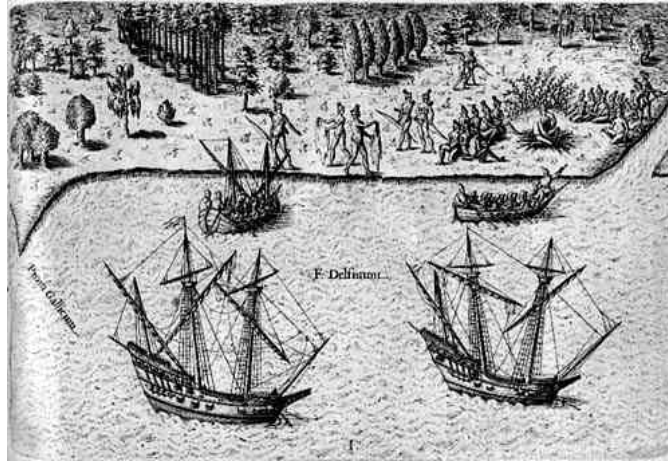


Global Community Marketplace: Research

Part 1



Congratulations! You have all received a “ticket” for an all expense paid trip to one of the hottest regions of 1750. Let’s get to know a bit about your exciting destination.

Project Overview

For your final assessment, we will explore the ways in which cultures connected in the years from 1400-1750 by studying the leading cities or trade centers of the time. There are three key parts to this process:

- 1. You will each research various aspects of your city in order to represent it at a booth in the “global marketplace.” (individual grade – 20 points)**
- 2. After each member of your group has completed his/her research, you will work together to organize and analyze your information. Then you will create a group poster board presentation to be showcased in the “global marketplace” (the third floor classrooms in the new wing) (individual and group grade – 40 points)**
- 3. Finally, you will be asked to synthesize the information from 6 cities on 4 continents into an essay that answers the Focus Question: *To what extent was the creation of global connections c. 1450-c.1750 beneficial? To whom? How? Why?* (individual grade – 40 points)**

Getting to know your region:

- **find your region on a world map**
- **generate “travel guide” questions about your region with your group**
(If you were going to travel to your region in 1750, what types of information would you need to know based on the topics listed below?)

Geography
Government structure
Important people

Major Cities/Urban Areas
Timeline of key events (1400-1750)
Religion/Belief systems

Each person in your group should focus on gathering specific, detailed information to answer the questions generated by the group.

Homework:

1. Read the assigned textbook pages that correspond to your region and take notes in a google doc on the above topics that answer the questions that your group discussed. Use these questions in the library every day.
2. Create a list of Key Terms that you can use to help facilitate your research. Bring this list with you to the library every day.

Research Due Dates

1. "Getting to know your city" notes – 5/14
2. Note check and bibliography – by 5/24
3. Timeline of events of your city w/ citations – 5/30
 - Key political and religious turning points, technological and artistic inventions/discoveries
 - Briefly identify each entry & explain why it's important

How will your research be evaluated?

Together, your chart, working bibliography and timeline are worth 20 points. Your grade will be based on:

- The format of your notes – clearly organized, have all necessary bibliographic information
- The quality of your research – depth, specificity, relevance
- The strength and variety of your sources (aim to use at least 3 different sources)
- The format of your bibliography
- Timeline includes 10-15 entries that are relevant and clearly explained

Important Research tips to remember:

1. Prepare a chart for taking organized notes. (See models that follow.)
2. Keep a working annotated bibliography of all sources used. (See model that follows.)

Format 1:

Source written in the proper format
Notes: Bulleted, paraphrased notes (with page numbers if applicable)
Relevance: How do your notes connect to the bigger question(s)?

Sample 1:

Beck, Roger. <i>World History: Patterns of Interaction</i> . Evanston: McDougal Littell, 1999. Print.
Notes: <ul style="list-style-type: none">• daGama's voyages of exploration opened trade routes b/w Portugal and India (466)• took control of spice trade from Muslim merchants (466)
Relevance: Portuguese desire to compete against other European powers and break Middle Eastern trade network. Established direct contact with Asian markets.

Format 2:

Source written in the proper format	Notes: Bulleted, paraphrased notes (with page numbers if applicable)	Relevance: How do your notes connect to the bigger question(s)?

Sample 2:

Source written in the proper format	Notes: Bulleted, paraphrased notes (with page numbers if applicable)	Relevance: How do your notes connect to the bigger question(s)?
Beck, Roger. <i>World History: Patterns of Interaction</i> . Evanston: McDougal Littell, 1999. Print.	<ul style="list-style-type: none">• daGama's voyages of exploration opened trade routes b/w Portugal and India (466)• took control of spice trade from Muslim merchants (466)	Portuguese desire to compete against other European powers and break Middle Eastern trade network. Established direct contact with Asian markets.

Sample Working Annotated Bibliography

Beck, Roger. *World History: Patterns of Interaction*. Evanston: McDougal Littell, 1999.

This is the general textbook used for 9th and 10th grade World History. It provides a general overview of the history of the world from the earliest records of man until the present. I used the sections on the Silk Road in China and in India to develop a better understanding of the role each region played along the Silk Road and how trade connected these two regions with other parts of the world.

Johnson, Jean. *The Human Drama*. Princeton: Markus Wiener Publishers, 2000.

This source is secondary source that provides a thematic organization to a chronological overview of world history through 500 C.E. I found this source by looking through Ms. Wright's collection. This source was useful for specific information about the technologies that emerged in China during the time of the Silk Road.

Kash, J. "The Age of Exploration." *Mr. Kash's History Page*. 25 May 2010. Web. 30 May 2010. <<http://mrkash.com/activities/ageofexploration.html>>.

This website was created by a middle school history teacher. It consists of general history links and specific activities for his class. Since it is not cited and does not include a bibliography, it is not a reliable source for content. I used it for an image of a map from the Age of Exploration, which I knew was accurate from my other research.

City/Region Assignments by Group

#	Members	City/Region	Text pages
1	Clare Chan Ezra Lerner Charlie Musoff Steph Strek Yarden Weisenfeld	Guangzhou/Macau (China)	pp.469-473
2	Ally Dweck Noel Ferraris Elliot Graham Ellie Month	Istanbul & Cairo (Ottoman Empire)	pp. 443-447
3	Steven Berke Charles Gilatta Zach Townsend Ben Zucker	Boston (United States)	pp. 490-494
4	Dan Altabet Justin Cooper Cameron Lee Zachary Steinberg	New Amsterdam/New York (United States)	pp.490-494
5	Maggie DesRosiers Gabriela Dickson Samantha Garcia Julia Zecchini	Tenochtitlan (Mexico)	pp.400-406 p. 413 pp. 483-488
6	Michael Blank Henry Gray Rocco Palemo Nico Stainfield	Potosi (Bolivia)	pp. 483-488
7	Jonny Emmerman Lindsay Kramer Eve Serfaty Alexis Zachem	Goa (India)	pp. 451-457 pp. 463-468
8	Dorianna Marambio Nicole Romano Shreya Talus Morgan Titone	Lisbon (Portugal)	pp. 463-468 pp. 476-477 pp. 495-499
9	Harry Chalfin Joseph Metviner Ben Schlur David Szanto	London (England)	pp. 432 pp.490-494 pp. 536-539
10	Max Beyer Harry Gale Brendan Knaack George Ridgway	Amsterdam (the Netherlands)	pp. 466-468 pp. 471-472 pp. 514-516
11	Eliza Auchincloss Elizabeth Hymes Peyton Malsch Clare McInerny Leah McKenna	Luanda/Kongo (Angola)	pp. 495-499
12	Toma Camaj Matt Dreschur Matheus Esteves Matt Gibson	Venice (Italy)	pp.417-418
13	Kara Elcik Micaela Primoff Cecilia Teuber Jojo Zacharia	Calicut (India)	pp. 451-457

#	Members	City/Region	Text pages
14	Alexis Kline Gillian Lubin Harrison Peltz Drake Weissman	Hispaniola (Dominican Republic/Haiti)	pp. 483-488
15	Rebecca Epemolu Gabi Grippo Elena Ludwig Sami Meyers	Batavia/Jakarta (Indonesia)	pp. 463-468
16	Alex Czarniak Jake Forman Rohan Hawkins Noah Marinelli	Havana (Cuba)	pp.495-499
17	Emily Berk Celia Berman Carly Rubin Sara Shah	East Africa (Somalia, Ethiopia, Kenya, Madagascar, Mozambique)	pp. 378-381 pp. 466-468 pp.495-499
18	Alyssa Josselsohn Vivian Kwok Amanda Rachlin Alex Salzinger	Canary Islands (Spain)	pp. 483-488
19	Amanda Berk Nina Dheer Emma Lappin Fazl Shaikh	Sri Lanka (formerly Ceylon)	pp. 463-468
20	Jeremy Klein Owen Marsh Marco Pompa Sydney Prince Jeff Wang	Malacca (Malaysia)	pp. 463-468
21	Yuji Nam Juli Porpora Megan Reynolds Nina Zacharia	Florence (Italy)	pp.417-418
22	Hayden Carey Josh Hendell Patrick Lyons Sam Squadron	Isfahan (Safavid Empire)	pp. 448-450
23	Anshi Barmecha Scottie Berridge Marie Ceske Morgan Solender	Moluccas/Maluku Islands (Spice Islands)	pp.463-468