Unit 2: Three Worlds Meet

Meeting of the Three Worlds

- European Exploration
- Encounters
- Exchanges
- America
- Africa
Time Frame: more than 14,000 years ago.
Native Societies

Adaptation to diverse natural environments

Cultural Differences
- Language
- Shelter
- Labor Systems
- Political Structures
- Economic Organization

Similarities
- Gender roles
- Family organization
- Religion
- Values
Europe in the 15th Century

- Wide scale economic development
- The rise of bureaucratic states
- Technological Innovations

Trans-Atlantic Exploration

- Colonization
- The Slave Trade
Long-Term Consequences

- Re-distribution of world’s population from ‘old’ world to ‘new’
- Rise of the first trans-oceanic empires
- World-wide commercial expansion
- Establishment of English settlements in North America
- New plantation economies in the Americas using forced labor.
CHALLENGES FOR STUDENTS

Navigating through

TIME

SPACE
Lesson 1: Thinking Like a Historian
Lesson 2: Text Features and Text Structures in Social Studies Textbooks
Lesson 3: Comparing Southwest Native Americans and Pacific Northwest Native Americans
Lesson 4: Eastern Woodland Native Americans
Lesson 5: A Brief Look at West Africa
Lesson 6: Reasons for Exploration
Lesson 7: A Case Study of Columbus
Lesson 8: Encounters and Exchanges
Lesson 9: Three Worlds Meet
Lesson 1:
Thinking Like a Historian
Constructing a Graphic Organizer

The Questions Historians Ask

What happened?

Point of View

When did it happen?

Who was involved?

Secondary Sources

Effects

Actions and Feelings

Causes

Chronological Order

How and why did it happen?

Timelines
The Questions Historians Ask

What happened?
- Primary Sources
- Secondary Sources

Who was involved?
- Point of View
- Actions and Feelings

When did it happen?
- Timelines
- Chronological Order

How and why did it happen?
- Causes
- Effects

The Questions Historians Ask

Effects
Causes
Actions and Feelings
Point of View
When did it happen?
- Timelines
- Chronological Order

What happened?
- Primary Sources
- Secondary Sources
What happened?

Primary Sources

Secondary Sources

What happened?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a primary source or a secondary source? Why?</td>
<td></td>
</tr>
<tr>
<td>What type of historical source is it?</td>
<td></td>
</tr>
<tr>
<td>What do you think is happening in this image?</td>
<td></td>
</tr>
<tr>
<td>What questions do you have about this image?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Is this a primary source or a secondary source? Why?</td>
<td>If it was created at the time of the event by someone who was there, it would be a primary source. If it was done at a much later date by someone who had studied the event, it would be a secondary source.</td>
</tr>
<tr>
<td>What type of historical source is it?</td>
<td>A type of drawing or illustration</td>
</tr>
<tr>
<td>What do you think is happening in this image?</td>
<td>One group of people is firing guns at another group. That group doesn’t seem to have any weapons. It is taking place in a town.</td>
</tr>
</tbody>
</table>
| What questions do you have about this image?                           | • Who are the people?  
• Where is the town?  
• Why is the group firing at the other group?  
• How long ago was this?  
• Were people killed? |
A Future Historian’s Report

I have examined the ancient photograph and found it to be over 1000 years old since it is now the year 3011. I have determined that the devise shown in the photograph was a time machine. People took a seat in one of the little boxes and then the devise was turned on. If it spun clockwise, people were sent into the future. If it spun counterclockwise, people were sent into the past.
• Historians can be wrong about the past.

• To understand the past you need to use lots of sources, not just one.

• Because the past can be very different than the present, it is sometimes hard to understand the past.

• Historians often try to understand the past by comparing it to the present.
When did it happen?

Timelines

Chronological Order
<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>The first French in Michigan</td>
<td>When the British took over Michigan from the French</td>
</tr>
<tr>
<td>When Michigan became a state</td>
<td>Building of the Mackinac Bridge</td>
</tr>
<tr>
<td>The beginning of the Underground Railroad</td>
<td>The beginning of Orphan trails heading west</td>
</tr>
<tr>
<td>The beginnings of the logging and mining industries in Michigan</td>
<td>The beginnings of the auto industry</td>
</tr>
</tbody>
</table>
First French in Michigan

500 years ago - 1500
400 years ago - 1600
300 years ago - 1700
200 years ago - 1800
100 years ago - 1900
NOW
British take over Michigan - 1760s
100 years ago - 1900
300 years ago - 1700
400 years ago - 1600
500 years ago - 1500
200 years ago - 1800
100 years ago - 1900
Beginning of UGRR
NOW
100 years ago - 1900
300 years ago - 1700
400 years ago - 1800
500 years ago - 1600

Michigan becomes a state

NOW
100 years ago - 1900
300 years ago - 1700
400 years ago - 1600
500 years ago - 1500
Logging and Mining Begin
200 years ago - 1800
100 years ago - 1900
NOW
Beginning of Orphan Trains - 1854

- 500 years ago - 1500
- 400 years ago - 1600
- 300 years ago - 1700
- 200 years ago - 1800
- 100 years ago - 1900
- NOW
Beginnings of Auto Industry
Who was involved?

- Point of View
- Actions and Feelings
How and why did it happen?

Causes

Effects
The Underground Railroad began
The Underground Railroad began
Pacing

1. Connecting Back to Grade 3: People of the Three Fires
2. Eastern Woodlands of the Northeast
3. Eastern Woodland of the Southeast
4. Comparing the NE and SE
5. Looking at a representative group: The Haudenosaunee