

COLLISION

Focus Questions: These questions will be the basis for a graded discussion.

1. Why did these encounters happen the way that they did? (consider the past 10,000 years of history)
2. What drove the Europeans to discover and explore?
3. Compare **and** contrast the impact of the Europeans in different parts of the world?
4. What is the connection between trade, exploration and culture?
5. What trade routes and economic goods dominate the world markets?
6. Who are the winners and losers in the Collision? How do you know?

Guns Germs and Steel, part 2.

Begin watching at 40 minutes where we left off from the Aztec/Inca unit. The Spanish, much outnumbered, are battling the Inca.

1. Why did the Spanish win?
2. What was the invisible WEAPON OF MASS DESTRUCTION?
3. What was the first deadly disease brought to the Americas?
4. Why is smallpox so contagious?
5. Define *decimated*?
6. Why were the Europeans (the Spanish) able to pass their ideas but not the other way around?
7. What was different about the Incan domesticated animals compared to the Europeans' animals?

1. Label the major empires we have studied.



Collision

Q: What does the word collision imply?

Why Europe?

- ☐ We know that Europe comes to dominate and explore the world.
- ☐ Let's go over some reasons we already know...
 - ☐ HISS
 - ☐ Christianity
 - ☐ Disease
 - ☐ Motivation
- ☐ Q: What is one motivation to explore?

Traditional view of the Age of Exploration

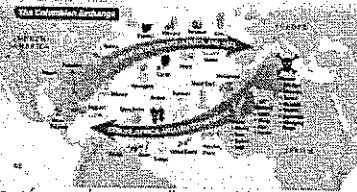
- ☐ New empires form
- ☐ European influence and takeover in Americas
- ☐ Russia—largest land empire
- ☐ Q: What part of the world is missing from this map?

Spain & Portugal

- "In 1494 Spain and Portugal signed the Treaty of Tordesillas, which was meant to divide the globe in two spheres of influence, so that the two empires would not interfere with each other's explorations and conquests. West of the line would be Spain's sphere of influence and east would be Portugal's. The line ran through what is today South America and particularly Brazil. The result was that most of South and Central America fell into the hands of Spain. Portugal colonised Brazil, which they discovered in 1500 and lies east of the line of Tordesillas."

Q: What does this suggest to you about the empires of Spain and Portugal?

The Columbian Exchange



- The new exchange of goods across the world.
- "Without a new world to deliver economic balance in the Old...Europe would have remained inferior, as ever, in wealth and power, to the great civilizations of Asia."
- Q: Why is this trade called the Columbian exchange?
- Q: Does the Columbian Exchange benefit Europe more than the Americas?

The Impact for the Americas as a result of the Columbian Exchange



- New foods introduced
 - Foods are mixed together to create new foods.
 - Q: What is this called?
- Old world animals flourish and help some Indian nations
 - Sioux in the Midwest
 - Land is free of predators
- Resources (gold and silver) taken from the land
- Q: Overall, do you think the Columbian Exchange was positive or negative for the Americas?

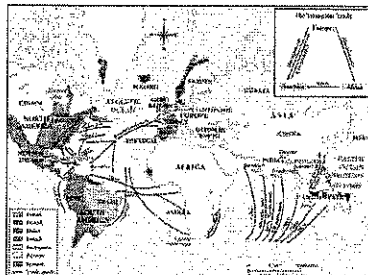
The Impact on Europe of Columbian Exchange

"good hand of God...sweeping away great multitudes of Natives...that he might make room for us." - Governor Bradford of Plymouth colony (MA)

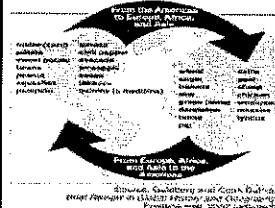
Population migrates

Cultural diffusion

Q: What exchanges do you see in the map?



Columbian Exchange Impact



Q: Who benefits most from the exchanges?

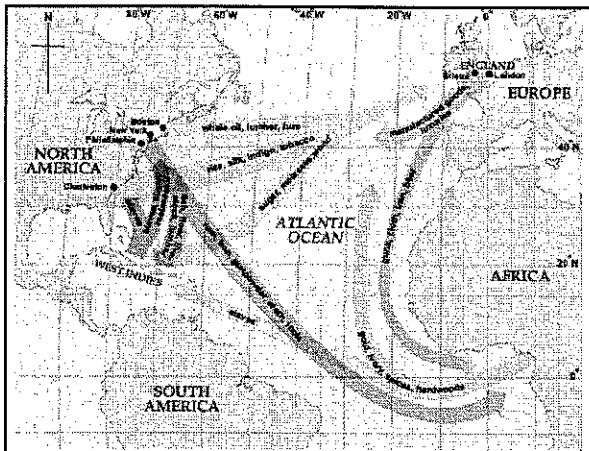
Q: What is one short and one long-term impact of the exchange?

The Atlantic System

Q: What do we mean by The Atlantic System?

The Atlantic System

- An Atlantic commerce network that connected 4 continents.
 - How is it different from the Columbian Exchange?
- The Atlantic slave trade
 - Why enslave people?
 - Labor
 - Farming and mining
 - Desire/Motivation
- 80% of enslaved people ended up in the Caribbean or Brazil
- Triangle trade>>>Europe, Africa and Americas
- Q: Using the map on the next page, describe the System at each point.



Talking about slavery

1. Race was made a major part of this system so we talk about it openly. Prior to this, enslaved people were of any race but under the Atlantic system, slavery became racial.
2. Avoid monoliths:
 1. Not all Africans were enslaved
 2. Not all black people identify as African
 3. Not all enslaved people were African

Q: Explain the bolded statement in #1.

Life of Slaves

What can you deduce about the slave trade from the reading and from charts?

Journey to the Americas was dangerous

Caribbean

Different in South America than North America

□ The entirety of North America

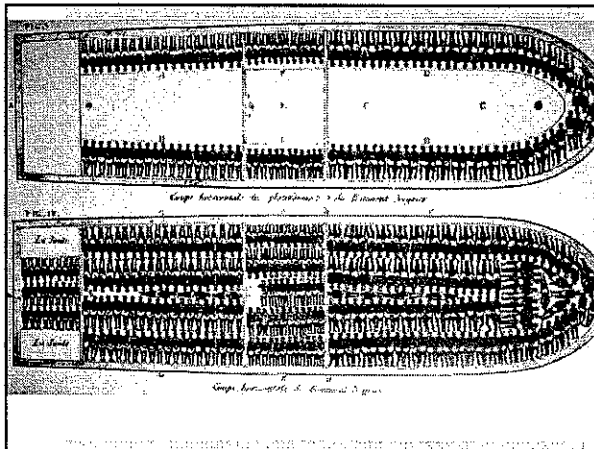
Life on plantations was terrible

Page 56 analysis. Read the paragraph on pg 56 and analyze the charts and then add two bullet points to this slide.

Trans-Atlantic Imports by Region

1450-1800

Region	Number of slaves accounted for	%
Brazil	4,000,000	35.4
Spanish Empire	2,500,000	22.1
British West Indies	2,000,000	17.7
French West Indies	1,800,000	16.1
British North America and United States	500,000	4.4
Dutch West Indies	500,000	4.4
Danish West Indies	20,000	0.2
Europe (and Islands)	200,000	1.8
Total	11,320,000	100



Rise to Dominance

- How does the "discovery" (wc) of the Americas by the Europeans lead to global dominance?
- How do Europeans dominate the Atlantic system?
- What is the role of slavery in the Atlantic system and in Europe's rise to dominance?
- Are Europeans globally dominant by 1800?
- What are the costs?

The takeover...

Advantages for Europe:

- ☐ Motivation
- ☐ Rivalry—Competition
- ☐ "We came here to serve God and the King, and also to get rich," Spanish conquistador
- ☐ Boats
- ☐ Guns, Germs and Steel (Diamond thesis)
- ☐ Discontent in the Americas

Disadvantages:

- ☐ Far away from home
- ☐ New environments (climate and geography)

Impact of Atlantic System on Europe

- Great wealth
- Eating habits change dramatically
- World power
- Commercial Revolution
 - ☐ Book-keeping
 - ☐ Capitalism
 - ☐ Insurance
 - ☐ Stocks
 - ☐ Partnerships
 - ☐ Entrepreneurs

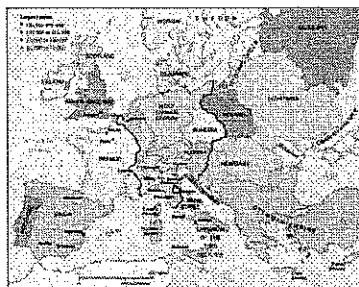


- All built on the Americas and slavery...
- u Why is Europe poised for global dominance?

Maintain balance of power

- ☐ Make sure no state becomes more powerful than it already is
- ☐ Driven by a fear that a country will be conquered if its rival becomes too strong
- ☐ In Europe, everyone has a rival, and more countries are willing to maintain the balance of power than to accept a change

Now what for Europe?



Map of Europe showing the balance of power in the 17th century.

Impact of Atlantic System on Americas

- ☐ Disease
- ☐ Slavery
- ☐ Racism
- ☐ Catholicism
- ☐ Colonization
- ☐ Resources used at a higher rate
- ☐ Domesticated animals
- ☐ Weeds, bananas, rice, wheat, olive, grapes
- ☐ Q: Pick ONE of the above for your focus research.

CHAPTER 4 Section 1 (pages 103-109)

Spanish Conquests in the Americas

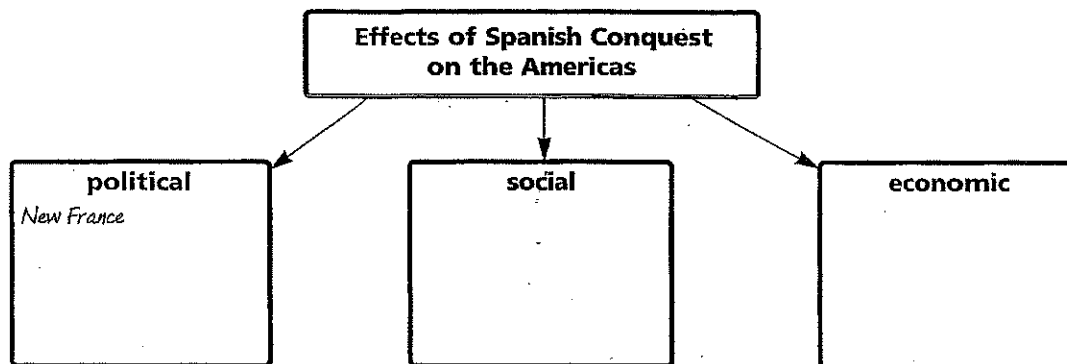
BEFORE YOU READ

In the last chapter, you read about European exploration in the East.

In this section, you will study the Spanish and Portuguese exploration of the Americas.

AS YOU READ

Use the web below to show some of the results of Spanish conquest.



TERMS AND NAMES

Christopher Columbus Italian explorer who landed in the Americas
colony Land controlled by another nation

Hernando Cortés Conquistador who defeated the Aztec

conquistadors Spanish explorers in the Americas

Montezuma II Leader of the Aztec at the time of Cortés's arrival

Francisco Pizarro Conquistador who defeated the Inca

mestizo Person with mixed Spanish and Native American blood

encomienda System of mining and farming using natives as slave labor

Columbus's Voyage Paves the Way (pages 103-105)

How did the voyages of Columbus change the Americas?

In 1492, **Christopher Columbus**, an Italian sailor, led a voyage for Spain. He sailed west hoping to reach Asia. Instead, he landed in the Americas. Columbus thought that he had reached the East Indies in Asia. He misnamed the natives he met there, calling them Indians. He claimed the land for Spain. From then on, Spain began to create **colonies**. Colonies are lands controlled by another nation.

In 1500, a Portuguese explorer claimed Brazil. In 1501, Amerigo Vespucci explored the eastern coast of South America. He said that these lands were a new world. Soon after, a mapmaker showed the lands as a separate continent. He named them America after Vespucci.

Other voyages gave Europeans more knowledge about the world. Balboa reached the Pacific Ocean. Ferdinand Magellan sailed completely around the world.

1. Which voyages gave Europeans new knowledge of the world?

Spain Builds an American Empire (pages 105-107)

How did Spain build an empire?

Hernando Cortés was one of the Spanish conquistadors, or conquerors. In the 16th century, they began to explore the lands of the Americas. They were seeking great riches. In 1519, Cortés came to Mexico and defeated the powerful Aztec Empire led by Montezuma II.

About 15 years later, Francisco Pizarro led another Spanish force. It conquered the mighty Inca Empire of South America. Once again, the Spanish found gold and silver. By the mid-1500s, Spain had formed an American empire that stretched from modern-day Mexico to Peru. After 1540, the Spanish looked north of Mexico and explored the future United States.

One large area of the Americas—Brazil—was the possession of Portugal. In the 1830s, colonists began to settle there. Colonists built huge farms called *plantations* to grow sugar, which was in demand in Europe.

The Spanish lived among the people they conquered. Spanish men married native women. Their children and descendants were called *mestizo*—people with mixed Spanish and Native American blood. The Spanish also formed large farms and mines that used natives as slave labor. This system was known as *encomienda*.

2. Give two examples of conquistadors and explain what they did.

Spain Expands Its Influence (pages 107-108)

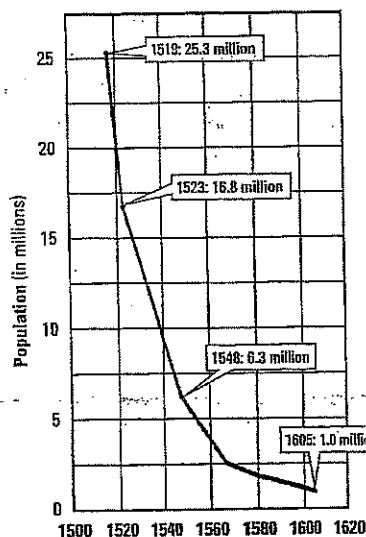
How did Spain try to gain more power?

Soon Spain began to want even more power in the Americas. It started to look at land that is now part of the United States. Explorers like Coronado led expeditions to the area. Catholic priests went along.

Spanish priests began to make some protests, however. One thing they criticized was the *encomienda* system. A monk named Bartolomé de Las Casas and others successfully called for the end of the system.

Native Americans also resisted new or continued Spanish rule. One of the most serious *rebellions* occurred in New Mexico. A Pueblo leader named Popé led a well-organized effort. It involved about 17,000 warriors and drove the Spanish back into New Spain for 12 years.

3. What challenges to their power did the Spanish face?



Skillbuilder

Use the graph to answer the questions.

1. Sum up the time frame and the general trend in population shown on this graph.

2. What was the most drastic drop in population?

**CHAPTER
20**
TELESCOPING THE TIMES

The Atlantic World, 1492–1800

Summary

CHAPTER OVERVIEW Starting in 1492, the Spanish built a large empire in the Americas, but the native peoples suffered. In North America, the Dutch, French, and English fought for control. England finally won. The labor of enslaved persons brought from Africa supported the American colonies. The contact between the Old World and the New produced an exchange of new ideas.

1 Spanish Conquests in the Americas

KEY IDEA The voyages of Columbus prompted the Spanish to carve out the first European colonies in the Americas.

In 1492, Christopher Columbus, an Italian sailor, led a voyage on behalf of Spain. He sailed west from Europe intending to reach Asia but instead landed in the Americas. This was land that Europeans had not known existed before. Columbus thought at first that he had reached Asia, or the Indies. He misnamed the natives he met Indians and claimed the land for Spain. The king and queen agreed to let him lead another voyage. This one was an expedition to form colonies, or controlled lands, that Spain would rule.

In 1500, a Portuguese explorer landed in Brazil and claimed that land for his country. In 1501, another Italian sailor on behalf of Spain, Amerigo Vespucci, explored the eastern coast of South America. He said that these lands were not Asia but a new world. Soon after, a mapmaker showed the lands as a separate continent. He named them America after Vespucci.

Other voyages gave Europeans more knowledge about the world. One explorer reached the west coast of Central America and first saw the Pacific Ocean. Another, Ferdinand Magellan, led a bold expedition from Spain that sailed completely around the world. Magellan himself died about halfway around. However, a few members of his crew survived. They returned to Spain after sailing for almost three years.

Spanish conquistadors, or conquerors, also began to explore the lands of the Americas. There they found great riches. In 1519, Hernando Cortés came to Mexico and defeated the powerful Aztec Empire. The Spanish had the advantage of rifles and cannons. They also had the aid of several native groups who were angry over harsh Aztec

rule. In addition, the Aztec were seriously weakened by new diseases brought to the Americas with the Spanish. Native peoples had no resistance to measles, mumps, and smallpox, which killed them by the hundreds of thousands.

About 15 years later, another Spanish force, led by Francisco Pizarro, conquered the mighty Inca Empire of South America. Once again, the Spanish gained access to huge amounts of gold and silver. By the mid-1500s, Spain had formed an American empire that stretched from modern-day Mexico to Peru. After 1540, the Spanish looked north of Mexico and explored the future United States. However, one large area of the Americas—Brazil—remained outside the control of Spain. Brazil was the possession of Portugal. Colonists there built huge farms called plantations to grow sugar, which was in demand in Europe.

The Spanish had a pattern of living among the people they conquered. Because few Spanish settlers in the Americas were women, Spanish men married native women. Their children and descendants formed a large mestizo population, people with mixed Spanish and Native American blood. The Spanish also formed large farms and mines that used natives as slave labor. Many landowners treated the native workers harshly. Some Spanish priests criticized this treatment. In 1542, the Spanish stopped making slaves of native peoples. They soon, however, would bring enslaved Africans to the Americas to meet labor demands.

2 Competing Claims in North America

KEY IDEA Several European nations fought for control of North America, and England eventually emerged victorious.

In the early 1500s, the French began to explore North America. Jacques Cartier came across and named the St. Lawrence River. He then followed it

inward to reach the site of modern Montreal. In 1608, Samuel de Champlain sailed as far as modern Quebec. In the next 100 years, the French explored and claimed the area around the Great Lakes and the Mississippi River all the way to its mouth at the Gulf of Mexico. The area became known as New France. The main activity in this colony was trade in beaver fur, desired in Europe to make hats.

The English also began to colonize North America. The first permanent settlement came at Jamestown, in modern Virginia, in 1607. The colony struggled at first. Many settlers died from disease, hunger, or war with the native peoples. Soon farmers began to grow tobacco to meet the high demand for it in Europe.

In the 1620s and 1630s, other groups from England began to settle in modern Massachusetts. These settlers were deeply religious people who did not agree with the practices of the Church of England. They wanted to purify the church and were called Puritans. They hoped to build a model community dedicated to God. They succeeded over time in part because many families settled there.

Meanwhile, the Dutch also started a new colony. They settled in the location of modern New York City and called it New Netherland. Like the French, they engaged in the fur trade and set up trading posts along the Hudson River. The colony did not grow very large, but it did attract people from other European countries. New Netherland became known as a home to people of many different religions and cultures. Europeans also took possession of many islands of the Caribbean. There they built tobacco and sugar plantations that used enslaved Africans as workers.

The European powers began to fight for control of North America. First, the English forced the Dutch to give up their colony. New Amsterdam was renamed New York. The English also planted other colonies along the Atlantic coast, from New Hampshire to Georgia. These colonists came in conflict with the French settlers in Canada on many occasions. The final fight started in 1754 and was called the French and Indian War. When it ended in 1763, France was forced to give up all its land in North America to Britain.

The native peoples responded to these events in many different ways. Many worked closely with the French and Dutch, joining in the fur trade and benefiting from it. Those who lived near the English, though, had stormier relations with colonists. More

than just trade, the English were interested in acquiring land for settlers' living and farming. This was land that Native Americans would not be able to use for hunting or growing their own food. This conflict erupted into war several times. Natives, though, could not overcome the settlers' guns and cannons. As in Spanish lands, the native peoples suffered even more from disease. Thousands upon thousands of natives died from European illnesses, making it impossible for them to resist the growth of the colonies.

● The Atlantic Slave Trade

KEY IDEA To meet their growing labor needs, Europeans enslaved millions of Africans in forced labor in the Americas.

Slavery has a long history in Africa and in the world. For most of that history in Africa, though, no large numbers of people were enslaved. That changed in the 600s, when Muslim traders started to take large numbers of slaves. Between 650 and 1600, Muslims took about 4.8 million Africans to Southwest Asia. Most worked as servants, and they did have certain rights. Also, the sons and daughters of slaves were considered to be free. The European slave trade that began in the 1500s was larger. Also, the enslaved Africans were treated far more harshly.

In the Americas, Europeans first used Native Americans to work farms and mines. When the natives began dying from disease, the Europeans brought in Africans, for three reasons. Africans had resistance to European diseases, so they would not get sick and die. Also, many Africans knew about large-scale farming so they would be accustomed to the work involved. Third, Africans were strangers to the Americas and would know no places to hide from slavery. From 1500 to 1870, when the slave trade in the Americas finally ended, about 9.5 million Africans had been imported as slaves.

The Spanish first began the practice of bringing Africans to the Americas. However, the Portuguese—looking for workers for sugar plantations in Brazil—increased the demand for slaves. During the 1600s, Brazil received more than 40 percent of all the Africans sent to the Americas. Other European colonies also brought slaves to work on tobacco, sugar, and coffee plantations. Only about 400,000 slaves were brought to the English colonies in North America. Their population increased over time, though, to number about

2 million in 1830.

Many African rulers joined in the slave trade. They moved inland to capture people and brought them to the coast to sell to European traders.

This trade was part of a triangular trade that linked Europe, Africa, and the Americas. European ships brought manufactured goods to Africa, trading them for people. They carried Africans across the Atlantic to the Americas, where they were sold into slavery. The traders then bought sugar, coffee, and tobacco, which they carried back to Europe. Another triangle involved ships sailing from the northern English colonies in North America. They carried rum to Africa, people to the West Indies, and sugar and molasses back to the colonies to make more rum.

The part of the voyage that brought people to the Americas was called the middle passage. It was harsh and cruel. People were crammed into ships, beaten, and given little food. Many died, and many others simply jumped overboard trying to escape. About 20 percent of the people on these ships died.

Life on the plantations was harsh as well.

People were sold to the highest bidder and then worked from dawn to dusk in the fields of the plantations. They were given little food and clothing and lived in small huts. Africans kept alive their traditional music and beliefs to try to maintain their spirits. Sometimes they arose in rebellion. From North America to Brazil, from 1522 to the 1800s, there were small-scale slave revolts.

4 The Columbian Exchange and Global Trade

KEY IDEA The colonization of the Americas introduced new and different items into the Eastern and Western hemispheres.

There was constant movement of people from Europe and Africa to the Americas. This large-scale mixing of people and culture was called the Columbian Exchange. Important foods such as corn and potatoes were taken from the Americas, where they originated, to Europe, Africa, and Asia.

Some foods moved from the Old World to the New. Bananas, black-eyed peas, and yams were taken from Africa to the Americas. Cattle, pigs, and horses had never been seen in the Americas until the Europeans brought them. Of course, deadly illnesses also moved to the Americas. They killed a large portion of the Native American population.

The settling of the Americas and the growth of trade led to a new set of business practices still followed today. One was the rise of an economic system called capitalism. It is based on private ownership of property and the right of a business to earn a profit. Another new business idea was the joint-stock company. With this, many investors pooled their money to start a business and share in the profits. European governments began to follow an idea called mercantilism. In this theory, a country's power depended on its wealth. Getting more gold and silver increased its wealth, as would selling more goods than it bought. Colonies played an important role because they provided goods that could be sold in trade.

With the American colonies, European society saw changes. Merchants grew wealthy and powerful, and towns and cities grew larger. Still, most people lived in the countryside, farmed for a living, and were poor.

Review

1. **Drawing Conclusions** What single factor was most devastating for the native peoples of the Americas and what effect did it have?

Perceiving Cause and Effect

2. How did settlement patterns in the Spanish colonies lead to a mixing of Spanish and native cultures?

3. Why did the French and Dutch have better relations with the native peoples than the English?

4. **Perceiving Relationships** Compare and contrast the Muslim slave trade in Africa with the European slave trade that began in the 1500s.

5. **Recognizing Facts and Details** What was exchanged in the Columbian Exchange?

CHAPTER 4 Section 4 (pages 120-123)

The Columbian Exchange and Global Trade

BEFORE YOU READ

In the last section, you read about the slave trade.

In this section, you will learn about other kinds of trade.

AS YOU READ

Use the chart below to take notes on the Columbian Exchange.

TERMS AND NAMES

Columbian Exchange Global transfer of foods, plants, and animals during the colonization of the Americas

Commercial Revolution New business and trade practices in Europe during the 16th and 17th centuries

capitalism Economic system based on private ownership and the investment of wealth for profit

joint-stock company Company in which people pooled their wealth for a common purpose

mercantilism Economic policy of increasing wealth and power by obtaining large amounts of gold and silver and selling more goods than are bought

favorable balance of trade Condition resulting from selling more goods than are bought

COLUMBIAN EXCHANGE

Leaving the Americas	Arriving in the Americas
tomatoes, corn, potatoes	

The Columbian Exchange (page 120)

What was the Columbian Exchange?

There was constant movement of people and products from Europe and Africa to the Americas. The large-scale transfer of foods, plants, and animals was called the **Columbian Exchange**. Important foods such as corn and potatoes were taken from the Americas to Europe, Africa, and Asia.

Some foods moved from the Old World to the

New. Bananas, black-eyed peas, and yams were taken from Africa to the Americas. Cattle, pigs, and horses had never been seen in the Americas until the Europeans brought them. Deadly illnesses also moved to the Americas. They killed a large part of the Native American population.

1. What did the Columbian Exchange take from the Americas, and what did it bring?

A Commercial Revolution

(pages 120-123)

What was the Commercial Revolution?

The settling of the Americas and the growth of trade started the **Commercial Revolution**. This revolution led to a new set of business practices still followed today. One was the rise of an economic system called **capitalism**. It is based on *private ownership* of property and the right of a business to earn a profit on money it has invested.

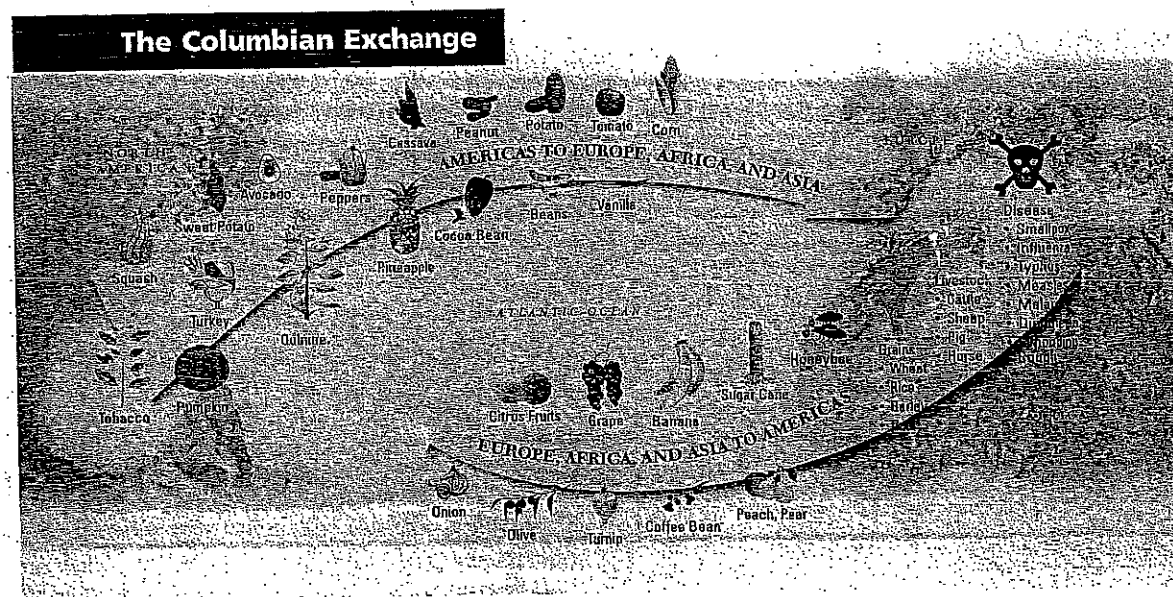
Another new business idea was the **joint-stock company**. In this type of company, many investors pool their money to start a business and share in the profits.

During the Commercial Revolution, European

governments began to follow an idea called **mercantilism**. According to this theory, a country's power depended on its wealth. Getting more gold and silver increased a country's wealth. So did selling more goods than it bought. Selling more than it bought would result in a **favorable balance of trade**. Colonies played an important role because they provided goods that could be sold in trade.

The American colonies changed European society. Merchants grew wealthy and powerful. Towns and cities grew larger. Still, most people lived in the countryside, farmed for a living, and were poor.

2. Why were colonies important to European mercantilism?



Skillbuilder

Use the chart to answer these questions.

1. Which continents were involved in the Columbian Exchange?

2. What was a harmful effect of the Columbian Exchange?

Name:

Class:

Date:

The Atlantic Slave Trade in Context and Practice

Pre-Reading: The following text discussed the Atlantic Slave Trade. It is broken into TWO section: in Context and in Practice. Prior to reading, complete the following tasks...

1. Circle and define all the underlined terms
2. Answer the following questions to preview the reading...
 - a. What do you think the difference is between the terms "in context" and "in practice"?
 - b. What are some characteristics of the slave trade OR slavery that you have learned about in the past?

Reading Task: As you read, mark up the texts and complete the "check-in" questions as you read...

Excerpts from: *Ways of the World*, second edition, by Robert Strayer
Abridged by: Mr. Nicol

The Slave Trade in Context

The Atlantic slave trade and slavery in the Americas represented a very widespread human practice – the owning and exchange of human beings. With origins in the earliest civilizations from thousands of years before the 16th century, slavery was generally accepted as perfectly normal and was closely linked to warfare and capture.

Furthermore, slavery came in many forms. Although slaves were always vulnerable “outsiders” to their masters’ societies, in many places they could be assimilated into their owners’ households, families, or communities. Some slaves in the Islamic world even received high political and military status.

Check-in Question #1!

However, the slavery that emerged in the Americas was distinctive in many ways. One was simply the number of slaves traded and their importance to the economies of the Americas. Furthermore, this New World slavery was largely based on plantation agriculture and treated slaves as dehumanized property, lacking any rights within their masters’ society. But perhaps most distinctive was the racial aspect. Atlantic slavery came to be recognized with Africa and with “blackness”.

Largely through the process of elimination, Africa became the primary source of slave labor for the Americas. Native Americans quickly died from European diseases; poor Europeans were Christians, and therefore exempt from slavery; and European indentured servants, who agreed to work for a fixed period of time in return for transportation, food, and shelter, were expensive.

Check-in Questions #2 and 3!

The Slave Trade in Practice

A few early efforts by the Portuguese at slave raiding inside West Africa convinced Europeans that such efforts were unwise and unnecessary, for African societies were able to defend themselves against Europeans. Furthermore, Europeans died like flies when they entered the interior of Africa, because they were not immune to the tropical diseases. Thus, the slave trade quickly became the process of Europeans waiting on the coast of Africa on their ships to purchase slaves from African merchants and leaders. From the time a slave was captured to the time the slave was sold, the entire process was normally managed by Africans themselves. Almost nowhere did Europeans attempt complete military conquest. Instead, they generally were considered equals with local African leaders.

Check-in Question #4!

Post-Reading Questions: Complete the following tasks...

1. Answer all the Check-In questions if you have not done so already!
(the questions are on the back of this page – please follow the directions at the top of the page!)
2. After you answer the Check-in Questions, go back to the reading and circle **THREE** transition words or phrases the historian uses to add ideas or change topics.

Atlantic Slavery in Context and Practice Check-in Questions

Directions: On a separate sheet of lined paper, write OR type the answers to the following questions. I will be collecting them to grade as a homework assignment, so please make sure your grammar and sentences are accurate and complete!

Check-in Question #1: How accepted and normal was slavery before the year 1500? Give some evidence of the condition of slaves at this time.

Check-in Question #2: Why was the slavery in the New World “distinctive in many ways” compared to the slavery that had taken place before the 1500s? (think about the difference between this portion of the text and Check-in Question #1)

Check-in Question #3: Why did Europeans decide to use Africans instead of other groups of people as slaves?

Check-in Question #4: Give TWO pieces of evidence to prove the following claim: “Europeans had very little military or political power in West Africa during the Atlantic Slave Trade.”

CHAPTER 4 Section 3 (pages 115-119)

The Atlantic Slave Trade

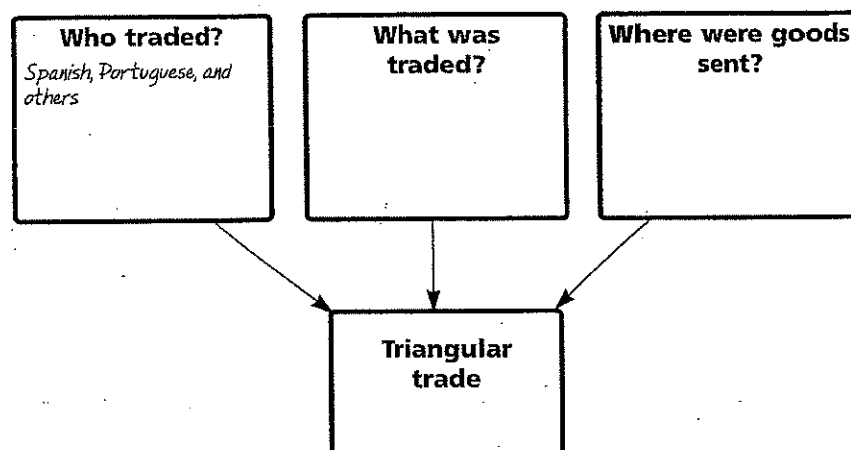
BEFORE YOU READ

In the last section, you saw how different European nations settled in North America.

In this section, you will read about the slave trade that brought Africans to the Americas.

AS YOU READ

Use the chart below to take notes on the triangular trade system.



TERMS AND NAMES

Atlantic slave trade Buying and selling of Africans for work in the Americas

triangular trade European trade between the Americas, Africa, and Europe involving slaves and other goods

middle passage Voyage that brought captured Africans to the West Indies and the Americas

The Evolution of African Slavery

(pages 115-117)

What was the Atlantic slave trade?

Slavery has had a long history in Africa and in the world. For most of that history in Africa, though, large numbers of people had not been enslaved. That changed in the 600s, when Muslim traders started to take many slaves to Southwest Asia.

Most worked as servants, and they did have certain rights. Also, the sons and daughters of slaves were considered to be free. The European slave trade that began in the 1500s was larger. The enslaved Africans also were treated far more harshly.

In the Americas, Europeans first used Native Americans to work farms and mines. When the native peoples began dying from disease, the Europeans brought in Africans. The buying and selling of Africans for work in the Americas became known as the **Atlantic slave trade**. From 1500 to 1870, when the slave trade in the Americas finally ended, about 9.5 million Africans had been **imported** as slaves.

The Spanish first began the practice of bringing Africans to the Americas. However, the Portuguese increased the demand for slaves. They were looking for workers for their sugar plantations in Brazil.

Other European colonies also brought slaves to

work on tobacco, sugar, and coffee plantations. About 400,000 slaves were brought to the English colonies in North America. Their population had increased to about 2 million in 1830.

Many African rulers joined in the slave trade. They moved inland to capture people and brought them to the coast to sell to European traders.

1. Why were slaves brought to the Americas?

1 **A Forced Journey** (page 117-118)

What kinds of trade included human beings?

Africans taken to the Americas were part of a **triangular trade** between Europe, Africa, and the Americas. European ships brought manufactured goods to Africa, trading them for people. They carried Africans across the Atlantic to the Americas, where they were sold into slavery. The traders then bought sugar, coffee, and tobacco to bring back to Europe.

Another triangle involved ships sailing from the northern English colonies in North America. They carried rum to Africa, people to the West Indies, and sugar and molasses back to the colonies to make more rum.

The part of the voyage that brought people to the Americas was called the **middle passage**. It was harsh and cruel. People were crammed into ships, beaten, and given little food. About 20 percent of the people on these ships died.

2. What was the triangular trade?

**Slavery in the Americas;
Consequences of the
Atlantic Slave Trade** (pages 118-119)

What was life like for the slaves?

Life on the plantations was harsh as well. People were sold to the highest bidder. They worked from dawn to dusk in the fields. They lived in small huts and had little food and clothing. Africans kept alive their traditional music and beliefs to try to maintain their spirits. Sometimes they rebelled. From North America to Brazil, from 1522 to the 1800s, there were small-scale slave revolts.

The Atlantic slave trade had a huge impact on both Africa and the Americas. In Africa many cultures lost generations of members. Africans began fighting Africans over the control of the slave trade.

The Africans' labor helped build the Americas. They brought skills and culture too. Many of the nations of the Americas have mixed race populations.

3. How did Africans change the Americas?

Choose two of the three questions below to which to respond. Please use specific examples or evidence to support your point and respond in complete sentences.

[illegible]

[illegible]

CHAPTER 3 Section 1 (pages 83-88)

Europeans Explore the East

BEFORE YOU READ

In the last chapter, you read about empire building in Asia.

In this section, you will learn why and how Europeans began an age of exploration.

AS YOU READ

Use this time line below to take notes on important events in European exploration.

TERMS AND NAMES

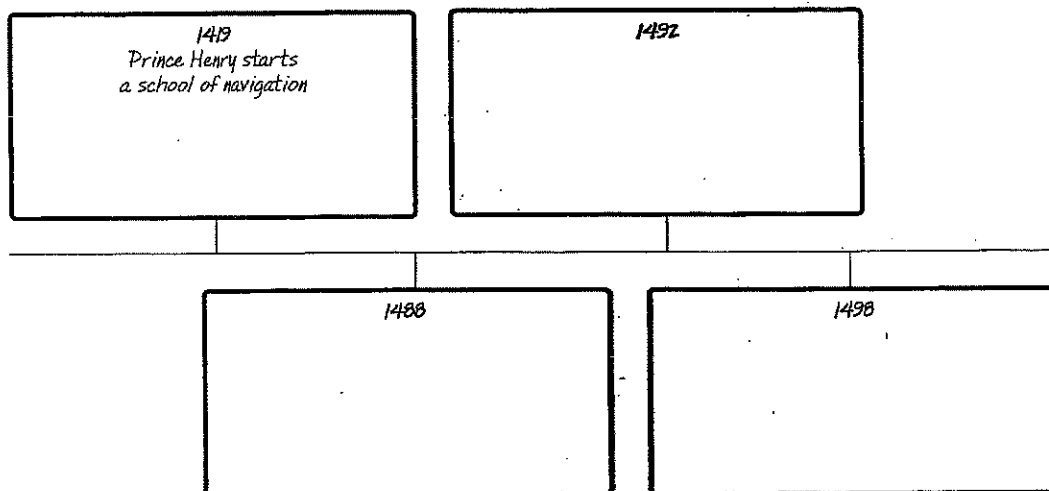
Bartolomeu Dias Portuguese explorer who rounded the tip of Africa

Prince Henry Portuguese supporter of exploration

Vasco da Gama Explorer who gave Portugal a direct sea route to India

Treaty of Tordesillas Treaty between Spain and Portugal dividing newly discovered lands between them

Dutch East India Company Dutch company that established and directed trade throughout Asia



Many Factors Encourage Exploration (pages 83-84)

Why did Europeans begin to explore new lands?

For many centuries, Europeans did not have much contact with people from other lands. That changed in the 1400s. Europeans hoped to gain new sources of wealth. By exploring the seas, traders hoped to find new, faster routes to Asia—

the source of spices and luxury goods. Another reason for exploration was spreading Christianity to new lands.

Bartolomeu Dias, an early Portuguese explorer, explained his motives: “to serve God and His Majesty, to give light to those who were in darkness and to grow rich as all men desire to do.”

Advances in technology made these voyages possible. A new kind of ship, the *caravel*, was stronger than earlier ships. It had triangle-shaped sails that allowed it to sail against the wind. Ships

could now travel far out into the ocean. The magnetic compass allowed sea captains to stay on course better.

1. What were the two main reasons for European exploration?

Portugal Leads the Way (pages 84-86)

How did Portugal lead the way in exploration?

The first nation to develop and use the caravel and the magnetic compass was Portugal. **Prince Henry** was committed to the idea of exploring. In 1419, he started a school of *navigation*. Sea captains, mapmakers, and navigators met and exchanged ideas there.

Over the next few decades, Portuguese captains sailed farther and farther down the west coast of Africa. In 1488, Bartolomeu Dias reached the southern tip of Africa. Ten years later, **Vasco da Gama** led a ship around Africa, to India, and back. The Portuguese had found a sea route to Asia.

The Spanish, meanwhile, had plans of their own. Christopher Columbus convinced the king and queen that he could reach Asia by sailing west. In 1492, instead of landing in Asia, Columbus touched land in the islands of the Americas. Spain and Portugal argued over which nation had the rights to the land that Columbus had claimed. In 1494, they signed the **Treaty of Tordesillas**. It divided the world into two areas. Portugal won the right to control the eastern parts—including Africa, India, and other parts of Asia. Spain got the western parts—including most of the Americas.

2. How did Spain and Portugal solve their differences over claims to new lands?

Trading Empires in the Indian Ocean (pages 86-88)

Who established trading empires in the Indian Ocean?

Portugal moved quickly to make the new Indian Ocean route pay off. Through military might, Portugal gained power over islands that were rich in desirable spices. They were called the Spice Islands. Spices now cost Europeans one-fifth of what they had cost before, while still making Portugal very wealthy.

Other European nations joined in this trade. In the 1600s, the English and Dutch entered the East Indies. They quickly broke Portuguese power in the area. Then both nations set up an East India Company to control Asian trade. These companies were more than businesses. They were like governments. They had the power to make money, sign treaties, and raise their own armies. The **Dutch East India Company** was richer and more powerful than England's company.

By 1700, the Dutch ruled much of Indonesia. They had trading posts in many other Asian countries and commanded the southern tip of Africa. At the same time, both England and France finally gained footholds in India.

Nevertheless, even though Europeans controlled the trade between Asia and Europe, they had little *impact* on most people living in these areas.

3. How did the Dutch and English become Indian Ocean trading powers?

CHAPTER 3 Section 2 (pages 89-93)

China Rejects European Outreach

BEFORE YOU READ

- In the last section, you read about European exploration in the East.

In this section, you will read about China's reactions to the world around it.

AS YOU READ

Use the chart below to show important developments in the Ming Dynasty and the Qing Dynasty.

TERMS AND NAMES

Hongwu Commander of the rebel army that drove the Mongols out of China in 1368

Ming Dynasty Chinese dynasty that ruled from 1368 to 1644

Yongle Ming ruler, son of Hongwu

Zheng He Muslim admiral who led seven voyages of exploration during the Ming Dynasty

Manchus People from Manchuria

Qing Dynasty Chinese dynasty that followed the Ming Dynasty and was begun by the Manchus

Kangxi Powerful Manchu emperor of the Qing Dynasty

MING DYNASTY	QING DYNASTY
<i>Hongwu becomes the first emperor.</i>	

The Ming Dynasty

 (pages 89-90)

What occurred during the Ming Dynasty?

Mongol rule in China ended in 1368 when **Hongwu** led a rebel army that took control of the country. He declared himself the first emperor of the **Ming Dynasty**, which was to last for almost 300 years. Hongwu began his rule by increasing the amount of food produced and improving the government. Later he grew suspicious and untrusting. He caused the deaths of many people whom he suspected of plotting against him.

His son **Yongle** continued his better policies.

He also launched a major effort at making contact with other Asian peoples. Beginning in 1405, an admiral named **Zheng** led several fleets to Southeast Asia, India, Arabia, and Africa. Wherever he went, he gave away gifts to show Chinese superiority.

Eventually the Chinese changed their position on foreign trade. They began to isolate themselves. China allowed Europeans to trade officially at only three ports, but illegal trade took place all along the coast. Europeans wanted Chinese silk and ceramics, and they paid silver for them. Manufacturing never grew very large in China, however. The *Confucian* ideas that shaped Chinese thinking said

that farming was a better way of life, so manufacturing was heavily taxed. *Missionaries* entered China at this time, bringing both Christianity and technology.

1. How was China influenced by foreigners during the Ming Dynasty?

The Qing Dynasty (pages 91-92)

How did China change during the Qing Dynasty?

The Ming Dynasty lost power because the government could not solve several problems. **Manchus**, people who came from a land north of China called Manchuria, took control of the country in 1644. They started the **Qing Dynasty**. Two important emperors were **Kangxi** and his grandson **Qian-long**. They brought China to its largest size, increased its wealth, and sponsored an increase in artistic production.

The Chinese insisted that Europeans had to follow certain rules in order to continue trading with them. These rules include trading only at special ports and paying fees. The Dutch were willing to do so, and they carried on the largest share of trade with China. The British, though, did not agree to following these rules.

2. Why was trade a problem during the Qing Dynasty?

Daily Life in Ming and Qing China (pages 92-93)

How did changes in agriculture make China different?

In China, the production of rice and the long period of peace gave the people better lives. In the 1600s and 1700s, the number of people in China almost doubled. The huge majority of these people were farmers. Because of the use of fertilizer and better *irrigation*, they could grow more food. The level of nutrition improved. This caused the population to grow.

In Chinese families, sons were valued over daughters. It was felt only sons could carry out family religious duties and tend to the family farm. For that reason, many infant girls were killed, and adult women had few rights.

The invasions by the foreigners from Manchuria and the pressure from European traders bothered the Chinese. They tried to preserve their traditions and their isolation. Artists created books and paintings that showed traditional Chinese values and ideas. At the same time, a feeling of national pride was rising in Korea, which had long been *dominated* by China.

3. Which parts of society improved during this time, and which continued to be the same?

CHAPTER 3 Section 3 (pages 94-97)

Japan Limits Western Contacts

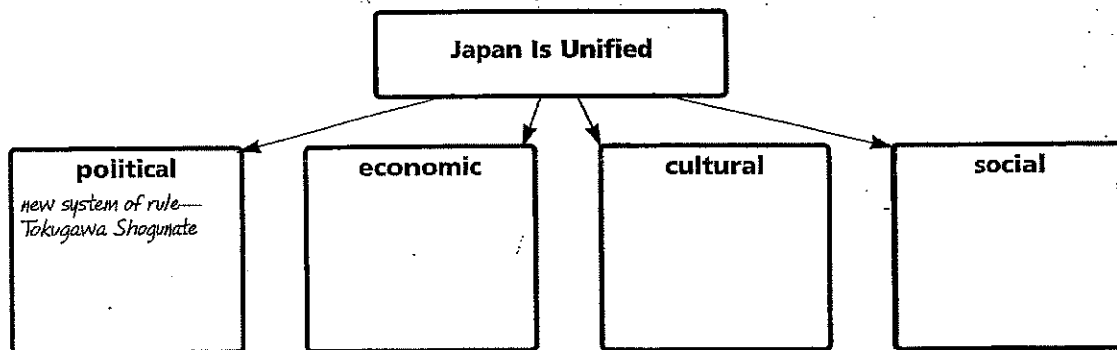
BEFORE YOU READ

In the last section, you saw how the Chinese reacted to foreigners.

In this section, you will read about civil war in Japan and its effects.

AS YOU READ

Use the chart below to show some ways in which Japan changed after it was unified



Strong Leaders Take Control

(pages 94-95)

Why were warriors fighting in Japan?

From 1467 to 1568, Japan entered a long, dark period of civil war. Powerful warriors took control of large areas of land. They were called **daimyo**. They became the most important powers in the country. The daimyo fought each other constantly to gain more land for themselves.

In 1568, one of the daimyo, **Oda Nobunaga**, took control of Kyoto. It was the site of the emperor's capital. Another general, **Toyotomi Hideyoshi**, continued the work of bringing all of Japan under one rule. Using military conquest and clever *diplomacy*, he won that goal in 1590. He failed in his effort to capture Korea, however.

TERMS AND NAMES

daimyo Warrior-chieftains

Oda Nobunaga Daimyo who hoped to control all of Japan and seized Kyoto

Toyotomi Hideyoshi Daimyo who took control of almost all of Japan

Tokugawa Shogunate Dynasty that ruled Japan from 1603 to 1868

kabuki Type of Japanese theater

haiku Type of Japanese poetry

The work of *unifying* Japan was completed by Tokugawa Ieyasu. He became the *shogun*, or sole ruler. He moved the capital of Japan to a small fishing village named Edo. Later, it grew to become the city of Tokyo.

While all of Japan was ruled by Tokugawa, the daimyo still held much power in their lands. Tokugawa solved that problem by forcing them to follow his orders. Tokugawa died in 1616. All of the shoguns to follow him were from his family. They maintained a strong central government in Japan. This system of rule, called the **Tokugawa Shogunate**, lasted until 1868.

1. Which three leaders helped bring Japan under one rule?

Tokugawa Society and Culture

(pages 95-96)

How was the new society organized?

The new government brought about a long period of peace and *prosperity* for most people. Peasant farmers suffered greatly during this time, however. They worked long and hard on the farms and paid heavy taxes. Many left the countryside to move to the cities. By the mid-1700s, Edo had more than a million people. It was perhaps the largest city in the world. Women found more opportunities for work in this and other cities than they had in the country.

A *traditional* culture thrived. It preferred ceremonial dramas, stories of ancient warriors, and paintings of classical scenes. However, in cities, new styles emerged. Townspeople attended *kabuki*, dramas of urban life. They hung woodblock prints of city scenes in their homes. They also read *haiku*, poetry that presents images instead of expressing ideas.

2. What kinds of old and new culture were found in the cities?

Contact Between Europe and Japan

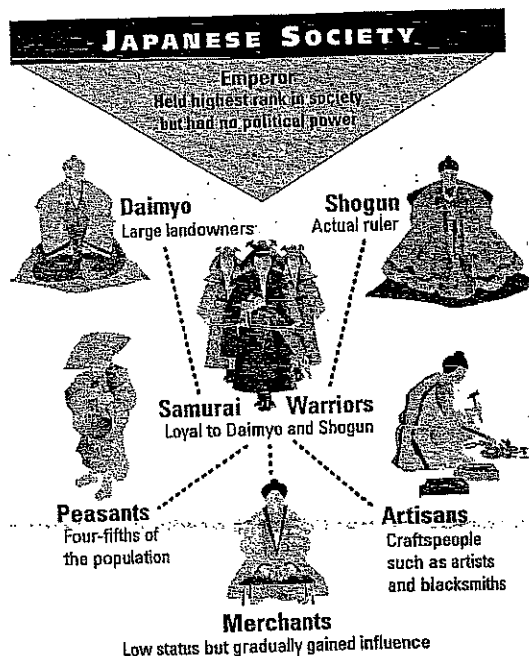
(pages 96-97)

Who came to Japan?

In 1543, Europeans began to arrive in Japan. The Portuguese were first. In the beginning, Japanese merchants and the daimyo welcomed them. They even welcomed the Christian missionaries who came after 1549.

Some missionaries scorned traditional Japanese beliefs. They also got involved in local politics. Tokugawa became worried. In 1612, he banned Christianity from the country. Christians were persecuted. Over the next 20 years or so, Japan managed to rid the country of all Christians. This was part of a larger plan to protect the country from European influence. In 1639, leaders sealed Japan's borders except for one port city. It was open to only the Chinese and the Dutch. The Tokugawa shoguns controlled that port city, so they had tight control over all foreign contact. For the next 200 years, Japan remained closed to just about all European contact.

3. Why did the Japanese seal almost all of their borders?



Skillbuilder

Use the illustration to answer these questions.

1. What three people or groups of people controlled Japanese society?
2. What was the relationship of the samurai to the other classes in Japanese society?

NOTES