**Unit I “New Worlds for All” – Study Guide**

Relevant chapters of *Worlds Together, Worlds Apart*

1. Becoming ‘the World,’ 1000-1300
2. Crisis and Recovery in Afro-Eurasia, 1300-1500
3. Contact, Commerce, and Colonization, 1450-1600
4. Worlds Entangled, 1600-1750
5. Cultures of Splendor and Power, 1500-1780

This test will be about critical thinking. Your job is not to simply memorize and repeat. Your job is to grasp important concepts and demonstrate your ability to apply them. Your job is to explain when and why historical certain forces and events are important. Your job is to communicate clear reasons why you have the opinions that you have. Your job is to demonstrate critical thinking.

**This test will have three main sections:**

1. Matching vocabulary terms from lecture to definitions
2. Writing paragraphs about ID terms
   1. Identify who/what the thing is
   2. Identify when (century) and where it was most important
   3. Explain its significance in global history
3. Writing an essay in outline format
   1. This will ask you to judge the merits of different arguments, like we have been practicing in class when we look at four competing arguments about cause & effect.
   2. You should be prepared to refer to things you have learned from readings, discussions, and lectures as you outline your essay.

**ID Terms to study** – Understand what they are, why they are significant, and how they are connected to each other (10 or 12 out of these 20 terms will be in the ID section of the test ands you will write about 5 of them)

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| **The Silk Road** | **Cahokia** | **Sugar** |
| **Indian Ocean Trade** | ***Reconquista*** | **Protestant Reformation** |
| **Mongol Empire** | **Colombian Exchange** | **Mercantilism** |
| **Black Death** | **Silver** | **Ming Dynasty** |
| ***Jizya*** | ***Encomenderos*** | **Creole populations** |
| **Ottoman Empire** | **Slave Trade** | **Enlightenment thought** |
| **Mali Empire** | **Aztec Empire** |  |

**Key concepts from lecture** – Understand what they mean, how to tell them apart, and how to use them

(15 of these 20 will be in the matching section of the test)

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| Continents | Contingency | Empire | Comparative Advantage |
| Regions | Agency | Hierarchy | Extractive Colonialism |
| Approaches to history | Teleology | Redemptive violence | Settler Colonialism |
| Diffusion | Epistemology | Social Constructions | Unfree Labor |
| Convergence | Religion | Race | Slavery |
| Encounter | Sovereignty | Gender | Primary Source |