

1. Title The commerce and the European hegemony	
2. Knowledge and didactic objectives <i>Objectives and knowledge that would be developed with this activity.</i> <ul style="list-style-type: none"> Identify and understand the economic, social and cultural changes brought about by technological advances throughout history. Technological revolutions and work organization. 	3. Timing <i>Duration of activity. Approximate sessions. Estimated time.</i> Three one-hour session, approximately.
4. Grouping of students <i>Individual, couples, small groups, large group.</i>	
5. Historical thinking skills <i>Point out the historical thinking skills that would be developed with the activity.</i> Historical thinking/reasoning model (source and evidence, historical argumentation, change and continuity, causes/consequences).	
6. Development or sequence of the activity <i>To explain how the activity is developed, the phases of the teaching-learning process, the steps that students must follow and the role of the teacher in each of the sessions.</i> Didactic sequence <ol style="list-style-type: none"> 1. Introduction. Probe students' previous ideas about the first colonial empires and European expansion from the end of the 15th century to the processes of decolonisation in the 20th century. To find out what they know about the causes and consequences of European hegemony. 2. Presentation of content. Using old maps and ICT resources, show the temporal and spatial framework on which we intend to work. To 	



- understand how European powers imposed themselves on more powerful and older empires (China, India, Ottomans) in the domain of trade and geopolitics. Topics are divided into small working groups to deepen their knowledge of certain products and technological advances.
3. Reflection on what has been learned. Each group of students explains why certain raw materials (spices, precious metals), naval and war technology, slave labour justifies the emergence of capitalism and the first global trade networks since the 16th century. Also, the changes in food, clothing and other facets of everyday life.
 4. Application of what has been learned. Dismantling of clichés about European supremacy since the Renaissance, insisting on the reciprocal influences between the metropolis and the colonies. The mark that ethnic and cultural miscegenation has left in many countries, heirs of composite societies (indigenous, Creoles, slaves, mestizos). Not to mention the expansion of European languages and religions throughout much of the world, with nuances depending on the degree of development of the societies integrated into European empires, and the time of conquest or Western colonisation.

Session 1. Using maps from different periods, the emergence, evolution and disappearance of the main European overseas empires: Spain, Portugal, England, France and the Netherlands are analysed. Small groups of students are divided into small groups of students to identify certain products or inventions that explain this centuries-long European dominance, which has marked the history of mankind.

Session 2. Each group presents the relevance of the product or invention assigned to them. Discoveries, new trade routes, founding of cities, slave trade, changes in food, clothing or music through the exchange of products between Europe, America, Africa and Asia.

Session 3. Taking stock of the reciprocal influences and what each continent contributed to this secular process. The old metropolises also saw many aspects of daily life change, both among the elite and the working classes, as a result of trade and the arrival of new products that would become more widespread. Today's diet or music cannot be understood without these processes. Just as the most widely spoken languages in the world or some of the religions with the most followers are so because it was Europeans who expanded them during their period as global powers.

7. Assessment techniques and instruments

How? When? and what to evaluate?

Evaluation criteria

- To analyse world history from the long-time perspective in order to understand European hegemony.
- Deepen the economic and ideological motivations that led to colonial expansion and its consequences both in Europe and in the rest of the world.
- Value the legacy of mutual influences at social, cultural and economic levels.

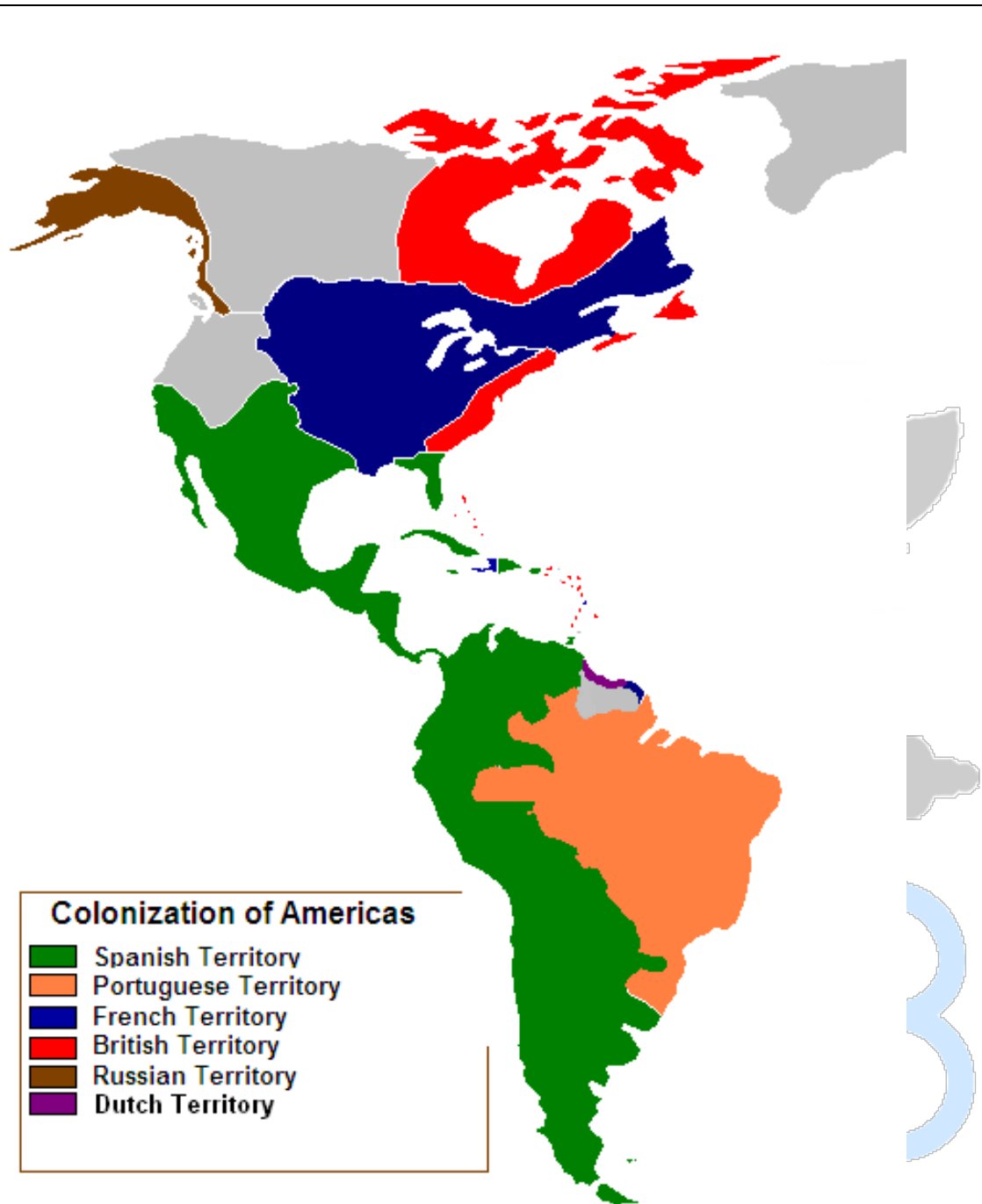
Evaluation instruments

- Portfolio of students' written productions.
- Direct observation of oral presentations and guided discussions.

8. Complementary resources (web links, bibliography for students, visits to heritage elements, press news, videos, documentaries, etc..).

SESSION 1

Analysis and commentary on maps of European hegemony from the end of the 15th century to the second half of the 20th century. To understand the different phases of expansion and the actors involved, as well as the competition between colonial powers and the emancipation of colonies.



Map of the European colonisation of America (1750)

Source: https://www.gifex.com/detail/2009-11-26-11269/Colonizacion_europea_de_America_1750.html



Asia in 1914

Source: <http://laurelcontemporanea.blogspot.com/2016/01/ud-5-comentario-del-mapa-de-asia-en-1914.html>

SESSION 2

Each group of students is assigned a product or invention of relevance for understanding the evolution of the economy and the emergence of capitalism. These would be raw materials such as spices (cloves, pepper), precious metals (gold and silver), foodstuffs (coffee, cocoa, tomatoes, potatoes, peppers), tobacco, but also processed and luxury products (porcelain, silk, ivory). The mark that each has left on the culture, consumption and daily life of the European societies into which they were introduced is very significant. It is a question of understanding the reciprocal influences between the metropolis and the colonies.



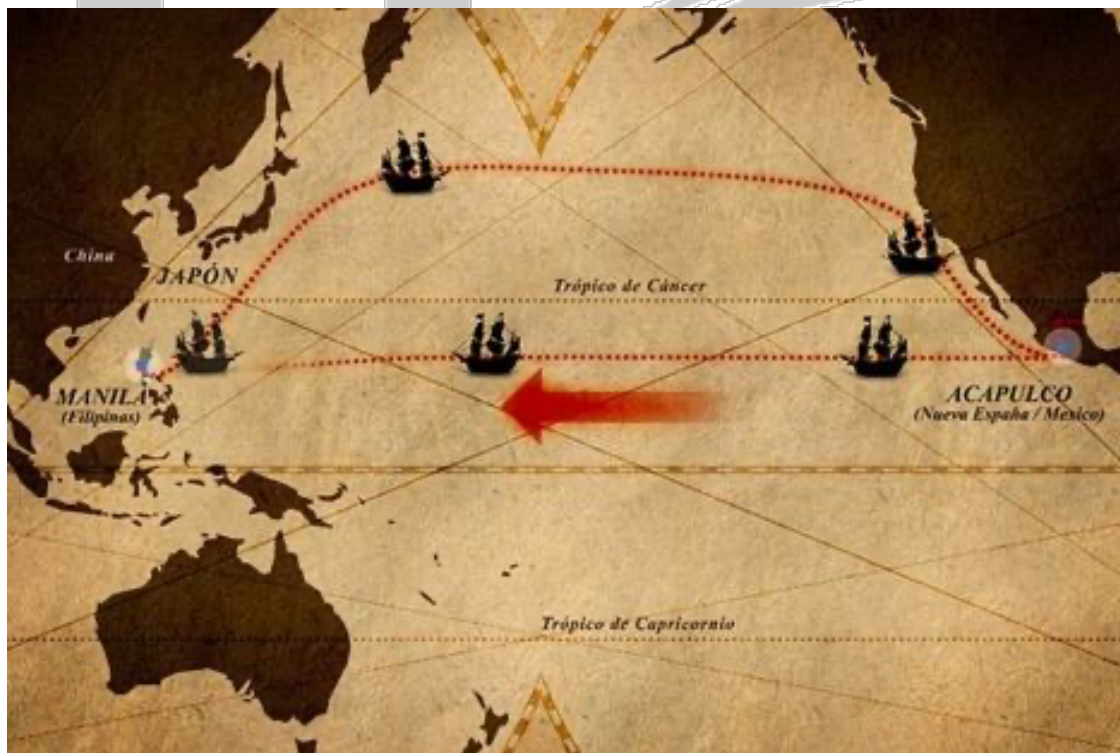
The food that came from America

Source: <https://educahistoria.com/la-comida-que-vino-de-america/>



Ancient map of the Spice Islands (Moluccas)

Source: <https://www.piccantino.es/info/revista/que-eran-las-islas-de-las-especies>



Route of the Manila Galleon, between the Philippines and Acapulco (Mexico)

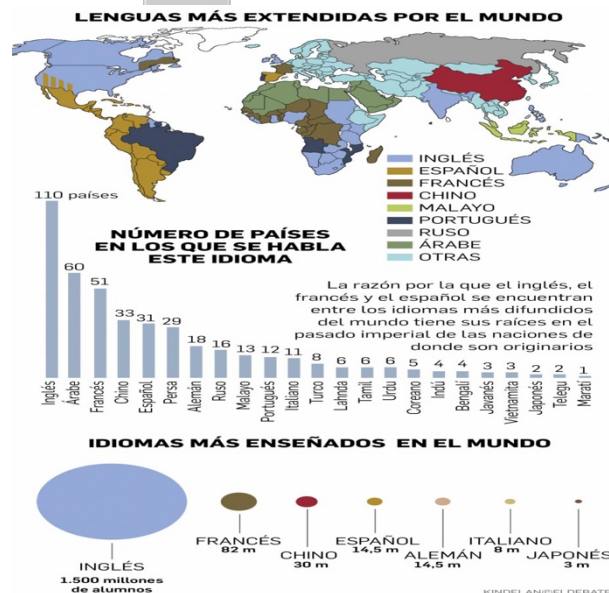
Source: <https://www.geografiainfinita.com/2020/06/el-galeon-de-manila-la-globalizacion-que-trajeron-las-espanas/>

Questions:

1. Name three recipes from your country that contain ingredients that were brought by Europeans from the Americas.
2. Compare the results of the previous question with the foods and products that Europeans brought to America.
3. What were the Spice Islands and why did they lead to the first circumnavigation of the globe (1519-1522)?
4. What is the Manila galleon and how was it the backbone of trade between Asia, America and Europe?

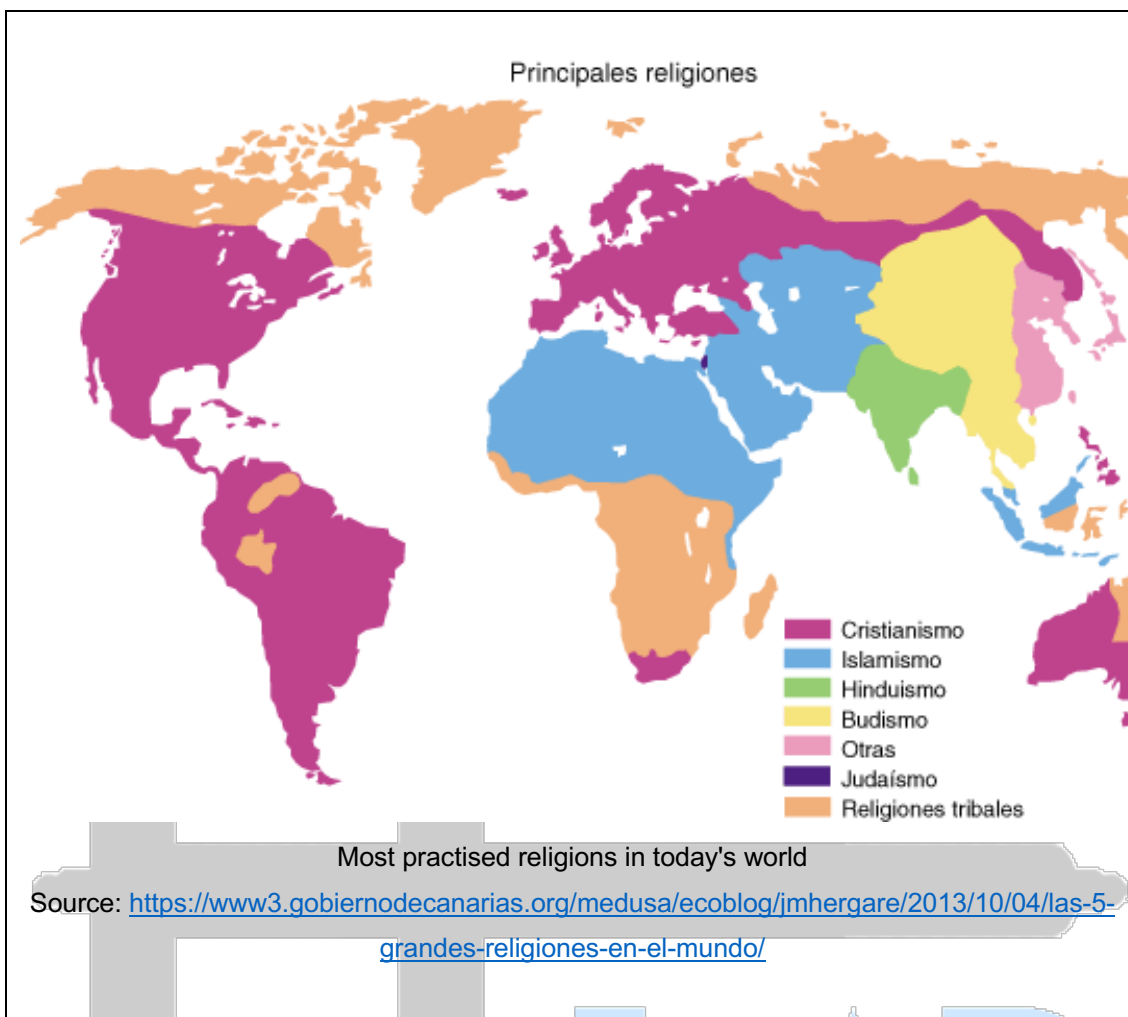
SESSION 3

An assessment of the causes and consequences of European hegemony, with a profound cultural, geopolitical and ideological imprint on today's world. The roots of many conflicts and inequalities cannot be understood without Western domination of a large part of the world, mutating the old territorial imperialism into an ideological and economic imperialism that is no less aggressive towards poor countries.



World's most widely spoken languages

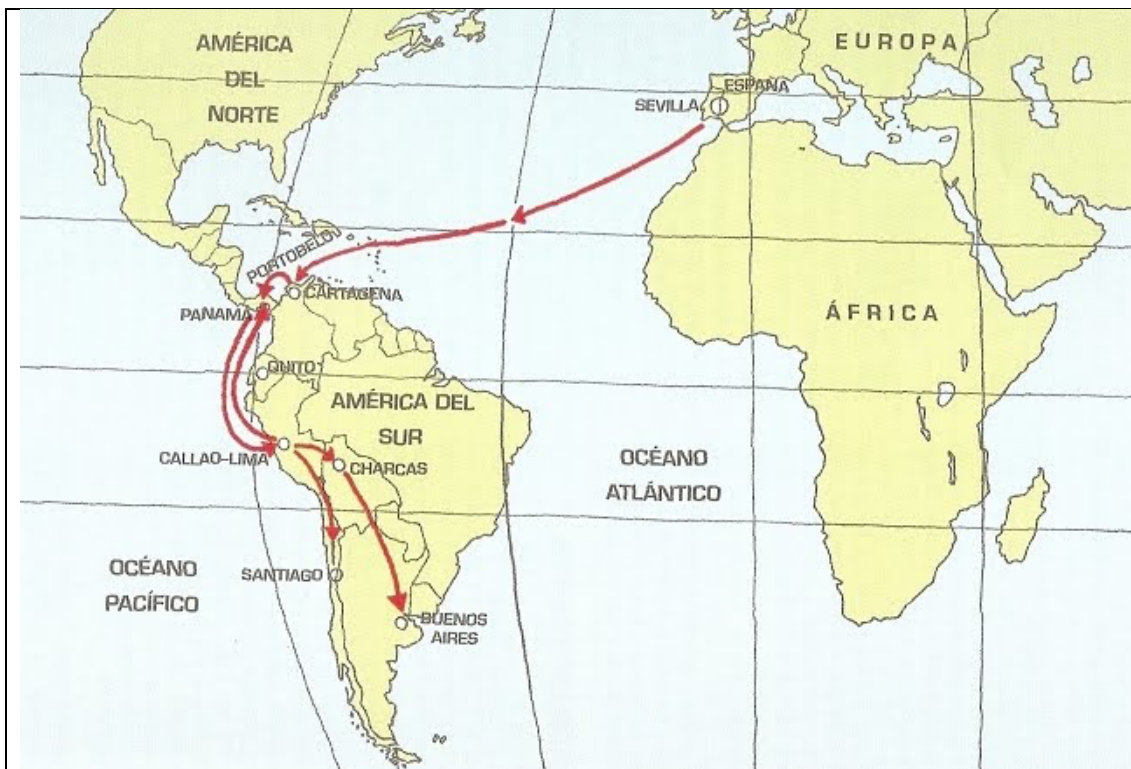
Source: <https://www.eldebate.com/cultura/20220717/asi-habla-mundo-espanol-segunda-lengua-materna-solo-detras-chino.html>





Jazz, conceptual map

Source: <https://mariamenendez.wordpress.com/2011/10/19/el-jazz-mapa-conceptual/>



The geographical origin of the flamenco cajón: Africa-Peru-Spain

Source: <https://www.sawaexpeditions.com/el-cajon-flamenco-y-sus-origenes-africanos/>

Questions:

1. Why are English and Spanish two of the most widely spoken languages in the world? How many countries that have any of them as an official language were former British and Spanish colonies?
2. Why is the Catholic religion the one with the largest number of believers in the world?
3. Why didn't a massive evangelization take place in Asia or much of Africa like in America?
4. Flamenco and jazz are mestizo music, originating from persecuted and marginalized ethnic minorities (gypsies and Afro-Americans). What elements of Africa, America and Europe are found in its roots and evolution?



Disclaimer

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