

“Guns, Germs and Steel”, Geography and Greed: A United States History prologue

Unit OBJECTIVES with Vocabulary / Test Review sheet #1

(This completed OBJ sheet will be due on the day of your unit test)

- 1. WHERE you live effects HOW you live.** Describe the importance of LOCATION and the development of AGRICULTURE in the ancient world. Why did *agriculture* in the Fertile Crescent easily spread to Europe and North Africa? Explain the connections between agriculture, population growth and development of technology. Why did advanced civilizations and technologies develop in *some parts* of the ancient world, but not everywhere? According to “Guns, Germs and Steel”, why were Europeans more advanced technologically than the Native Americans in North and South America? (GGS dvd, class notes, maps and discussion)
- 2. Understanding the stage on which American history unfolds.** Explain the direction that all rivers flow and why this is true. Where do most rivers begin? Where do most rivers end? Which mountain range is the continental divide of the United States? What are two ways this range impacts the people and geography of North America? Describe at least four ways in which Native American cultures were influenced by their physical environment and utilized natural resources in North America. Provide at least three differences between ancient peoples based on the idea of “where you live effects how you live.” Be able to locate and identify the major physical features of North America that you drew and labeled on your map. (class handouts, activities and discussion)
- 3. The Old World and New World meet again.** Who were the first Europeans to reach America and why was their “discovery” forgotten? What motivated Europeans to begin to explore in the 14th and 15th centuries? How did Marco Polo’s travels and the development of printing influence European exploration? Describe the impact of technologies – like the printing press – on European exploration. Define *trade* and explain why it was so important to European countries/monarchs. Which European countries were competing to find better (faster) trade routes? What was Christopher Columbus’s plan? Did he accomplish his goals? What happened to the Arawak people after Columbus’ “discovery”? (A.J. pgs. 80-97)
- 4. The Columbian Exchange – The Good, the Bad and the Ugly.** Describe the Columbian Exchange and provide at least four examples, either good or bad, of this cultural diffusion. Explain how Spain used “guns, germs and steel” to build an empire in the New World. What impact did European disease and *technology* have on the Native American population? What motivated the Spanish to take over land in North and South America? Who was Francisco Pizarro and why was he “exploring” South America? What effect did Spain’s *empire* have on other European countries – what did it cause these countries to do? Explain. (GGS, class activities and A.J. pgs. 84-88, 94-97)

Vocabulary review -

century –

artifact –

hunter-gatherer –

agriculture –

domesticate –

technology –

literate / illiterate –

nomad -

continental divide -

trade –

Old World –

New World –

Columbian Exchange-

conquistador –

empire –

epidemic –

Drawing History –

Directions: Draw a map of the *Old and New Worlds* and show six examples of the *Columbian Exchange* similar to the one shown on pg. 96 of your American Journey textbook.

