O Brave New World

Chapter Six – European Expansionism PART TWO

Student Name:

European Worldview and Identity p. 139

1. How did the Age of Exploration affect the Europeans’ lives and worldview (what did they develop)?
2. As Europeans learned about the world what did they learn about power and wealth?

FAST FORWARD p.140

1. Read Shifting worldviews:
	1. Research how many countries today are signatories to the UN charter?

* 1. Go to the UN website for the status of decolonization today (http://www.un.org/en/decolonization/). Worldwide how many countries and people have been affected – gained independence - by this movement?
	2. Can you think of places in the world where the right to self-determination is not being observed? How?

Zoom In p. 141

1. What to the highlighted passages suggest about Shakespeare’s worldview?
2. How does this speech encourage patriotism?

SKILL POWER p. 133 and 142

1. Read Columbus’ description of the Taino on p. 133 and then read Making Contact and look at figure 6-14 an engraving of an Algonquin village and use the T-Chart below to compare the ATTITUDES shown in the two descriptions:

|  |  |
| --- | --- |
| Columbus | White |
|  |  |

1. Do you think either of these men spent much time with the Indigenous people? Support your answer.

THE TUPINAMBA PERSPECTIVE p. 143

1. How might the Tupinamba perspective on European society challenged Europeans thinking?

Expansionism and Imperialism p. 143

1. What affect did European beliefs about their own superiority have on how the peoples of America were treated?
2. Can you think of any contemporary (today) examples of this attitude and its negative affect on Aboriginal people?

EXPLORE THE BIG IDEA

|  |
| --- |
| What was the result of European Expansionist and Imperialist policies with regard to: |
| The population of Indigenous people in the Americas | 1.2.3. |
| The culture of Indigenous peoples in the Americas | 1.2.3. |
| The European sense of Identity | 1.2.3. |
| The European Economy | 1.2.3. |