1635 Ordering the Closing](http://afe.easia.columbia.edu/ps/japan/tokugawa_edicts_foreigners.pdf) and [The Edicts of Toyotomi Hideyoshi](http://afe.easia.columbia.edu/ps/japan/tokugawa_edicts_christianity.pdf). * If teachers need more information about the 3-2-1 strategy, check out this resource from [Facing History](https://www.facinghistory.org/resource-library/teaching-strategies/3-2-1). * It is important that teachers address the cultural concerns of the Chinese government regarding foreign influence. * As an alternative, students could also draw a political cartoon reflecting Chinese reaction to exploration.      * While not stated in the standards, it is a suggestion that teachers address the role of the Indian Ocean trade routes and Islam in the start of the slave trade. Students should also understand the Portuguese takeover of the slave trade that introduced slavery into the Americas. * Teachers will want to make sure that students will understand the development of the triangle trade in connection with mercantilism. * To help students have a better understanding of the impact of the slave trade on Africa, they should also address the impact of Muslim control in the beginning of trade. This helps students understand that it is more global and not just confined to the Americas. * Depending on level of students, teachers could choose to incorporate these [essays](https://www.slavevoyages.org/voyage/essays#interpretation/a-brief-overview-of-the-trans-atlantic-slave-trade/introduction/0/en/) from Slave Voyages in helping students understand the development of the Atlantic Slave trade. |

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