

MI OPEN BOOK PROJECT

World History

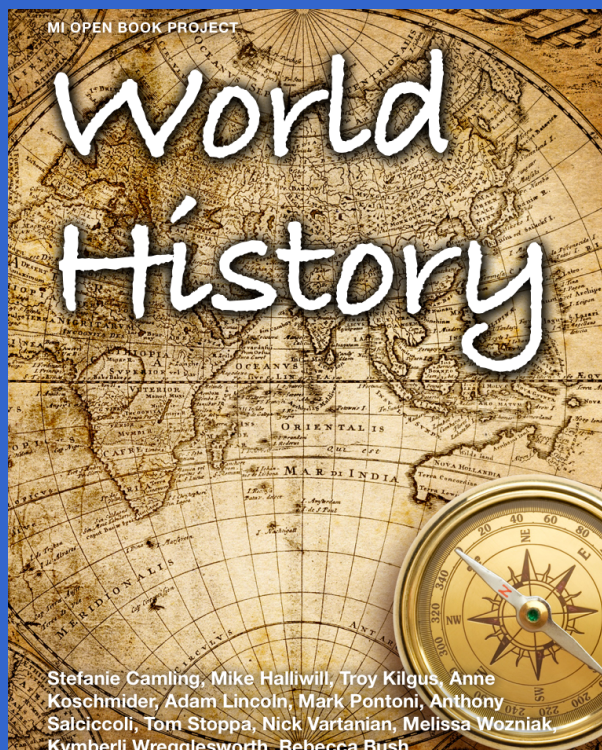
Stefanie Camling, Mike Halliwill, Troy Kilgus, Anne Koschmider, Adam Lincoln, Mark Pontoni, Anthony Salciccoli, Tom Stoppa, Nick Vartanian, Melissa Wozniak, Kymberli Wreqqlesworth, Rebecca Bush.



About the Authors



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Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



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The Michigan Open Book Project

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Stefanie Camling

Coopersville High School

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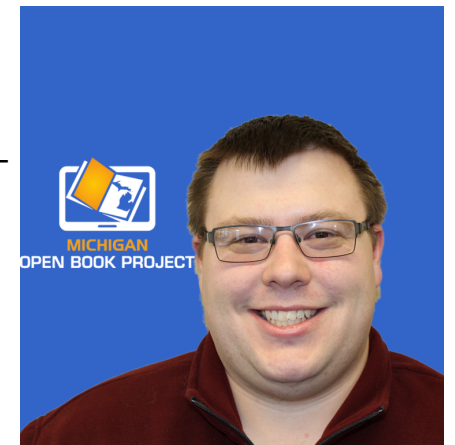
Stefanie has been teaching for twenty two years. She received her Bachelors of Arts in Social Studies as well as her Masters in Education Leadership from Grand Valley State University. She is currently teaching at Coopersville High School in sociology, world history, and AP world history. Stefanie has served as the student council advisor, junior class advisor, coach, and Vision Team chair. Stefanie was one of the writers for Performance Assessments of Social Studies Thinking (P.A.S.S.T) for World History. Stefanie resides in Grand Rapids, Michigan with her husband Tom and son Tommy Jr.

Mike Halliwill

Shepherd High School

Shepherd Public Schools

Mike is the High School World History teacher at Shepherd High School in Shepherd Michigan. He has a Bachelors degree in history education from Saginaw Valley State University with minors in Political Science and Sociology. During his time at Shepherd Mike has served as the Model UN and boys golf coach. Mike has also been an item writer for Performance Assessments of Social Studies Thinking (PASST).



Troy Kilgus

Standish-Sterling Central High School

Standish-Sterling Community Schools

Troy Kilgus serves as the high school social studies chair at Standish-Sterling Central High School. In his eight years of teaching, he has taught various social studies courses including AP US History and multiple levels of French. Mr. Kilgus earned his undergraduate degree in French Education and his Masters in Teaching from Saginaw Valley State University.



Anne Koschmider

Cadillac High School

Cadillac Area Public Schools

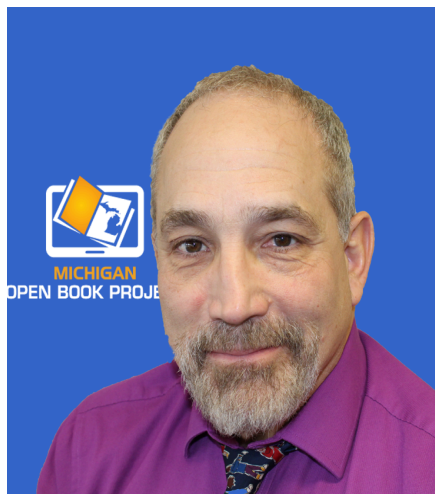
Anne has been a social studies teacher at Cadillac High School since 2005. She has taught World History & Geography, AP World History, Psychology, AP Psychology, and History of the Rock and Roll Era with a particular interest in using instructional technology to engage students and promote literacy. In addition, she has served as the social studies department chair and a student council adviser. She holds a Bachelor of Arts degree from Alma College and a Master of Arts degree in Curriculum, Instruction and Assessment from Walden University. Beyond the classroom, Anne enjoys traveling, reading, and

Adam Lincoln

Ithaca Jr/Sr High School

Ithaca Public Schools

Adam began his teaching career at Cadillac High School in Cadillac, Michigan where he taught US History, Global Studies, and AP World History. After 7 years, he moved back home to central Michigan to teach at Ithaca Public Schools. While his main charge has been teaching World History and starting the AP World History program, Adam also teaches 8th Grade History, US History, History in Popular Culture and all sorts of computer science classes. Adam coaches Model United Nations, and runs the Jumbotron at Ithaca Community Stadium during events. Adam has served as a member of the Michigan Council for the Social Studies for over a decade and has worked to unite his twin passions of Social Studies and effectively integrating technology into the classroom. Outside of school, Adam has served on the Content Advisory Committee, as a Social Studies item writer for the Department of Education, and worked for the PASST project. Adam teaches History and Social Studies methods classes at Alma College as adjunct faculty. Apart from the world of education, Adam enjoys spending time with his family especially traveling on new adventures.



Mark Pontoni

Boyne City High School

Boyne City Public Schools

After a long career running a business, I returned to the University of Michigan for my Masters and Certification and began teaching in Owosso 11 years ago. A marriage, a move north, and a couple of job changes later, I now teach at Boyne City. I run a state-wide Model United Nations program attended by over 1000 students annually. I have also been an AP Reader in US Government and Politics, Comparative Government, and World History.





Anthony Saliccioli

Clarenceville High School

Clarenceville Public Schools

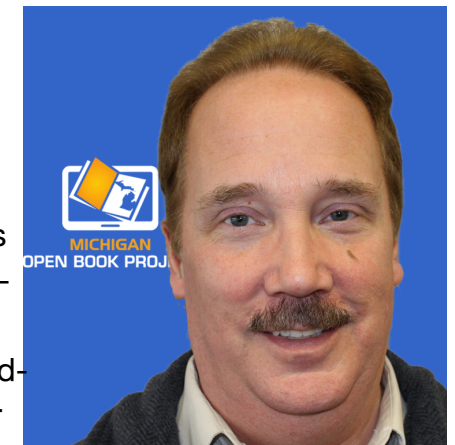
Saliccioli has been teaching since 2001. Throughout these years, he has taught students from grades 6-12 U.S. History, Government, Sociology, Law, Big History, Philosophy and his present course in World History. During his tenure he coached football, wrestling and track and field. He received his B.A. in political science-prelaw from Michigan State University in 1996, a second B.A. in History from the University of Michigan-Dearborn in 2001 and his Master in the Art of Teaching from Marygrove College in 2006. Saliccioli served as the President of the Michigan Council for the Social Studies from 2012-2014 and has been awarded the McConnell History Educator Award in 2014, the Fishman Prize Honor Roll in 2015 and the Gilder Lehrman Michigan History Teacher of the Year in 2016. He is a lifetime resident of Metro Detroit where he attempts to live with joy and purpose along with his wife

Tom Stoppa

Alpena High School

Alpena Public Schools

Tom earned his Bachelors of Science in Education from CMU and his Master in Education from Marygrove. Tom taught at Orchard Lake St. Mary's before moving to Alpena. Tom has worked in the Alpena district for the past 20 years teaching World History, Advanced Placement European History, Current Events, Michigan/Alpena History., and United States History. During his tenure in Alpena, Tom has served as School Improvement Chair, Social Studies Department Chair, and History Club Adviser. He is a member of the National Council for the Social Studies. Outside of the school day, Tom volunteers with the Water and Woods Boy Scout Field Service Council and the Northeast Michigan Youth Advisory Council



Nick Vartanian

Holland High School

Holland Public Schools

I teach World History and A.P. World History at Holland High School. I earned my bachelor's degree in History from Alma College in 2001 and earned my master's degree in Educational Leadership from Grand Valley State University in 2011. I am the SLIC (Student Leaders Initiating Change) Coordinator at Holland High and serve as Chairperson of the Reading Now Network for Holland High. I am very interested in Project Based Learning and technology integration in the classroom. I was a writer for the Performance Assessments of Social Studies Thinking (PASST) Project. In addition, I have participated in the IChallengeU program, working with students, civic, and community leaders to develop solutions to real problems as posed by area businesses in the greater Holland area.

Melissa Wozniak

Rogers City High School

Rogers City Area Schools

A proud graduate of both Posen High School and Saginaw Valley State University. #WECARDNIALS I have a love of teaching, learning, reading, family time, traveling, and of LIFE! I love using technology to keep my students engaged, and to keep track of my family members escapades. I hope to someday achieve my ultimate goal of competing on Jeopardy, winning at least one day and making Alex Trebek say my name!!



The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

Jim Cameron, Michigan Department of Education

Melissa Kieswetter, Michigan Department of Civil Rights



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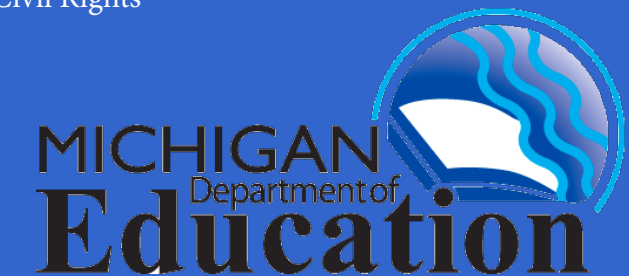
Kymberli has a BA in history and political science from Alma College, a MA in education from Michigan State University, and a MA in American History and Government from Ashland University. She was named a James Madison Fellow in 2011, was chosen as the Michigan Council for the Social Studies High School Educator of the Year in 2015, and is a two year member of the iCivics Educator Network. Kymberli teaches at her high school alma mater where her courses include Civics, World History, Current Events, Women's Studies, and World Cultures, as well as serving on the school's technology committee and school improvement team. Additionally, she teaches Intro to American Government at North Central Michigan College, and will be expanding to teach a history

Rebecca Bush

Instructional Consultant

Ottawa Area Intermediate School District

Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads



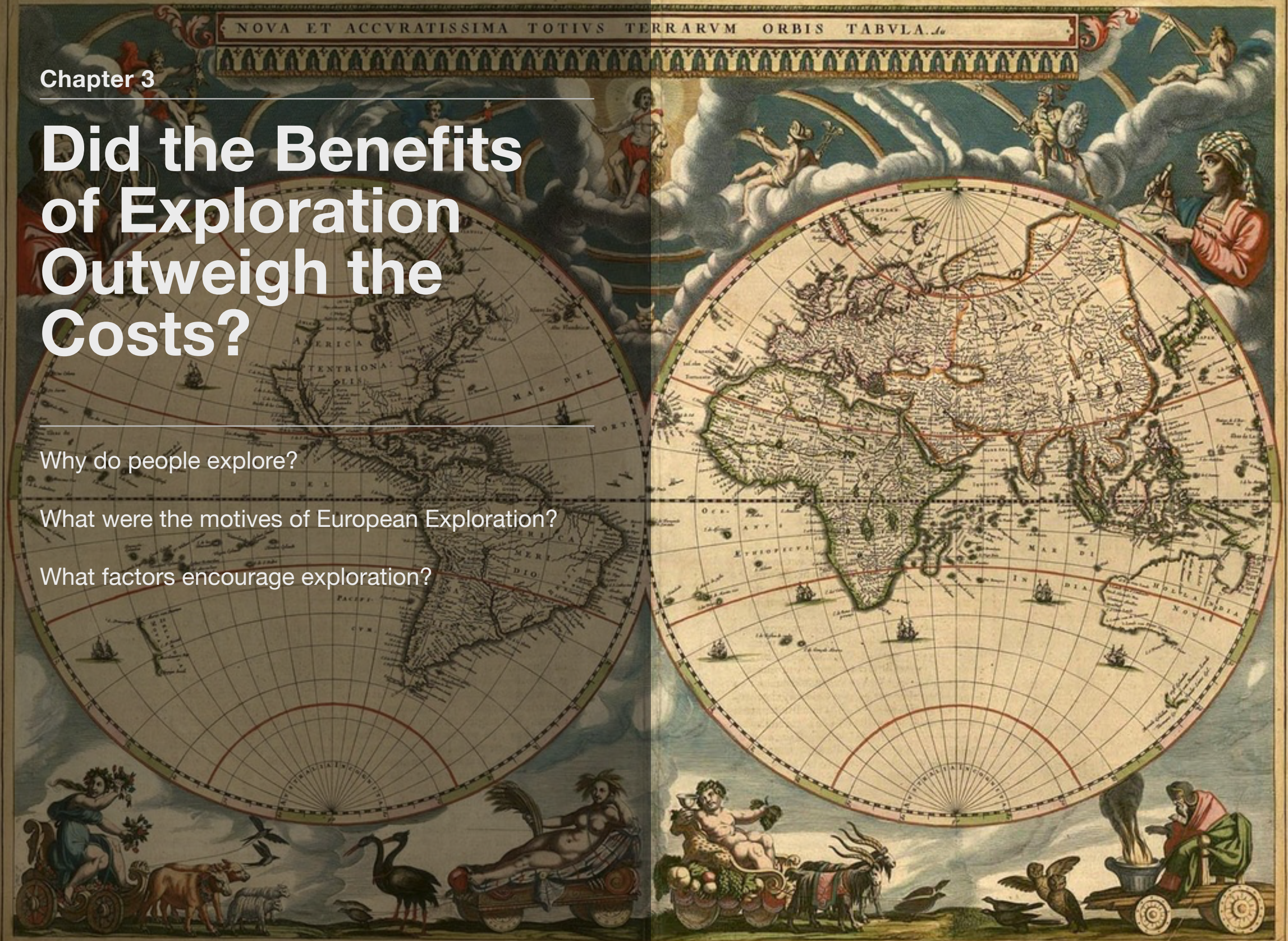
Chapter 3

Did the Benefits of Exploration Outweigh the Costs?

Why do people explore?

What were the motives of European Exploration?

What factors encourage exploration?



What were the motives for European Exploration?

QUESTIONS TO GUIDE INQUIRY

1. Why do people explore?
2. What were the motives of European Exploration?
3. What factors encourage exploration?

TERMS, PLACES, PEOPLE:

astrolabe

sextant

magnetic compass

Mercator map

Cartographer

caravel

lateen sail

Potato chips without salt! Spaghetti sauce without spice! Doritos without the “tang!” Why do our foods taste better with salt, pepper, and other spices?



Potato Chips. Image source: <http://www.getnews.info/wp-content/uploads/2016/06/a1465983958.jpeg>

In the Ancient World, African civilizations prized salt as a commodity, sometimes trading the precious spice for gold and other merchandise. Salt was so valuable that Romans even used it as a form of payment with the word “salt” being an ancient derivative for “salary.” Hence, the modern day saying, “not worth his salt” comes from this ancient time.



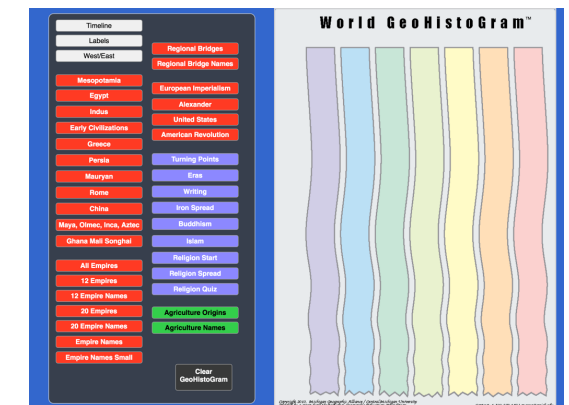
Salt: <http://factslist.net/wp-content/uploads/2013/04/salt.jpg>

By 100 CE, pepper was traded around the Mediterranean from Alexandria into Arabia and over to India. During the Vandal attacks of the 5th century, the Romans used pepper as a form of “ransom” to ward off the attacks. It didn’t work. During the Ancient World a trading network of spices flourished.

Early Explorers: The Impact of Crusades, Mongols, and the Renaissance

The Crusades began in 1096 and lasted until 1291. During two centuries of atrocious fighting between Christians and Muslims to control the Holy Land, the end result was the establishment of a bitter hatred between the two religions. From an exploration standpoint, however, the result was not as dismal. Crusading in the areas of northern and eastern Europe led to the expansion of some kingdoms and the creation of new political units. While religious fighting was occurring, traders moved into the area and started to profit economically from use of the land. When the Catholic Crusaders returned from the Middle East in the 12th and 13th Centuries, they brought back with them tales of new lands and peoples as well as cloth such as silk and foods such as sugar--all of which they had never experienced before. Dual motives to spread Christianity to new

Interactive 3.1 The World GeoHistoGram



Turn on the layers “All Empires” and “Empire Names” - use the Internet to research what one or two of these empires traded.

Interactive 3.2 The Crusades



For a “music video” on the crusades see: *Crusades Video* from Historyteacher above

lands and the desire for increased trade spurred motivation for many adventurers to seek exploration at a speed like never before.

Similarly, from the Travels of Marco Polo, the Venetian fascinated some of his contemporaries with stories from the far East and the Court of Kublai Khan. Polo reported about paper money, coal (not regularly used in Europe until the Industrial Revolution), and a Chinese form of pasta. He is reported to have said on his deathbed, “I did not tell half of what I saw.”



Marco Polo - Venetian Trader, Traveler and Explorer

Interactive 3.3 The Silk Road - Ancient Trade



For more information on Marco Polo, see Crash Course Marco Polo

Early Motives for Exploration

By the 1300s, Mongol leaders could no longer guarantee safe passage along the Silk Road to their empire. If people from the west wanted Asian goods, other routes would have to be found. It would take until the 15th century for trade to truly become global.

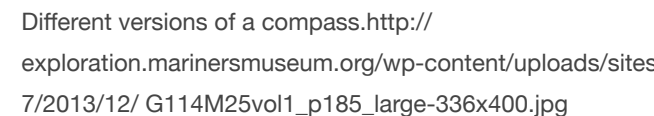
Trade involving the continents of Europe, Africa, and Asia, as well as the Americas developed at a global level most significantly between 1400 and 1700 A.D. For example, during the mid-14th century in the city-states of Italy, a rebirth or Renaissance began, part of which focused on the history of classical cultures, the importance of education, and the expansion of trade. The desire to share cultural accomplishments as well as secure luxury goods were motivations to further trading connections around the globe.

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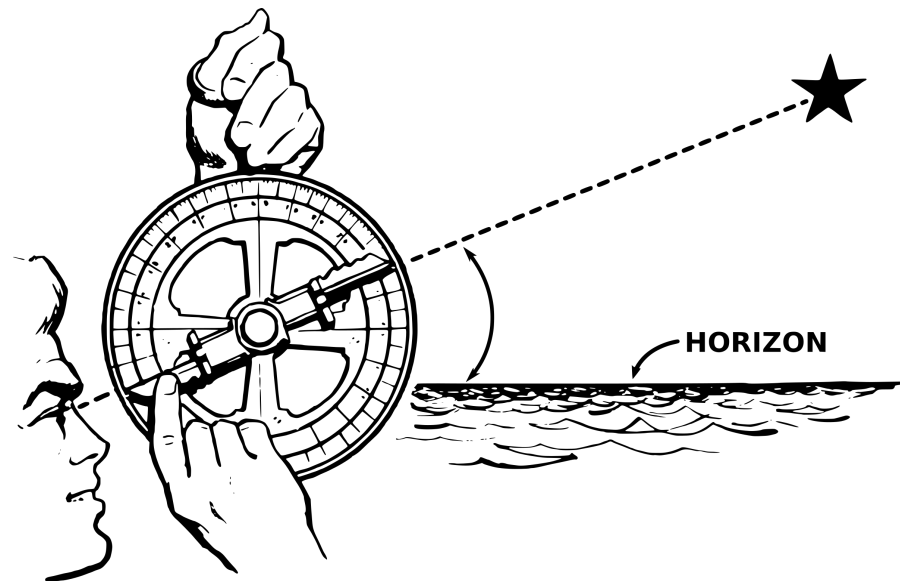


Because of the focus on educational improvements with the Renaissance, the era's thinkers and scientists improved several devices that benefitted exploration.

This tool had a magnetized needle floating in a pan of water. The needle pointed north and south. The magnetic compass proved useful if you owned one, but was not exact since the needle showed magnetized north and not true north.

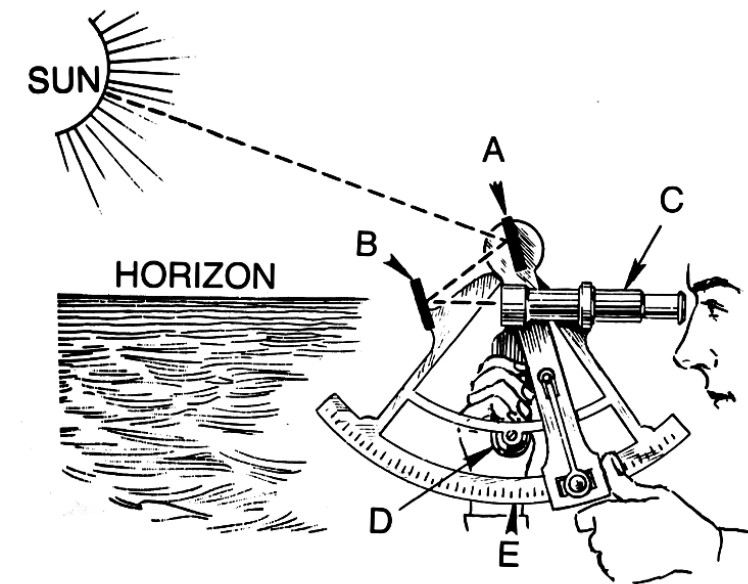


Although ancient models existed, a newer version of the **astrolabe** was developed in the late 1400s and used for determining the angle of the sun and moon and stars above the horizon. Thus time of day, sunrise, and sunset could be calculated. Cloudy days and rough seas made the astrolabe inoperable and inaccurate.



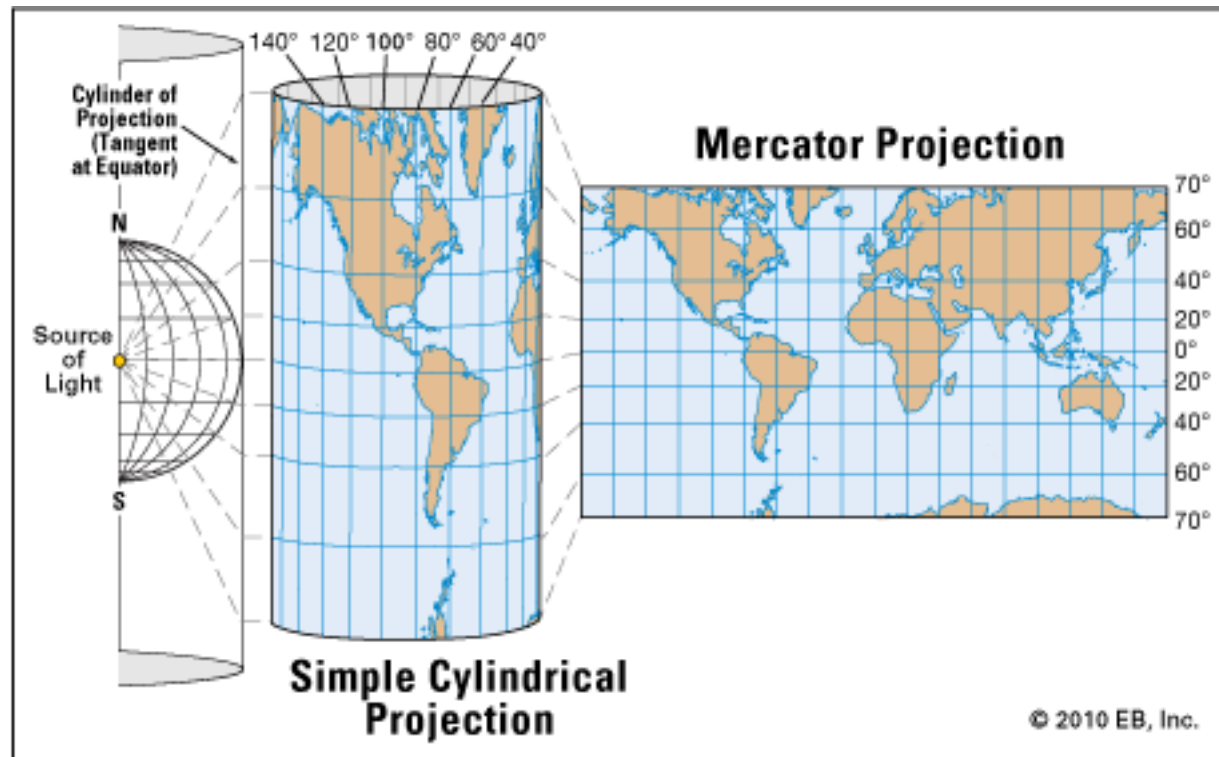
A sketch of the workings of an astrolabe. https://openclipart.org/image/2400px/svg_to_png/92437/astrolabe.png

An early forerunner to the **sextant** was developed around 1500 with the first one invented in 1730. This device helps sailors navigate via a telescope style viewfinder and determine the altitude of the heavenly objects (i.e. sun, stars, planets, etc.) and ultimately the latitude of the ship. The sextant was an improvement over the astrolabe since the tool's accuracy did not vary as much in choppy seas & rough weather.



A sketch of the workings of a sextant. https://www.wpclipart.com/travel/sea_travel/sextant.png

In 1569, a Belgium mapmaker, Gerardus Mercator, developed a map which still bears his name. **Mercator maps** display a grid overlay (of horizontal and vertical lines) showing the longitude and latitudes on a flat earth. These “flat maps” distort the earth’s geography the further away from the equator one travels. Yet, when these maps were used with other navigation tools, such as improved charts detailing the positions of the stars, planet, sun and moon, they helped sailors navigate during their voyages.



An example of a Mercator map. <http://media.web.britannica.com/eb-media/55/109155-004-B9DE1090.gif>

A new style of ship, the **caravel**, improved travel increasing distances ships could reach. These ships were crafted with larger hulls increasing the amount of food and other provisions during the trip. In doing so, longer trips could be taken. A rudder, a vertical like blade attached to the ship to help with steering, was moved to the back of the boat which made it more maneuverable.

A **lateen**, or triangular sail, was also added to the front of the ships thus allowing for the vessel to sail into the wind via a process

known as “tacking.”



A sketch of a Portuguese caravel. http://www.geocities.ws/refuting_kemp/caravel_kemp.jpg

The Gs: Goods, Gold, Glory, God!

During the 14th and 15th centuries, demand for Asian products increased. Spices from the Moluccas and silk and porcelain from China were appealing to the Europeans. Spices, such as cinnamon and pepper, add flavor to otherwise dull foods. So, too, was salt important in the drying and preservation process of



Image source: https://100daysofhoney.files.wordpress.com/2012/07/img_6449.jpg

meats. Silk was valued for its smoothness and porcelain, a type of dish or tableware, for its strong, yet thin and ornate style.

By far, the first European Explorers were not looking for the Americas. They were searching for new trade routes to the east since the Venetians and the Ottomans controlled the routes.

Eastern goods were prized and if others could bypass the monopoly these middlemen held along the east-west trade routes, greater profits could be made. First the Portuguese and later the Spanish sought new ways to bypass the typical Mediterranean route.

Some people were lured by the adventure — the glory of the trips. Viewing the voyage of sailing to unknown places peaked some interest and the desire increased. At times, as with Columbus, prisoners comprised the crew, believing that sailing on uncharted waters had to be better than spending their lives rotting in a dungeon.

Once Europeans established a foothold on the Americas, gold

was a huge motivator. Lured by the desire for more



But in truth, should I meet with gold or spices in great quantity, I shall remain till I collect as much as possible, and for this purpose I am proceeding solely in quest of them (Christopher Columbus, 19 Oct 1492)

riches, gold and silver, traders flocked to the Americas with the desire of becoming rich quick.

Later, Catholic countries such as Portugal, Spain and France sent missionaries to West Africa (Portugal) or to the Americas (Spain and France). Prompted by their vision of spreading Catholicism and halting Islam, priests ventured to these lands to convert the Africans or set-up missions in the colonies trying to convert natives. Subsequently, Pilgrims, Anglicans, and Catholic missionaries would venture to the new world in the 17th century.

Combined, these motives encourage Europeans to venture into uncharted waters, improve their navigational technologies, establish new trade routes, spread their religion, establish new markets, escape the prison or pordum at home, and lower the price for cherished goods. A new era of exploration was at hand.

Your Highnesses, as Catholic Christians, and princes who love and promote the holy Christian faith, and are enemies of the doctrine of Mahomet, and of all idolatry and heresy, determined to send me, Christopher Columbus, to the above-mentioned countries of India, to see the said princes, people, and territories, and to learn their disposition and the proper method of converting them to our holy faith.- Columbus (1451-1506) Journal.



European Exploration

QUESTIONS TO GUIDE INQUIRY

1. Why do people explore?
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TERMS, PLACES, PEOPLE:

Prince Henry	Hernan Cortes
Caravel	Noche Triste
Bartolomeu Dias	Francisco Pizarro
Vasco da Gama	capitalism
Christopher Columbus	Sir Francis Drake
Treaty of Tordesillas	Encomienda
Ferdinand Magellan	Coueurs de bois
Dutch East India Company	Patronships
Zheng He	Mercantilism
Canton System	Navigation Laws
Conquistadors	Seven Years' War
	Treaty of Paris

As Venice and other Italian states monopolized trade with the Muslim world (as a result of gradual and continued control of Byzantium in the eighth century), other European states wanted to challenge the Italian states and profit from trade routes. As the Italian merchant states gained great wealth from the spice trade via the Silk Road, Portugal, Spain, and other western European countries began to search for quicker trade routes to the Orient that would provide them with an advantage. Explorers would risk their lives in order to bring glory and wealth to their nations. In ushering in the Age of Exploration, Europeans established the first global era. By discovering new trade routes to Asia and discovering the Americas, the world became interconnected as Europeans competed for wealth by increasing trade and constructing empires. Goods, ideas, Christianity, peoples, and diseases spread as Europeans crisscrossed the globe.



Columbus landing on Hispaniola. Source: https://upload.wikimedia.org/wikipedia/commons/thumb/9/9f/Columbus_landing_on_Hispaniola_adj.jpg/565px-Columbus_landing_on_Hispaniola_adj.jpg

Portuguese Exploration

Situated on the western edge of the Iberian peninsula, Portugal spearheaded the Age of Exploration. With a fascination for sailing and exploration, **Prince Henry** the Navigator enabled the Portuguese to search for new routes to Asia. In 1415, he helped Portugal gain control of Ceuta, a Muslim held city on the south side of the Straits of Gibraltar. Prince Henry gained a curiosity for Muslims and saw potential in the wealth of resources that Africa contained. In 1416, Henry set up a navigation school in Sagres which comprised of shipbuilders, **cartographers** or map makers, and instrument makers.



Prince Henry the Navigator. Source: https://upload.wikimedia.org/wikipedia/commons/thumb/0/02/Henry_the_Navigator1.jpg/220px-Henry_the_Navigator1.jpg

By financing expeditions, Prince Henry pushed the boundaries to the explore more of the Earth's surface. In 1418, Portuguese sailors blew off course and landed in the Madeira Islands. Subsequently, two years later, the Portuguese returned and established their first colony known as Porto Santo. Not determined to stop there, the Portuguese continued to push

south past Cape Bojador where little or no information had ever been recorded. Improvements were made to a caravel--a ship designed to be maneuverable and move quickly, which aided explorers in their voyages. Sailors were able to discover lands to which Europeans previously had not had contact.

Early discoveries of gold dust and coins, coupled with Prince Henry's goal of spreading Christianity, led to expeditions to the interior of Africa in 1441. Consequently, the first African slaves were brought back to Portugal. In 1444, 235 African slaves arrived in Lagos, Portugal. The Portuguese quickly monopolized the slave trade. African slaves were either sold off as captured enemies of African tribes or at times were taken by force. The Portuguese took slaves to colonies at the Cape Verde islands for sugar plantation labor; those not sent to the Cape Verde islands were sold to the Spanish as the demand for slave labor was just as high. The slave trade grew exponentially when demands increased for slave labor upon the discovery of the New World. By the time of Prince Henry's death in 1460, Portugal had built numerous trading establishments such as Sierra Leone, Cape Blanco and Elimina to protect their trade routes and trade connections.

Some African leaders such as Affonso I, ruler of an area in west-central Africa known as Kongo tried to greatly reduce or end the slave trade in this area by calling on the Portuguese to help developed his area of rule as a Christian state upon his coming to

power in 1505. His efforts failed and the slave trade continued. Over two hundred and fifty years later the leader of the land known as Senegal also tried to stop African slave trade by banning the transport of any slave through the land he ruled. Again, the effort failed as traders found alternate routes to bypass the area.

New States in Africa Arise

The slave trade had a significant impact on the continent of Africa. Smaller states in West Africa disappeared due to the countless numbers of men and women to the institution of slavery. Simultaneously, new states arose whose way of life depended on the slave trade. Powerful new states waged war against other Africans in order to dominate the slave trade.

In the area known as present day Ghana, the Asante kingdom was one such dominant state. Under the military leadership of Osei Tutu, whose military gained control of the trading city of Kumasi, the leader united enemy kingdoms that he had conquered. As the Asante kingdom developed a monopoly of the slave trade, they often played European rivals against one another to continue to build the power and wealth of their kingdom.

The Expansion of a European Presence

By the 1600s, several European powers had been able to establish and secure forts along the western coast of Africa.

Unlike the Portuguese who never ventured too far from the coastline, British, French, and Dutch traders were able to establish permanent settlements throughout the entire continent. Cape Town, one of the first permanent European settlements was established by Dutch immigrants. As migration occurred, battles ensued with several African groups. Additionally, both the British and French sponsored explorers who were also responsible for permanent settlements. By the end of the 18th century, European exploration of the African continent would explode.

Dias and Da Gama

In 1487, mariner **Bartolomeu Dias** set sail to explore routes to Asia.

By 1488, he became the first European to sail around the Cape of Good Hope at the tip of Africa.

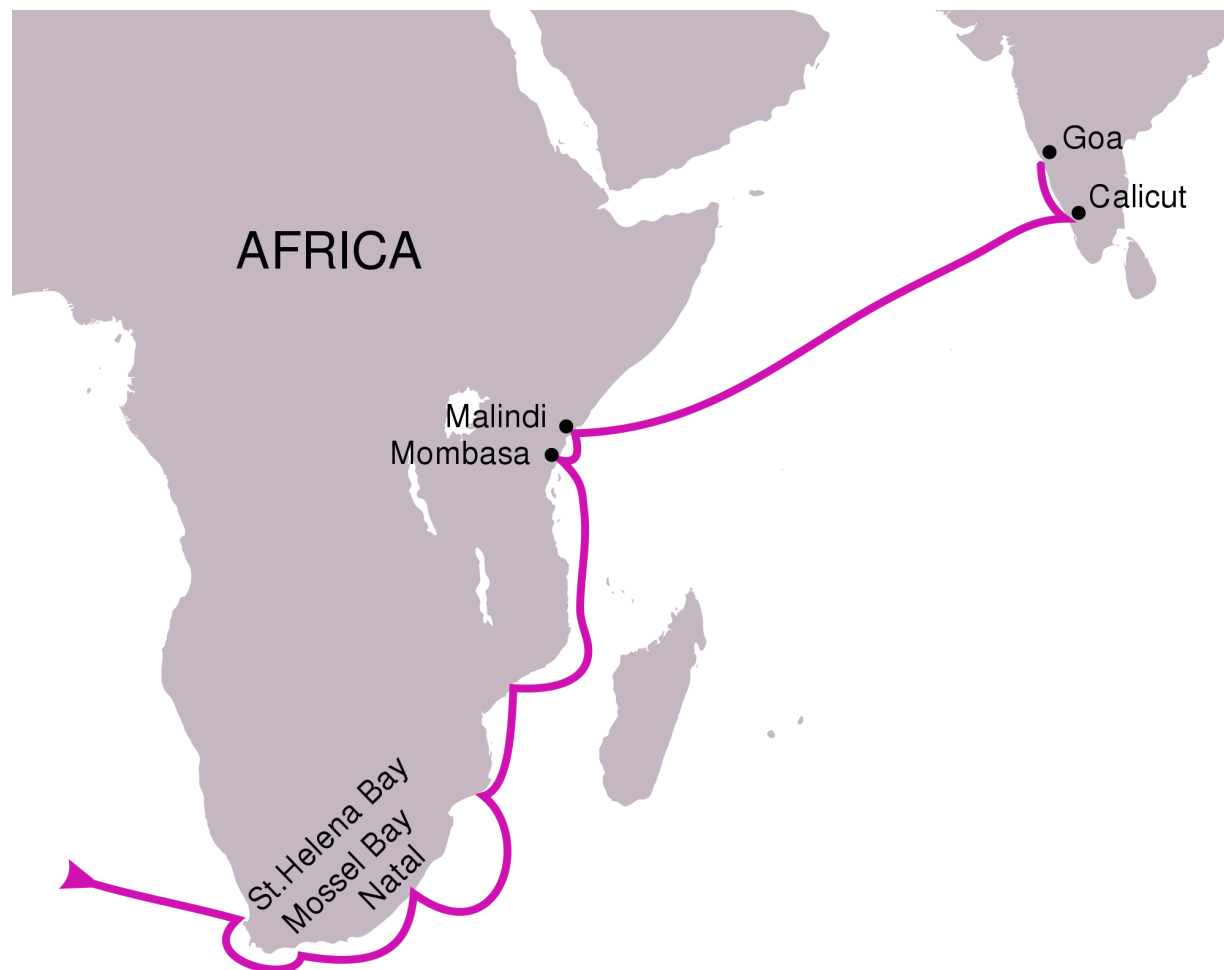
By opening up new possible routes, future explorers built upon his achievement.

Ten years later, **Vasco da Gama** sailed past the Cape of Good Hope. Da Gama reached Calicut, India the following year. On his first arrival, da Gama failed to impress the ruler of Calicut but he



Vasco da Gama. Source: https://en.wikipedia.org/wiki/Vasco_da_Gama#/media/File:Lisboa-Museu_Nacional_de_Arte_Antiga-Retrato_dito_de_Vasco_da_Gama-20140917.jpg

returned to Portugal as a national hero. Da Gama returned to Calicut in 1502 and used force to gain control of the Muslim controlled lands. Da Gama secured Portugal the rights to trade. He was celebrated as a hero in Portugal while he earned a reputation as a villain on the Indian subcontinent with his killing of Muslim traders and using force to reach an agreement with the leader of Calicut.



Vasco da Gama's first route around Africa. Source: https://upload.wikimedia.org/wikipedia/commons/thumb/7/75/Gama_route_1.svg/2000px-Gama_route_1.svg.png

Spanish Exploration

As Portugal gained wealth and prestige by establishing trade routes to Asia, its neighbor on the Iberian peninsula searched for quicker routes to reach it. **Christopher Columbus**, a Genoan, initially attempted to sail west to reach the East Indies for Portugal. After rejection, he convinced King Ferdinand and Queen Isabella of Spain to fund his voyage. Setting sail with three ships (the Niña, the Pinta, and the Santa Maria), Columbus left Spain in August of 1492. In October, land was sighted near present day Bahamas which Columbus believed was the East Indies. He continued on and landed in present day Cuba and Hispaniola. Intrigued by the Arawaks who offered him gold, Columbus saw the potential of riches as well as converts for Christianity. He established Fort Navidad on the island of Hispaniola and left thirty-nine men to explore the island and search for gold. Columbus found the settlement burnt down with no certainty on what remained of those he left behind on his first voyage. Columbus made four trips to the New World but did not recognize the impact of his discovery at the time of his death.

Treaty of Tordesillas

As both Spain and Portugal both believed they laid claim to lands in the East Indies, the competition between them escalated.

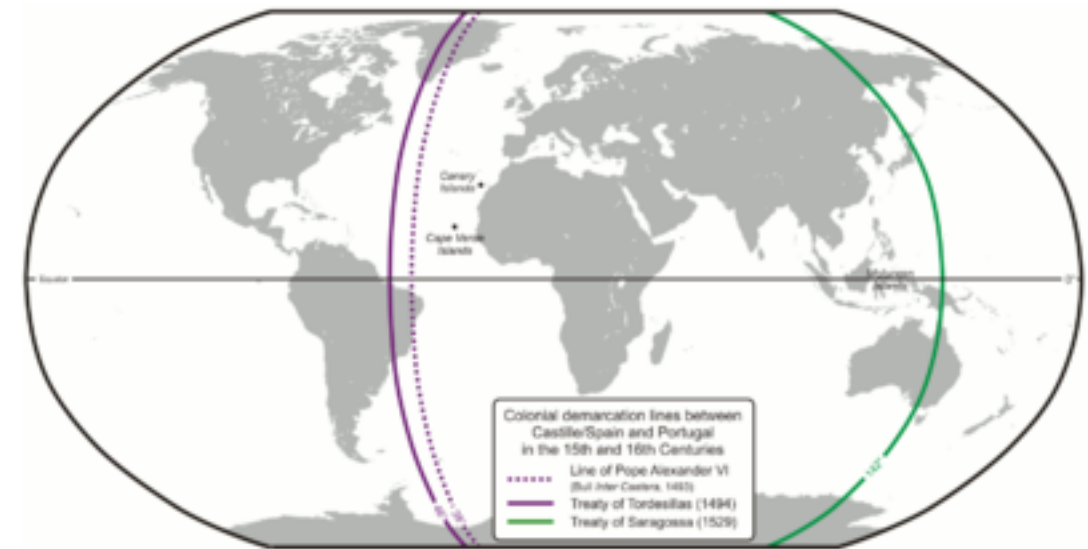
When it was discovered that Columbus discovered the New World, Pope Alexander VI intervened to prevent future conflicts between the two countries. He noted that land approximately

298 miles west of the Cape Verde islands would fall into Spanish territory while lands east would go to Portugal in 1493. Portugal, realizing how much new land was lost, renegotiated the agreement to nearly 2,000 miles west of the Cape Verde islands which enabled Portuguese to claim present day Brazil. The Treaty of Tordesillas solved the problem by placing the Line of Demarcation that allowed the two Iberian nations to explore and lay claim to lands peacefully as Spain gained the rights to the Americas to build its empire and Portugal gained trading power in Africa and Asia.

Continued Spanish Exploration

Spain continued to explore the Americas and look for quicker routes to the Spice Islands. Ponce de Leon explored the

While the Caribbean was explored, **Ferdinand Magellan** left Spain in 1519 with 270 men. Magellan became the first explorer to sail south of South America and into the Pacific Ocean. By the time his fleet completed the first circumnavigational trip around the globe, Magellan died in battle and only eighteen of his crew remained.



Colonial demarcation lines between Castile Spain and Portugal in the 15th and 16th Centuries.

Source: https://upload.wikimedia.org/wikipedia/commons/thumb/2/21/Spain_and_Portugal.png/400px-Spain_and_Portugal.png

Questions for Map

- 1) What modern day country does Portugal maintain control of in the Americas?
- 2) Why do you think the Treaty of Saragossa was added 35 years after the Treaty of Tordesillas? Caribbean and the east coast of present day Florida in 1513.



After the Treaty of Tordesillas, the Portuguese focused on expanding their trade network in Asia. Under the command of Afonso de Albuquerque, they established ports in Goa, Macau, Nagasaki and on the thin straits at Malacca in the early 1500s. They also gained control of Moluccas also known as the Spice Islands. The Portuguese monopolized the spice trade by bringing cinnamon, cloves, nutmeg, ginger and black pepper back to Europe. As Lisbon became flooded with the wealth of spices, the once high priced spices when controlled by Venetians began to drop as an abundance of spices became more available in Europe. However, the Portuguese trade monopoly was short lived as Venice increased its importation of spices, the Portuguese could not control spice production and illegal trading,

Dutch East India Company

Source: https://en.wikipedia.org/wiki/Dutch_East_India_Company#/media/File:VOC.svg

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However, by 1799, due to corruption and competition from the British, it fell into bankruptcy and was taken over by the Dutch monarchy.

Interactive 3.4 Crash Course-Capitalism and the Dutch East India Company



View the video above and use it to answer the questions below.

Questions

1. Economically, what enabled the Dutch East India Company to be successful?
2. How did the Dutch East India Company act as a nation?
3. What role did violence play with the Dutch East India Company?

England in Asia

Two years prior to the founding of the Dutch East India Company, Queen Elizabeth I granted a charter for the East India Company to enable England to obtain cargos of spices. Queen Elizabeth I limited the liability for herself and the London merchant investors to create the world's first limited liability corporation. The first voyage landed in spice islands in 1601. In 1608, the English established their first factory or warehouse in Surat where they traded for spices and textiles outside of the Dutch's control.

England expanded its factories in Goa, Madras, Bombay and Chittagong by 1668. England's influence would remain mostly in India until 1780 when tensions escalated to war. The English were able to overtake the Dutch and gain control over the trade routes of Southeast and Eastern Asia.



Coat of arms of the East India Company circa 1700's. Source: https://en.wikipedia.org/wiki/East_India_Company#/media/File:Coat_of_arms_of_the_East_India_Company.svg

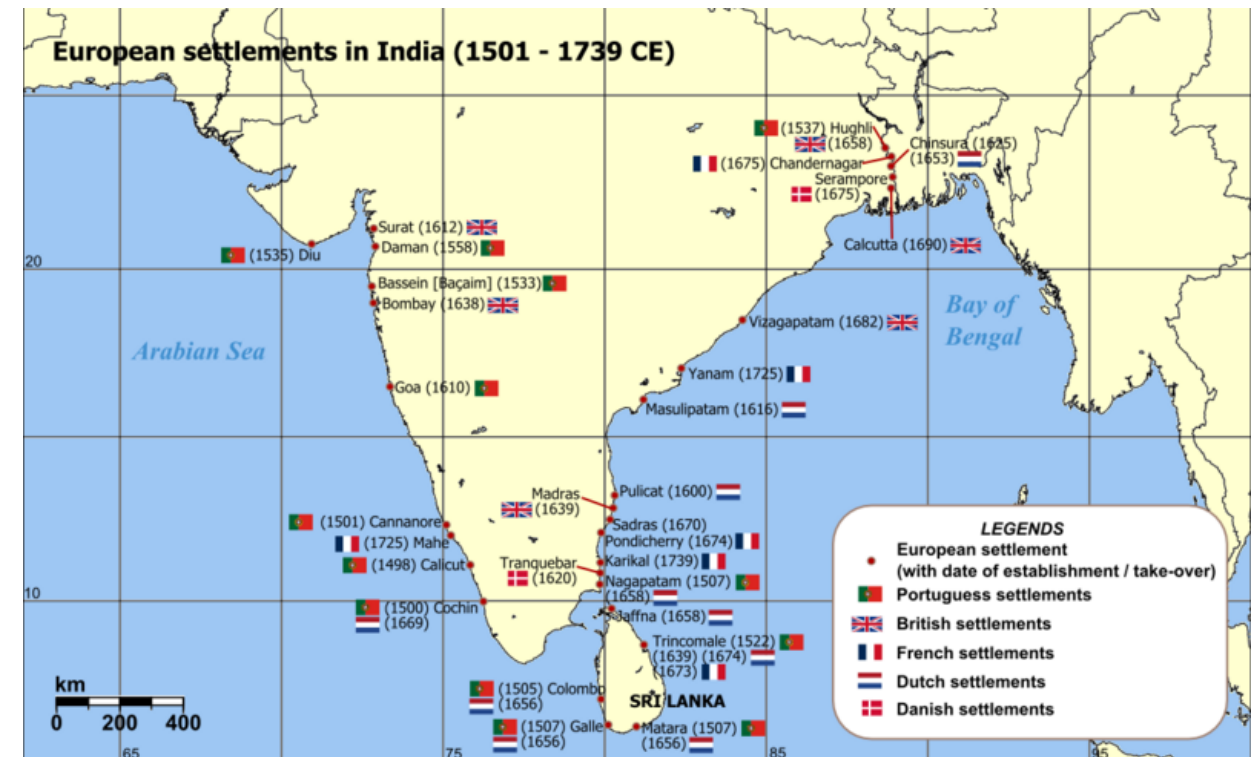
France in Asia

The French were not originally successful in creating trade posts and factories in the early 17th century. By the time of the founding of the French East India Company (Compagnie des Indes Orientales), the French had lagged significantly behind the Dutch and the British. The French were able to establish a factory in Surat in 1668 and established a factory in Masulipatam on the other side of India. The French East India Company moved its base to Pondicherry in 1673. While in India, the French were able to meet the demands of textiles back in France. However, the French had difficulties working with Indian middlemen and did not always secure business transactions, something the Dutch and British were more skillful in doing with their half century advantage. The French and British would battle for control of India. The British gained the upperhand when the main French governor of India, Joseph Dupleix, was captured and recalled back to France. The French



Regiments Flag of the French East India Company. Source: https://en.wikipedia.org/wiki/French_East_India_Company#/media/File:Drapeau_du_r%C3%A9giment_de_la_Compagnie_des_Indes_en_1756.png

East India Company was dissolved by Louis XV in 1769. The French did have a minor presence in India but never played a significant role in the spice trade.



European Settlements in India (1501-1739 CE): Source: http://www.newworldencyclopedia.org/entry/File:European_settlements_in_India_1501-1739.png

East Asia Exploration Wrap-Up Questions

1. Which nation had the greatest impact on exploration and trade in Asia? Explain using evidence.

b. Portugal

c. Netherlands

d. England

e. France

2) Which nation had the second largest impact in regards to exploration and trade in Asia? Explain using evidence and why that nation was not selected as the top nation.

3) What goods did Europeans receive from trading with Asia?

China Pre-European Contact

Almost a century before Da Gama's arrival in India and Columbus' discovery of the New World, the Ming Dynasty had dominated trade and seafaring in Asia. During this era, agricultural goods such as tea, cotton and indigo became major cash crops for trade. The economy expanded with the production of goods including porcelain and silk. With a strong economy, the Mings saw themselves as the most powerful economic nation in Asia and the center of the civilized world. To trade with them, tributes including a kowtow (a traditional touch of the forehead to ground to demonstrate submission), were to be paid to the emperor. By tributing, nations gained access to trade with China.

Voyages of Zheng He

The Ming Emperor, Zhu Di, continued the traditions of his predecessors. He won battles against the Mongols and wanted other bordering nations to be aware of China's superiority.

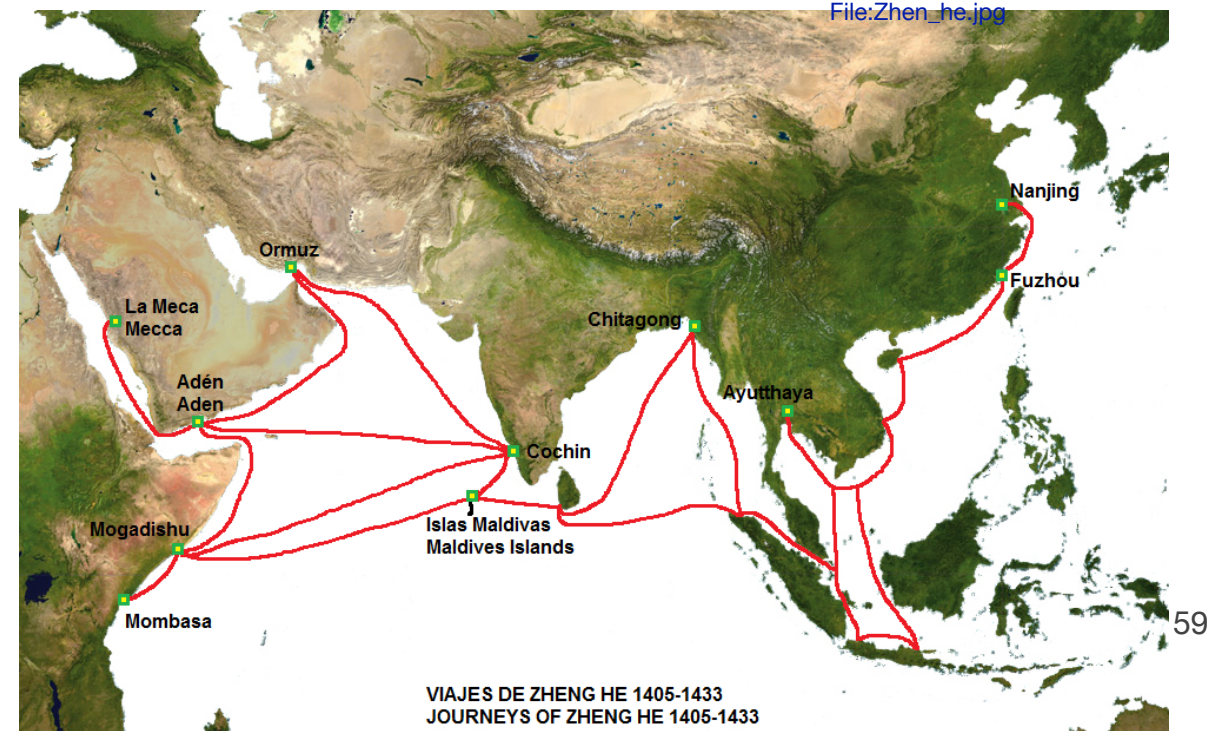
Tributes from bordering states such as Japan were common. To further demonstrate China's superiority, Zhu Di commissioned expeditions to sail to southern Asia and Africa. Zheng He, Zhu Di's director of palace servants, was appointed to lead seven expeditions. The first expedition in 1405-1407 consisted of 317 ships with approximately 28,000 men. He possibly had six treasure ships which measured 400 feet long compared to Columbus' Santa Maria of 85 feet long. The treasure ships were built to demonstrate Chinese power and receive gifts for the

emperor. The first voyage took Zheng He to Calicut, India and back. In the voyage, he was able to defeat pirates in Sumatra by displaying his skill as a maritimer.

Zheng He's further voyages continued on the coastline of southern Asia, the Middle East, and to Africa. Many ambassadors accompanied him back to China on these voyages to pay tribute to the emperor. Along with people, animals including giraffes and treasures were given to the emperor. On his seventh voyage, Zheng He died on his return and was buried at sea. Afterwards, the emperor stopped the commission of the voyage for their costs and external threats from the Mongols.



Monument of the Admiral Zheng He located in Stadthuys, Melaka. Source: https://en.wikipedia.org/wiki/Zheng_He#/media/File:Zhen_he.jpg



VIAJES DE ZHENG HE 1405-1433
JOURNEYS OF ZHENG HE 1405-1433

European Contact and the Closing of China

Nearly a century after the final voyage of Zheng He, the Portuguese arrived at Macao in 1517. Three years later, under Tome Pires, the Portuguese made contact with the emperor. The Portuguese viewed this as a diplomatic meeting between two nations while the Chinese viewed it as a traditional tribute.

Missionaries arrived as well with hopes to convert the Chinese to Christianity. Portugal established trade ports in Ningbo and Canton but were run out as the Chinese viewed them as pirates because it was claimed that the Portuguese took items with force and treated non-Christian lives with lesser value. Eventually, the Portuguese were allowed to maintain their port at Macao. While maintaining a port, the Portuguese role in trade with China was small compared to the vast size of the Chinese economy. Only four more times did the Portuguese pay tribute to the emperor.

By 1600, the Ming dynasty weakened due to high expenditures at court, for self defence against the Mongols notably the Great Wall of China, and Manchus which enabled high taxes. Rebellions occurred throughout China further depleting the Ming treasury and its capability to defend itself from outside invaders. The Manchus took advantage of the disarray and established the Qing Dynasty in 1644. The Qing emphasized traditional Chinese culture with ideas of Buddhism, Taoism and Confucianism. Foreign ambassadors were not allowed to approach the Chinese capital. The Qing viewed China as the long standing center of the

civilized world and wanted to limit outside contact. Christian missionaries were not permitted in China. The **Canton System** was established which only allowed Canton to be used as a trading port. The Dutch followed the rules of the Chinese but the British became tired of being limited to one port as their influence and trade growth inspired the need for more ports.

European Contact with Japan and the rise of Tokugawa Japan

Heading into the 1500s, Japan had a feudal structure. Daimyo, or lords, constantly fought for power. In this era. Europeans made their first contact with Japan. In 1543, a Portuguese ship became shipwrecked off the coast and missionaries would arrive soon after. The missionaries and traders were well received by the daimyo. The Portuguese introduce guns into the Japanese warfare and some daimyou adopted Christianity. Two of the three daimyos who helped unify Japan, Hideyoshi and Nobunaga, accepted the Europeans.



Tokugawa Ieyasu as Shogun. Source: https://en.wikipedia.org/wiki/Tokugawa_Ieyasu#/media/File:Tokugawa_Ieyasu.jpg

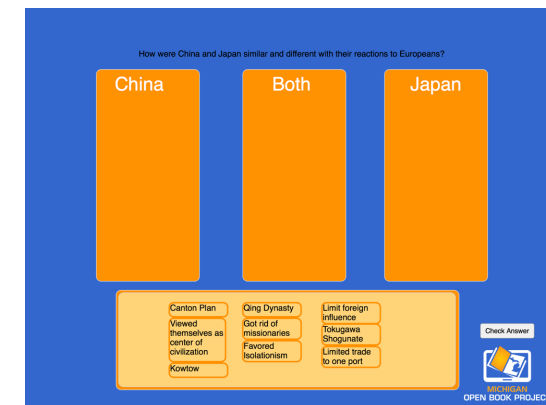
After their deaths, Tokugawa Ieyasu captured a swift victory at the Battle of Sekigahara and established the Tokugawa Shogunate which ruled Japan for two and a half centuries.

Japanese Isolationism

Tokugawa Ieyasu and his heirs' main goal was to rid of any potential threat and rebellions within Japan. In 1614, he rid the nation of Christian missionaries as they posed a threat to converted daimyo who did not fully support the shogunate.

Despite ridding of missionaries, there were approximately 300,000 Christians living in Japan. However, the shogunate continued to build trade relations with Great Britain and the Netherlands. In 1633, all Japanese were prohibited from traveling abroad as the Tokugawa shogunate preferred to maintain Japan under neo-confucian ideas. Foreign relations would come to a near end when there was a Christian rebellion on the Shimabara peninsula in 1637-1638. By 1639, in order to gain control of foreign relations, the shogunate banned trade except at the port of Nagasaki with the Chinese and Dutch.

Interactive 3.5 China/ Japan Comparison



Complete the activity above then answer the questions below.

Stop and Reflect Questions

- 1) How were China and Japan similar and different with their reactions to Europeans?
- 2) In what ways did Europeans influence China and Japan?

Spanish Empire and Exploration

As Portugal spearheaded exploration and trade in the East, Spain led the way in the West. In 1496, the only Spanish settlement in the new world was Santa Domingo on the island of Hispaniola.

By 1515, Spain had a strong presence throughout the Caribbean and was in prime position to take conquest of the New World.

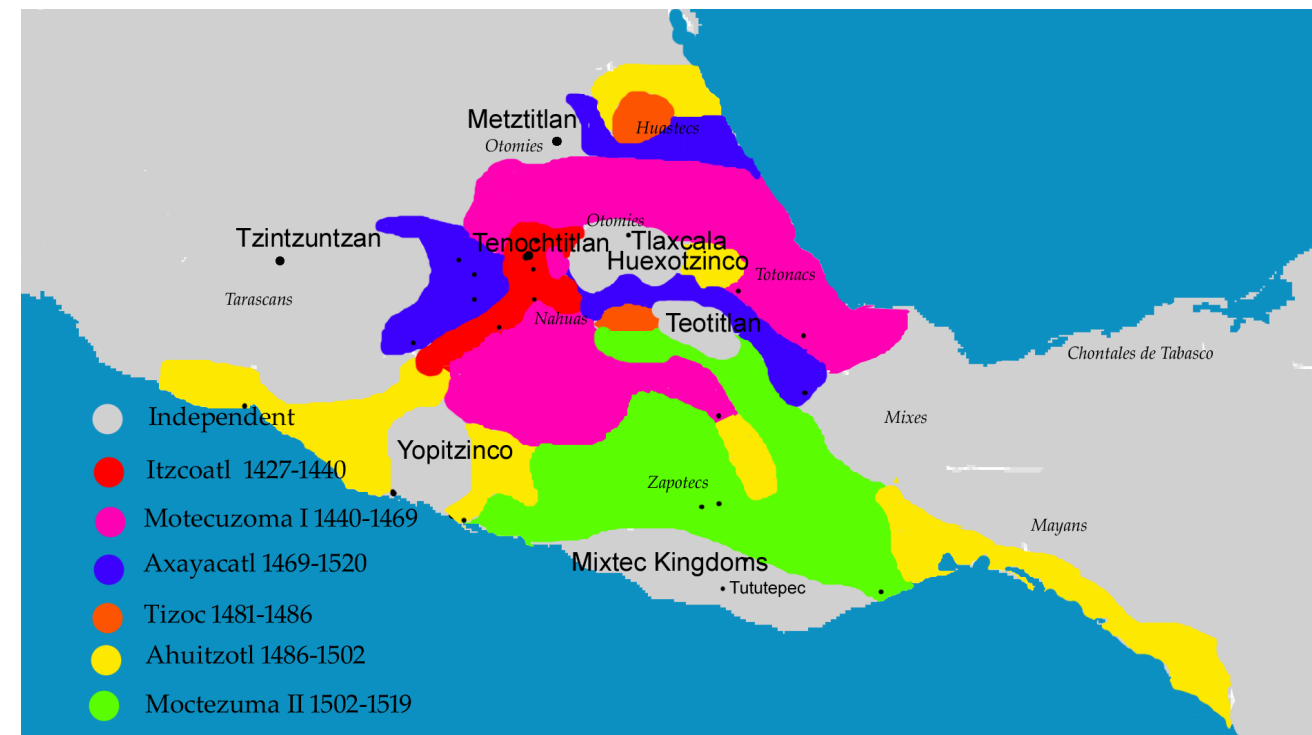
Conquistadors led the way for Spanish victories over the Aztec and Incan empires.

Conquest of the Aztecs

The Aztec Empire flourished in present day central Mexico. Ruled from the capital of Tenochtitlan, they created a complex civilization that ruled over many city states beginning in the 13th century. Religion played a major role in Aztec life and required human sacrifices in order to appease its gods. These human sacrifices were taken from neighboring city states of whom would build of resentment and dislike of the Aztecs. By the time the Spanish arrived, these Native Americans were ready to help the Spanish overthrow them.



[https://en.wikipedia.org/wiki/Hernán_Cortés#/media/File:Hernán_Cortés_\(Museo_del_Prado\).jpg](https://en.wikipedia.org/wiki/Hernán_Cortés#/media/File:Hernán_Cortés_(Museo_del_Prado).jpg)



Expansion of the Aztec Empire. Source: https://en.wikipedia.org/wiki/Aztec_Empire#/media/File:Aztecexpansion.png

Hernan Cortes, a Spanish conquistador, arrived in Veracruz in 1519. His mission was cancelled by the Cuban governor but Cortes ignored the orders. Upon arrival, he was greeted with gifts. Tenochtitlan sent a contingent of gifts as they believed Cortes was their god, Quetzalcoatl, which a prophecy of their religion called for his arrival at the time. To keep with his mission, Cortes burned down his ships so his 500 men could not retreat and set



Portrait of Hernan Cortes. Source: [https://en.wikipedia.org/wiki/Hern%C3%A1n_Cort%C3%A9s#/media/File:Hern%C3%A1n_Cort%C3%A9s_\(Museo_del_Prado\).jpg](https://en.wikipedia.org/wiki/Hern%C3%A1n_Cort%C3%A9s#/media/File:Hern%C3%A1n_Cort%C3%A9s_(Museo_del_Prado).jpg)

forth to conquer the Aztecs. En route to Tenochtitlan, Cortes aligned with enemies of the Aztecs and murdered unfriendly Native Americans. Cortes marched to the Aztec capital and took Montezuma II, the Aztec leader, hostage. When news arrived that the Spanish were coming to arrest him for disobeying orders, Cortes left the city to fight off the Spanish army while leaving eighty of his men to maintain the city. After defeating the Spanish force, he returned to Tenochtitlan to find the city in rebellion. On **noche triste**, Cortes and his men attempted to sneak out on an open causeway. The Aztecs sounded alarm and a battle ensued. Two-thirds of Cortes's men were killed and riches were lost in the lake in their escape. He made an alliance with a traditional enemy of the Aztecs at Tlaxcalan. Cortes returned to Tenochtitlan in 1521 and defeated the last Aztec emperor, Cuauhtemoc. The city was raised and Mexico city was established on its spot. In 1522, Cortes is appointed governor of New Spain.

Questions for Interactive 3.6

1. How does Cortes describe noche triste?

Interactive 3.6 Cortes on Noche Triste



2. How would an Aztec viewpoint be different?

Pizarro Conquers the Incas

Two decades after Cortez ended the rule of the Aztecs, **Francisco Pizarro** received a commission from Emperor Charles V of Spain to conquer new lands in South America that Pizarro previously explored.

Along with 130 men and 70 cavalry, Pizarro set sail from Panama.

Included with these men were Diego Almagro and Pizarro's brothers. In 1532, Pizarro entered the city of Cajamarca and came across Atahualpa, the Incan king. Pizarro discovered that Atahualpa had previously imprisoned his brother, the true king of the Incan Empire. Pizarro imprisoned Atahualpa who arranged his own ransom--rooms filled with



Portrait of Francisco Pizarro by Coutain, 1835. Source: https://en.wikipedia.org/wiki/Francisco_Pizarro#/media/File:Portrait_of_Francisco_Pizarro.jpg

gold and silver estimated at \$15,000,000. Pizarro made Atahualpa murder his own brother before sentencing him to death which left no Incan king.

After ridding of the Incan kings, Pizarro then defeated Cuzco and founded the city of Lima. Tensions rose between Pizarro and Almagro who took control of Cuzco. Almagro was defeated by Pizarro's brother. In return, some of Almagro's followers assassinated Francisco Pizarro in 1541. The Incas declined after the arrival of Pizarro. Spain plundered and looted its wealth, Catholicism took over as religion and the Spanish language overtook their language.

Interactive 3.7 Crash Course - the Spanish Empire



After viewing this video answer the questions below.

Questions:

1. What caused the decline of the Aztecs?
2. How did the Spanish incorporate Incan ways into ruling its empire in South America?
3. How did the influx of silver hurt the Spanish economy?
4. How did Spain manage to go from the richest country in Europe to borrowing money?

5. How did the silver from the Americas impact the Chinese economy?

Rise of Capitalism

As European merchants were profiting from trade in Asia, foods such as corn and potatoes along with cash crops like tobacco also became in demand in Europe. The greatest economic impact however resulted in the massive extraction of gold and silver from the Americas to Europe. As these precious metals were traded for goods, the prices of goods increased as the amounts of gold and silver flooded into Europe. **Capitalism**, an economic system where industry and trade are owned by private industries, grew out of the influx of gold and silver. Merchants looked to gain wealth from trade. Joint-stock companies were formed in northern Europe to encourage exploration, increase trading networks, and make profits.

Spanish Downfall and Legacy

As Spain was growing immensely wealthy from exporting gold and silver to Spain, other European nations, specifically England, were looking to find its own sources of wealth. Queen Elizabeth I of England hired **Sir Francis Drake** to circumnavigate the globe and also have the secret mission of pirating Spanish wealth. Sir Francis Drake successfully looted up the Chilean and Peruvian coast. His most successful mission was when he robbed the

Spanish ship, *Nuestra Senora*, of 80 pounds of gold and 26 tons of silver. He was awarded with knighthood for his successful missions. Coupled with raids against Spanish ships and England's support of the secession of the Spanish Netherlands, Spain deployed its infamous Spanish Armada to defeat England in 1588. England's navy was led by Lord Charles Howard and Sir Frances Drake and faced off against the armada in the English Channel. Treacherous storms helped the English navy to defeat



The Spanish Armada and English Ships in August 1588. Source: https://en.wikipedia.org/wiki/Spanish_Armada#/media/File:Invincible_Armada.jpg

the Spanish Armada as it had to escape north to the North Sea. England would take over as the world's number one naval power which enabled the rise of English colonization in the Americas.

As England rose up to become the dominating colonial power, Spain left a long standing legacy in its conquered areas including the disappearance of native tribes, mestizos, and the spreading of Catholicism. When the Spanish arrived in the Americas, they carried with them numerous diseases new to Native Americans. The deadliest of the them was smallpox. As smallpox touched

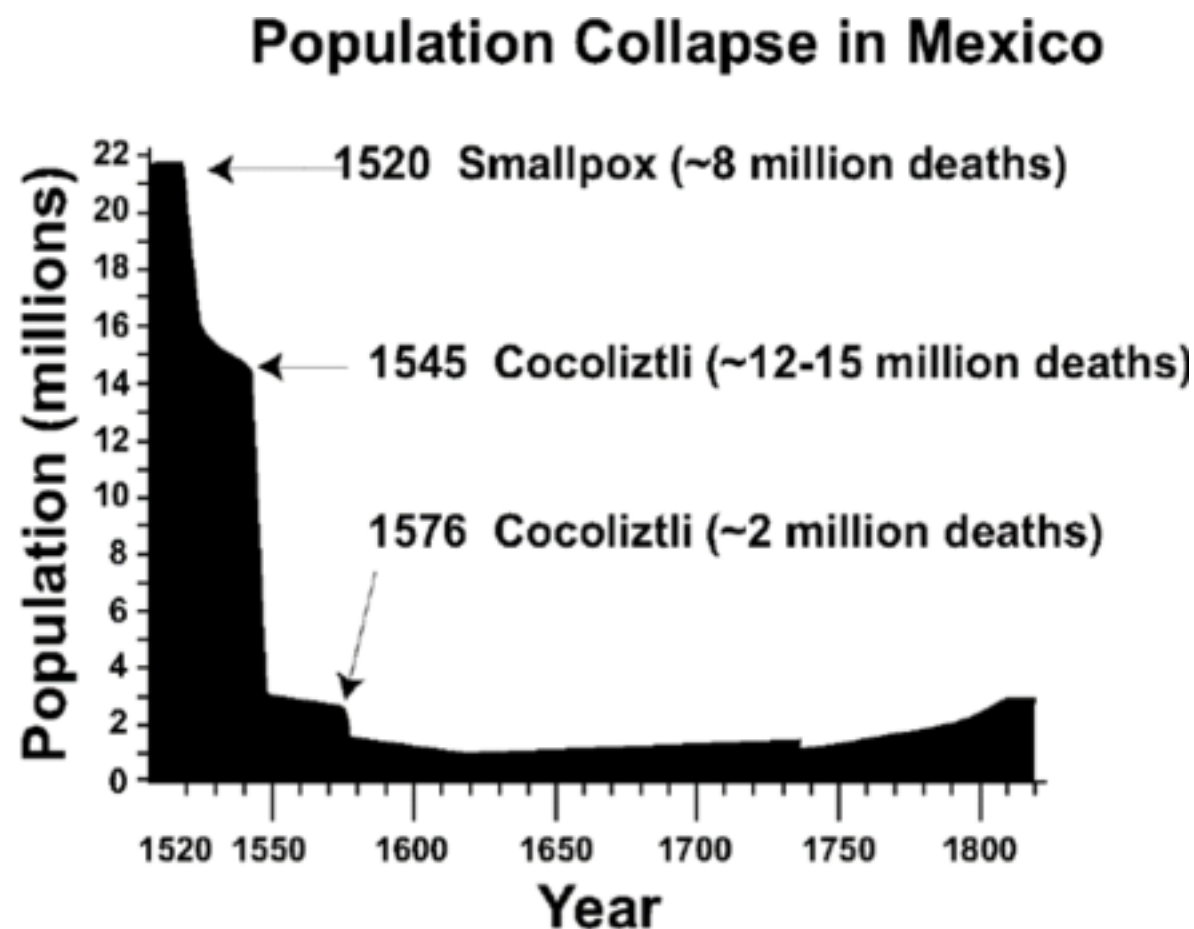
large amounts of natives, entire tribes were wiped out. It is estimated that disease killed nearly 90% of the native population that lived upon the arrival of Columbus.

Along with unknowingly bringing over viral diseases that erased entire populations, the Spanish created a new breed of people. Mestizos, half Spanish and half Native American, came into existence. As the early arrival of Spanish were primarily men, Native American women were the only females in the Americas.

A first example of a mestizo came from Hernan Cortes himself who fathered a son with his translator, Malinche. Cortes named the boy Martin Cortes after his father. The mestizo population would increase throughout all parts of Latin and South America.

Roman Catholicism continued to be the largest of Spain's legacy in conquering the New World. Secular clergy and missionaries flocked to New Spain to teach the fundamentals of Christianity.

By 1559, there were 300 friars at over 80 missions throughout the colony. Many of the friars won over Native American's trust and provided them with education. Dominican friar, Bartolome de las Casas, praised the natives in his debates as he noted: "They are not ignorant, inhuman, or bestial. Rather, long before they had heard the word Spaniard they had properly organized states, wisely ordered by excellent laws, religion, and custom." Catholic missionaries grew to understand the native populations and helped bridge the gap between the two societies.



Graph of Population Decline in Central Mexico with Successive Epidemics. Source: https://en.wikipedia.org/wiki/Native_American_disease_and_epidemics

While missionaries were working with natives, **encomienda** systems were created to convert natives as well. In all reality, these systems were forced labor where natives had to mine or do back breaking work on plantations.

At times, some natives preferred death due to the intensity of the work. Spanish conquistadors or other officials usually led the encomiendas and justified their rule by cultural dominance. Even with the false

Interactive 3.8 De las Casas Letter



Read this primary source document and answer the questions that follow.

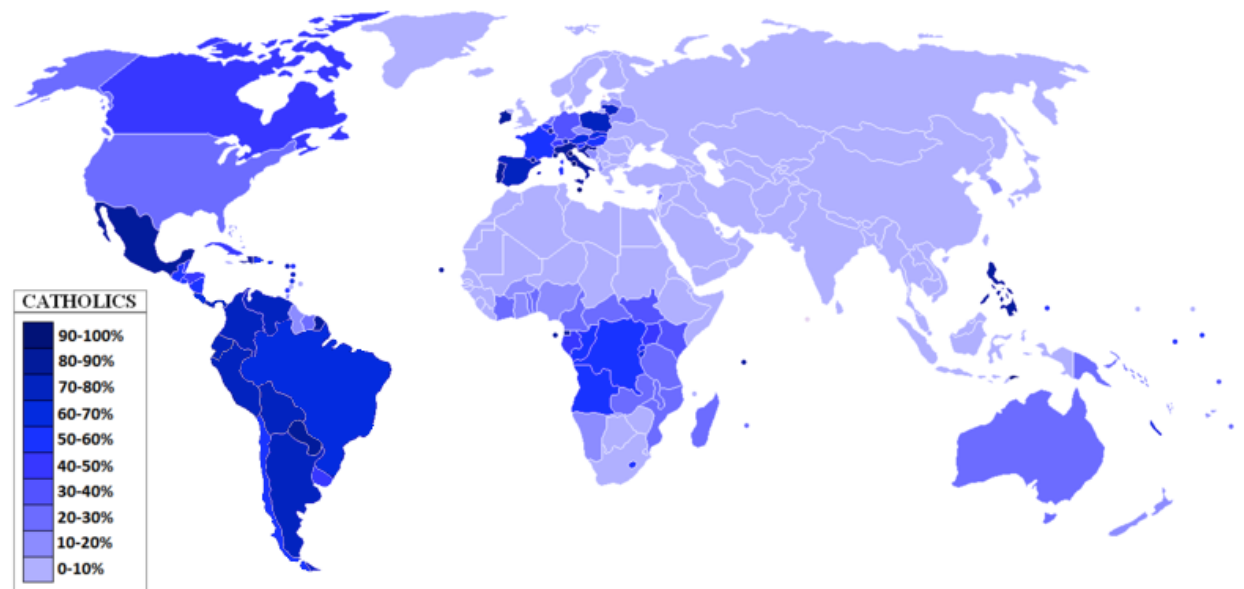
like de las Casas and continues to be the primary religion of Latin and South America.

Portugal in Brazil

When Portuguese explorer, Vincente Pinzon, discovered Brazil in 1500, he found a situation different from that of Spain. There were no sophisticated civilizations or signs of precious metals. In 1532, sugarcane was introduced. African slaves were imported in as the Portuguese had difficulties enslaving the natives as they were primitive and many died due to European diseases. Sugarcane production increased as Brazilian sugarcane led European markets for almost a century. In 1558, the Portuguese monarchy established a governor position which lasted until the royal family arrived in 1808.

New France

While Spain was busy building its empire in the New World, it's neighbor to the north, France, explored new routes to Asia and would found its own empire as well. Giovanni de Verrazano was commissioned by the French monarchy to find a northwest passage to cut to India in 1532. Jacques Cartier followed two years later and claimed the mouth to the St. Lawrence Seaway in the name of France. Cartier founds Charlesbourg-Royal as the first French settlement in the New World. Years later in 1608, Samuel de Champlain built a fort at Quebec. New France expanded to a large size including the St. Lawrence Seaway,



Distribution of Roman Catholics. Source: https://en.wikipedia.org/wiki/Catholic_Church_by_country#/media/File:Distribution_of_Catholics.png

pretence of conversion, Catholicism spread mainly due to the missionaries who often argued against the encomienda system

Great Lakes, Ohio River Valley and down the Mississippi River by the end of the 17th century. However, even with its size, migration to the region was sparse. The French had not run out of land for its citizens to farm and had religious tolerance. Those who came to New France came primarily for economic motives.

Fishing and whaling off the coast of Newfoundland was the first major economic source for France. However, the fur trade would take over as demands for fur increased in France. Coureurs de bois (runners of the woods) came to make profit off the lucrative

fur trade. The Frenchmen worked well with natives who were needed to trap fur. The French followed native customs when trading and some intermarried and became members of the tribes. The French traded guns, cloth, and metal cooking utensils in exchange for beaver.

The French sided with the Huron tribes over the Iroquois and helped the Hurons



Coureur de bois; A woodcut by Arthur Heming. Source: https://en.wikipedia.org/wiki/Coureur_des_bois#/media/File:Coureur_de_bois.jpg

defeat them in 1609. The Iroquois remembered this and became a longterm enemy of New France and would retaliate against the Huron tribes. Along with economic motives, Jesuit missionaries would flock to New France in hope of converting natives to Catholicism. Jesuit missionaries learned languages of the natives but found it quite difficult to convert many of them. With the lack of population as the French monarchy supported French Caribbean endeavors, it faced future difficulties when territorial disputes happened between France and England. As well, beavers were nearly wiped out with their high demand in France.

Dutch in New World

Along with the French, the Dutch were interested in finding a northwest passage to Asia. In 1609, the Dutch East India Company hired English sailor Henry Hudson to find this passage. Instead, Hudson found the present day Hudson River and claimed from its mouth to present day Albany for the Dutch. The New Netherland Company received a three year monopoly on the fur trade in 1614 and established Fort Orange near present day Albany.

Facing war with the Mohawk and the Mohican tribes, the Dutch at Fort Orange had to flee to safety. In 1621, the Dutch West India Company was created and thirty families settled on the island of Manhattan in 1624. In 1626, General Director Peter Minuit was charged with the purchase of Manhattan which ended up being 60 guilders of trinkets which has sparked controversy among historians on how much the amount actually

was in contemporary monetary standards. On the island, New Amsterdam was founded. To help encourage growth within the colony, **patronships**, or land grants if someone brought fifty colonists over at their own expense. New Netherland continued to grow under this system. However, the Dutch often clashed with neighboring natives and the English who viewed the Dutch as competition. In 1664, Dutch Director Stuyvesant, outnumbered and without reinforcements and provisions, surrendered to the British fleet in the Second Anglo-Dutch War. New Amsterdam and the surrounding areas would be renamed New York after the Duke of York, brother to King James of England.

Interactive 3.9 Artistic Interpretations of Dutch Purchase of Manhattan



After reading this article, why do you think there are different artistic interpretations of the sale of Manhattan?

England in New World

England, like France and the Netherlands, lagged behind Spain in claiming lands in the New World. King Henry VIII hired Italian John Cabot to explore the new lands but no colonization came from it. It was not until Henry VIII's daughter, Elizabeth I, did England make a presence in the Americas. Sir Walter Raleigh was commissioned to create the first English settlement which in 1584. The Roanoke colony was established with 117 people who had disputes with the local natives, the Croatons. When the governor left to obtain more supplies and returned three years later, they discovered the word "Croatan" carved in a fence. To this day, it is referred to as the "lost colony" as no historian is certain what happened to the colonists.

Not to be deterred by the failure of the first attempt at a long standing colony, English merchants created a joint stock company in order to reap financial successes of a colony in the Americas. The Virginia Company, named after Queen Elizabeth I, was granted a charter. In 1606, three ships set sail for the Americas and decided on the settlement by the James River named after the new king. Known as Jamestown, the triangular shaped fort became the first English established colony in the New World. The colonists suffered greatly from hunger and malaria plus faced attacks from the nearby Algonquin tribes controlled by Powhatan. The colonists did receive food gifts from the neighboring tribe as they suffered from starvation due to a

lack of farming, instead looking for gold. In 1612, John Rolfe brought a new tobacco strain which was the cash crop the Virginia Company was looking for. As the English spread out, tensions arose with the natives. A temporary peace ensued after John Rolfe married Pocahontas and trade continued. However, the peace was uneasy and Anglo-Powhatan wars followed.



Jamestown Fort in Virginia. Source: <https://media1.britannica.com/eb-media/80/83680-004-01399CF6.jpg>

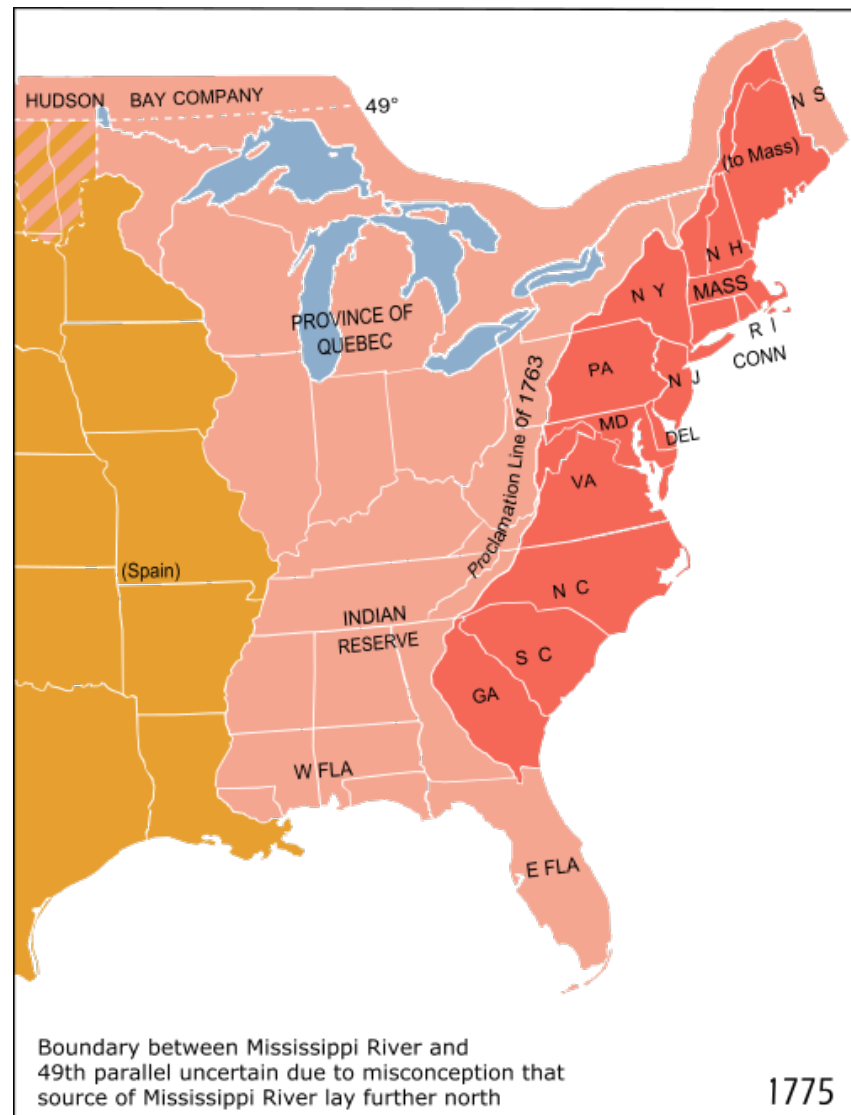
Contradictory to the founding of Jamestown for economic reasons, the Pilgrims sought the new world for religious reasons. The Pilgrims wished to separate from the Church of England because it did not break away enough from Catholic Church practices. Intended to arrive in New Netherlands, the Mayflower drifted ashore in Plymouth. There, they formed the Mayflower Compact, an agreement of self government. With the help of

Squanto (a member of the Patuxet tribe), the Pilgrims learned to grow corn and fish. Fishing and agriculture became staples of the Plymouth colony and subsequent, Puritan colonies. Puritans, who wished to purify the church unlike the Pilgrims, would establish the Massachusetts Bay Colony in 1628. Puritan settlements soon sprung up throughout New England including Lexington and New Haven. Collectively known as the New England colonies, life revolved around religion and economic survival dependent upon fishing and lumbering. Like those in Virginia, New Englanders had disputes with Native Americans as well as they encroached on native lands. Metacom attempted to oust the English. He was captured and beheaded. This was the last major attempt of Native Americans to remove the English from areas known as the colonies.

The most southern of the thirteen colonies continued to grow and focus on economic motives. Maryland was founded in 1633 as a safe haven for Catholics. North and South Carolina were founded in 1671 with the city of Charleston founded in 1680. Younger sons of English elite flocked to the New World to make fortunes as only the eldest male would inherit lands from their fathers. Maryland was founded in The fertile soil and long growing season enabled cash crops to become the backbone of their economy. Tobacco, mimicked in Maryland from Virginia; rice in the Carolinas, and indigo were grown and exported back to England. Georgia, added as a buffer between the Carolinas and Spanish Florida, served as a debtor's prison. Indentured servants and

African slaves were brought in to help maintain the high demands of plantation agriculture.

Meanwhile, the middle colonies grew up out of religious freedom. Pennsylvania, founded by William Penn, served as a haven for Quakers who practiced religious tolerance. Unlike other English colonists, they had peaceful relations with natives and purchased the land they inhabited. The middle colonies with their fertile soil



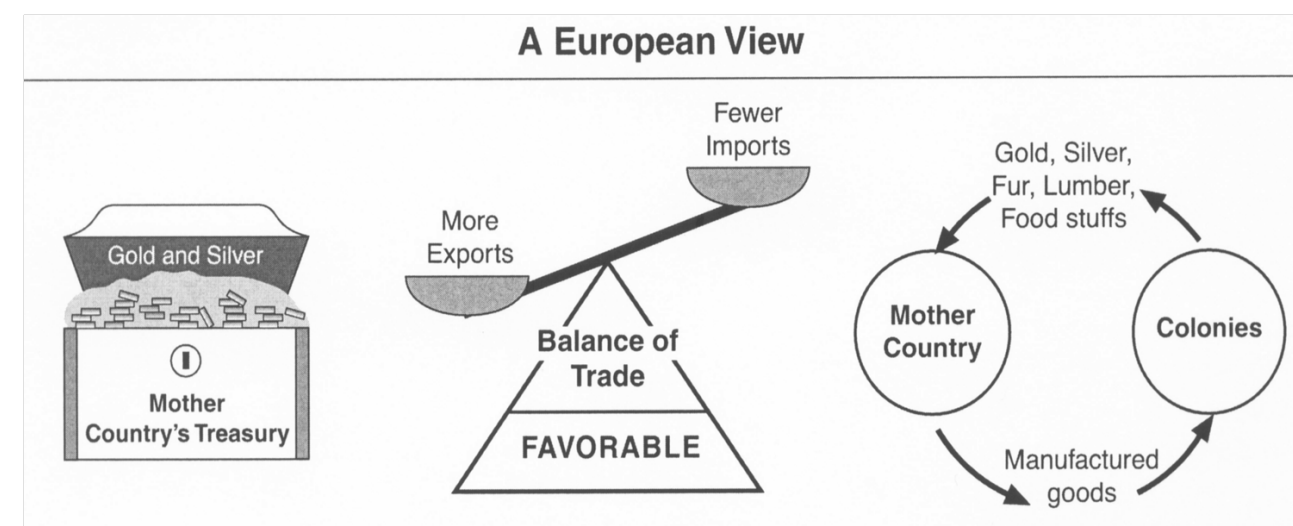
Map of Thirteen Colonies. Source: https://en.wikipedia.org/wiki/Thirteen_Colonies#/media/File:Map_of_territorial_growth_1775.svg

became known as the “breadbasket” of the colonies as grain became their major export.

Mercantilism

As the colonies were producing items for trade, England hoped to reap the profits. Like France and Spain, England firmly held the belief in **mercantilism**, a belief that a country’s true power depended on the amounts of gold and silver it had in its treasury.

The thirteen colonies provided England with an opportunity to impose this policy. England would receive raw materials such as food, lumber, and tobacco at a lower price. In turn, it would manufacture goods with the provided raw materials and sell them back to the colonies at higher costs. This created a favorable balance of trade with England as they were making profits which increased its treasury. England passed the **Navigation Laws** in the 1660s to only allow British ships to trade with the colonies to



A European View of Mercantilism. Source: <http://s2.thingpic.com/images/ry/FFRP1i5v4KmAHzVAeEMyATLd.png>

increase its profits. All imported items went through British merchants who then sold products to the colonies.. The colonists were discouraged to manufacture goods and trade was limited between colonies.

Seven Years War

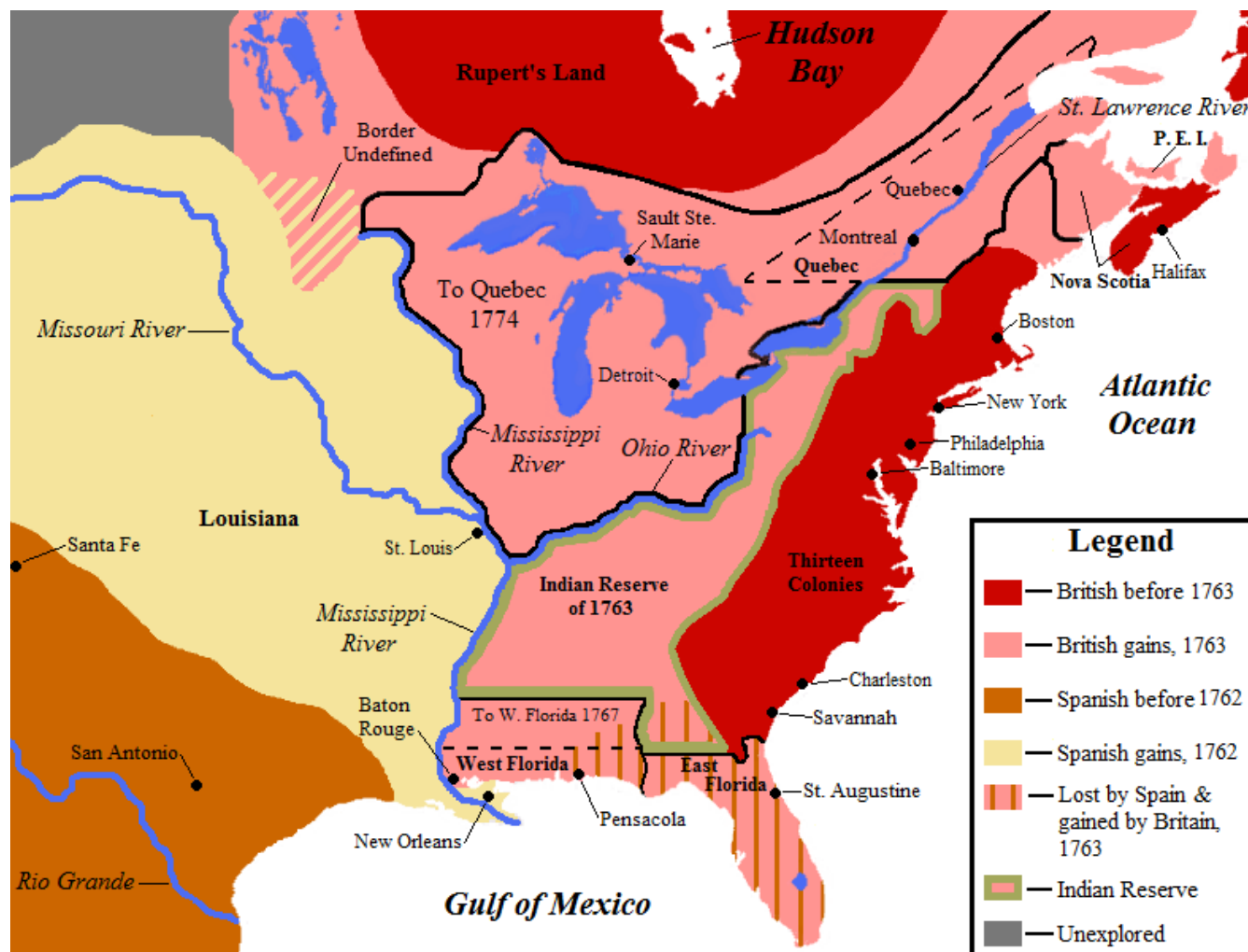
By the 1750s, the British colonies were increasingly growing in population. The British colonists, especially those from Virginia, and the French colonists contested land in the Ohio River Valley. In 1754, George Washington, a Virginian, sought to defeat the French at Fort Necessity. Washington was defeated which prompted Great Britain to take action. The Seven Years' War or the French and Indian War began as both countries fought to maintain lands. Native Americans aligned with both states. The Huron tribes, longtime trading partners with France, aligned with the French. The Hurons' longtime enemy, the Iroquois tribes, sided with the British. While fought across Europe and other parts of the globe, the British originally did not emphasize the North American theatre. The war started off badly for the British as General Braddock was unable to win against the French while he alienated native tribes and British colonists. General Braddock died while being injured in his failed attempt to capture Fort Duquesne near present day Pittsburgh.

In 1757, British Minister William Pitt saw the economic potential and importance of the North American theatre. He paid Prussians to fight the war in Europe so the British could focus on winning in North America. His strategy worked as Great Britain saw its first major victory at Louisbourg in 1758 and Montreal,

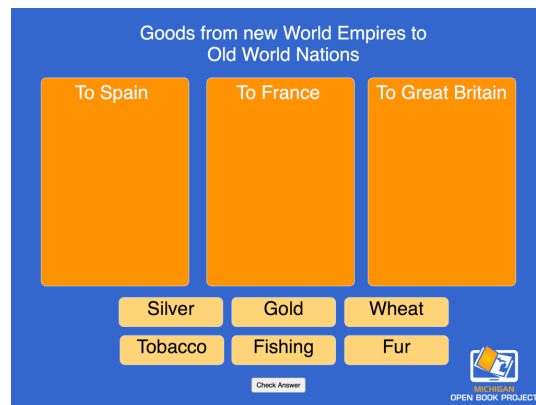


North America pre Seven Years' War. Source: https://en.wikipedia.org/wiki/French_and_Indian_War#/media/File:North_America_1748.PNG

France's strongest foothold, in 1760. While Britain was increasing its momentum, Spain joined the war on the side of the French which did not turn the tide. The **Treaty of Paris** was signed in 1763 which marked the end of the conflict. France lost all of its North American possessions except islands in the Caribbean. Spain lost northern Florida and was given Louisiana. The British were now the major power in North America which provided the colonies security. As the British colonists no longer worried about foreign European threats, Native Americans lost the ability to play European powers off of each other.



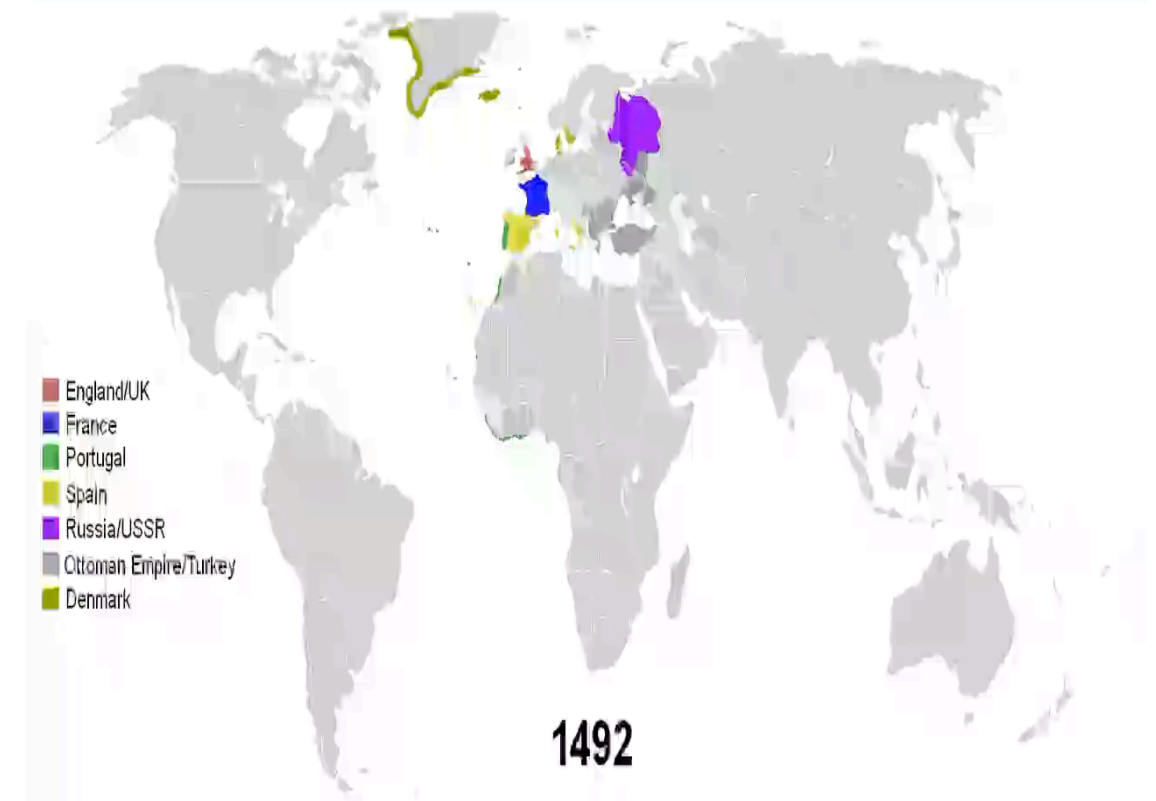
Interactive 3.10 Goods Sort



Sort the goods from new world empires to old world nations.

PREDICTION-Based on their received products from the New World, which nation had the most to gain economically? Use evidence to support your point.

Movie 3.1 Growth of European Empires



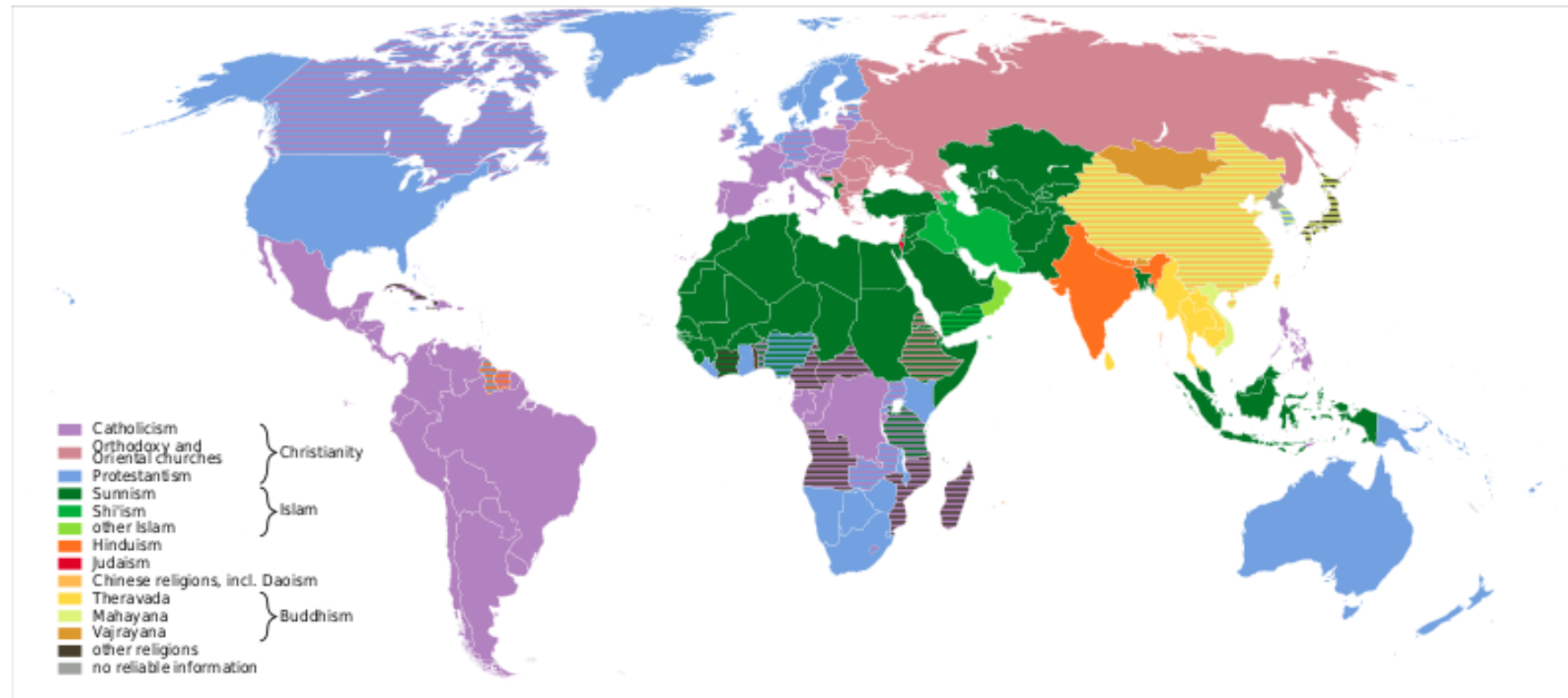
Growth of European Empires

1. How does this map reflect who benefited from the Age of Exploration?

Interactive 3.11 Spread of Christianity to America



One major lasting effect of the Age of Exploration was the spread of Christianity. Click on the map below and complete the questions that follow.



Map of Major World Religions in 2011.

Source: https://en.wikipedia.org/wiki/Major_religious_groups

1. Where has Christianity spread throughout the world?
2. What conclusions can you make based on where protestantism and catholicism spread throughout the world?

Section Wrap-Up Activity

Using the information from this section and independent research, provide a list examples of pros and cons from the Age of Exploration.

Using your list, write a paragraph explaining whether the benefits outweigh the costs of the Age of Exploration using examples from your lists.

The Colombian Exchange

QUESTIONS TO GUIDE INQUIRY

1. Why do people explore?
2. What were the motives of European Exploration?
3. What factors encourage exploration?

TERMS, PLACES, PEOPLE:

cultural diffusion

Colombian Exchange

The discovery of new lands during this age led to many changes in the economic way of life. The introduction of new metals in Europe, the establishment of colonies, the transatlantic exchange of goods, all contributed to a new economic age. As Europeans traveled the Atlantic, they transported plants, animals, diseases, and technology that greatly impacted lives and landscapes on both sides of the ocean. The exchanges that occurred on both sides (the Americas and Europe/Africa) were known as the **Columbian Exchange**. As Europeans traversed the Atlantic, they brought with them plants, animals, and diseases that changed lives and landscapes on both sides of the ocean from both a social and



Image source: <https://historymartinez.files.wordpress.com/2013/01/bankers.jpg>

cultural standpoint. These two-way exchanges between the Americas and Europe/Africa are known collectively as the Columbian Exchange. This exchange was a type of **cultural diffusion**--the sharing and spreading of culture (ideas, dress, language, food, religion, art, technology, etc.) from one people to another



<http://columbianexchangeonnorthcarolina.weebly.com/uploads/8/2/5/6/8256922/1194656.jpg?409>

From the diary of Christopher Columbus during his first voyage of exploration. Saturday, 13 October. [1492]

At daybreak great multitudes of men came to the shore, all young and of fine shapes, very handsome; their hair not curled but straight and coarse like horse-hair, and all with foreheads and heads much broader than any people I had seen; They came loaded with balls of cotton, parrots, javelins, and other things too numerous to mention; these they exchanged for whatever we chose to give them.

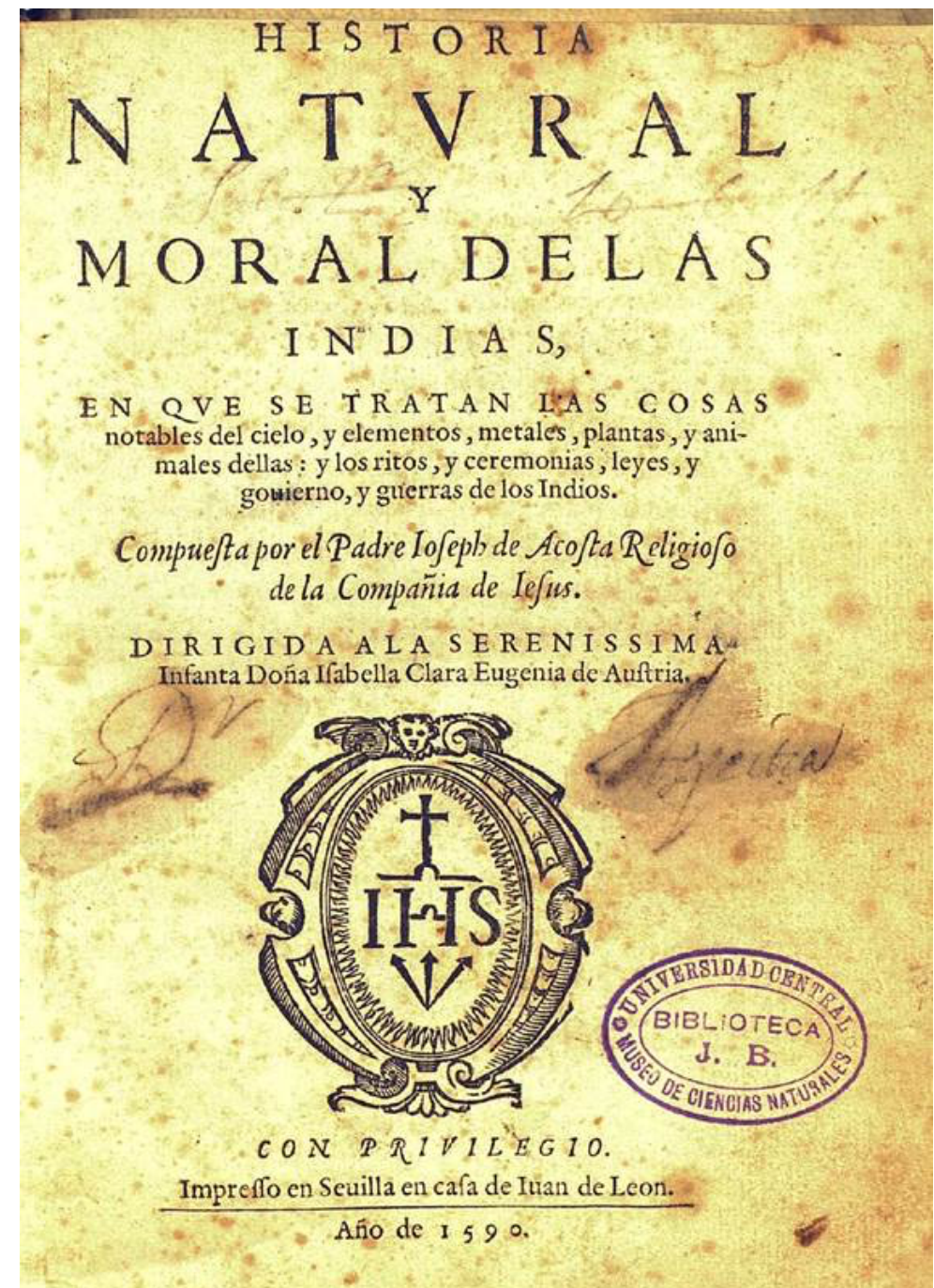
Although unintended, Columbus started a new economic age. The worldwide voyages of the 15th and 16th centuries led to a world wide exchange of goods and diseases.

Plants

Many plants were exchanged during this time. For example from Europe came grapes, sugar cane, olives, onions, and coffee beans. Furthermore, new grains were introduced such as wheat, oats, and barley. From the Americas came pumpkins, squash, cacao beans, and tomatoes.

However, the main plant products that crossed the ocean were potatoes, maize (corn), tobacco, and sugarcane. Maize and potatoes became a staple of European life. Potatoes were easy to farm and grew rapidly in the northern European climate. Corn, too, spread across the continent feeding people in Africa and Asia. Soon, Europeans would become addicted to the native tobacco plants in the Americas. Sugar cane, on the other hand, was brought by Columbus during his second voyage. Although not easily grown in Europe, this plant was soon grown in the southern colonies. Sugar from the cane became as addictive to the Native Americans as tobacco became to Europeans.

A global transfer of animals occurred, too. Horses, sheep and pigs came across the Atlantic to the Americas. Turkey were loaded and carted to Europe. The horses used to settle the American west are the ancestors of the European breed that came across in the 1500s. Pigs reproduced so fast and were mainly immune to the new diseases that within 30 - 50 years, tens of thousands multiplied in the Americas.



Title Page of Acosta: Natural and Moral History of the Indies http://www.ub.edu/geocrit/sn/sn-478_archivos/image002.jpg

Diseases

But not every item that transferred was useful and good. Disease was just as much a part of the transfer as plants and animals.

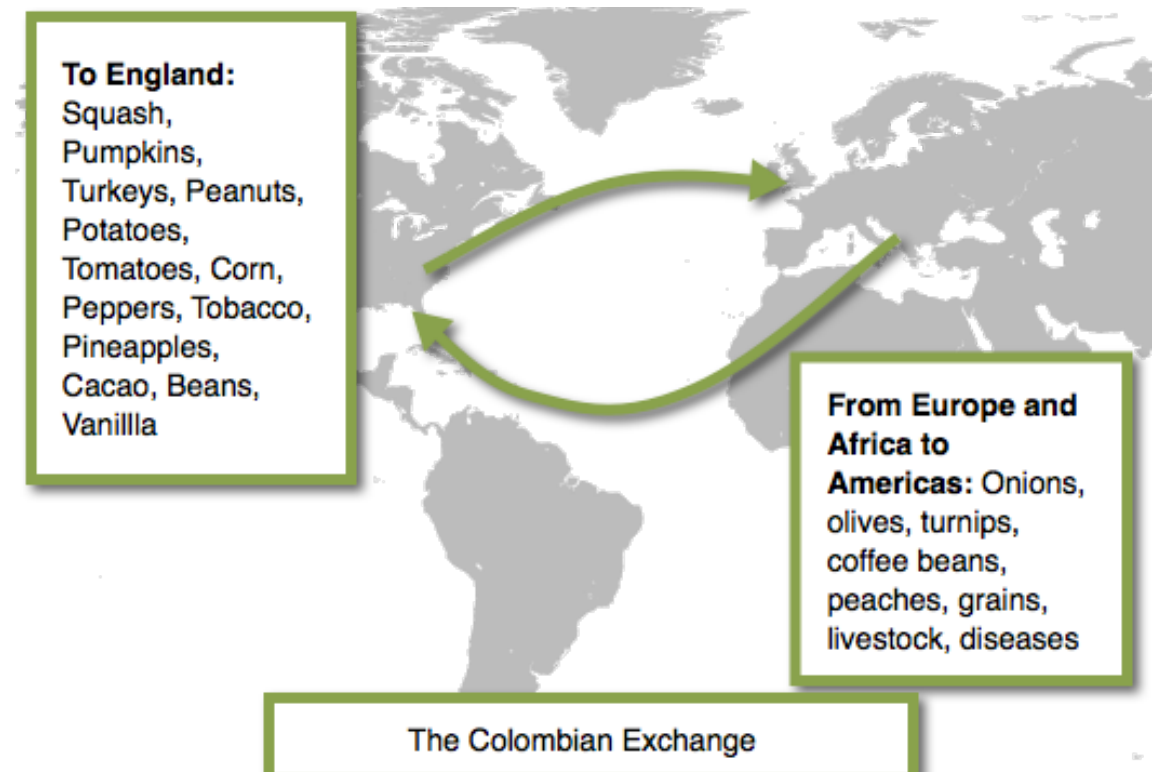
Smallpox, typhoid, and measles crossed aboard European ships. Without natural immunity like Europeans possessed, millions of natives died. Known as the “pox,” syphilis was the main communicable disease contracted by explorers and transmitted back to Europe. Polio was “shipped” to the European continent, too.

The charge of genocide is largely sustained by figures showing the precipitous decline of the Indian population. Although scholars debate the exact numbers, in Alvin Josephy's estimate, the Indian population fell from between fifteen and twenty million when the white man first arrived to a fraction of that 150 years later. Undoubtedly the Indians perished in great numbers. Yet although European enslavement of Indians and the Spanish forced labor system extracted a heavy toll in lives, the vast majority of Indian casualties occurred not as a result of hard labor or deliberate destruction but because of contagious diseases that the Europeans transmitted to the Indians. The spread of infection and unhealthy patterns of behavior was also reciprocal. From the Indians the Europeans contracted syphilis. The Indians also taught the white man about tobacco and cocaine, which would extract an incalculable human toll over the next several centuries. The Europeans, for their part, gave the Indians measles and

smallpox. Since the Indians had not developed any resistance or immunity to these unfamiliar ailments, they perished in catastrophic numbers. (Source: “The Crimes of Christopher Columbus” Dinesh D'Souza <https://www.firstthings.com/article/1995/11/the-crimes-of-christopher-columbus>)



According to the author, D'SOUZA, how did disease impact the New World natives and the Old World Europeans?



Interactive 3.12 The Colombian Exchange



Review the Colombian Exchange with this widget!

Interactive 3.13 Horses in the New world

Horses and Their Effect on American Culture

Some people think horses are just animals. That they are not really very important and that they never really had much of an important role in anything. Let alone history or American (including Native American) culture, is a myth. Whatever they may think about horses themselves, horses did play a most important role in American history, and therefore culture.

Horses died out in the Americas by 9000 B.C. However, horses survived in Asia and Europe and by around 4000 B.C. humans domesticated them. On Columbus' first voyage with horses, none of the horses survived because whenever the ship was becalmed and lay motionless and scorched by the heat of the tropical sun then the water supplies ran low. When the horses died of thirst they were thrown overboard. Golfo de Yegues means the Gulf of Mares in Spanish. It is an expanse of the Atlantic north of the Canary Islands named for the number of horses lost over the years. Columbus' second voyage to the New World in 1492 was a success. On the ships were 15 stallions, 10 mares, and some of Columbus' own horses. The weather was favorable, and the crossing was fairly rapid, twenty-two days from the Canary Islands to landfall in the West Indies. They made a stop in Guadeloupe, stayed anchored for six days while the horses were put ashore for exercise and forage, then were reloaded for the four week journey to La Navidad where they were used against the local Native Americans. Then they were taken by ship to the new colony of Isabella where on January 2, 1494 their ocean voyage ended. These horses were the first in the New World since their wild ancestors so many years before.

After Columbus, more Spanish explorers came with their own horses. Some came in search of great treasures in Mexico while others devoted themselves to ranching. Those looking for treasure had lots of adventure, usually escaping death while rarely ending up with profit. The ranchers, on the other hand, were prosperous and built up large estates. Most often the horses were bought with gold and the ranchers, having experienced great prosperity, had the gold coin necessary to buy what they wanted from Spain. In this way, the West Indies were even able to build up a reputation for raising fine horses during the 16th century. At the end of the 16th century the ranching frontier stopped abruptly just beyond the northernmost mining camps. Where there was no mining there was no market for the rancher's stock.

As the settlers increased in numbers they drafted Pueblo Native Americans for farm labor and to help with the livestock. Some Native Americans learned to ride and in time became vaqueros, the Spanish equivalent of cowboys. For a time in New Spain both law and custom had frowned on any Native American ever being allowed to ride a horse, but in New Mexico such restrictions gave way before the pressing need for more men to handle the increasing herds. Native Americans came into the possession of horses through trade, from raids, and when horses escaped from the settlers. Horses greatly changed the lives of many Native American tribes, specifically those of the Plains Native Americans and the Plateau Native Americans. A good illustration of how horses affected the Native Americans would be the Blackfoot Native Americans.

Before the horse, Blackfoot Native Americans walked the plains carrying their possessions by dog transport and on their own backs in the quest for buffalo in the warmer weather, retreating to timbered river valleys or to marginal forested areas

What was the impact of horses on the New World?

Interactive 3.14 How the Potato Changed the World



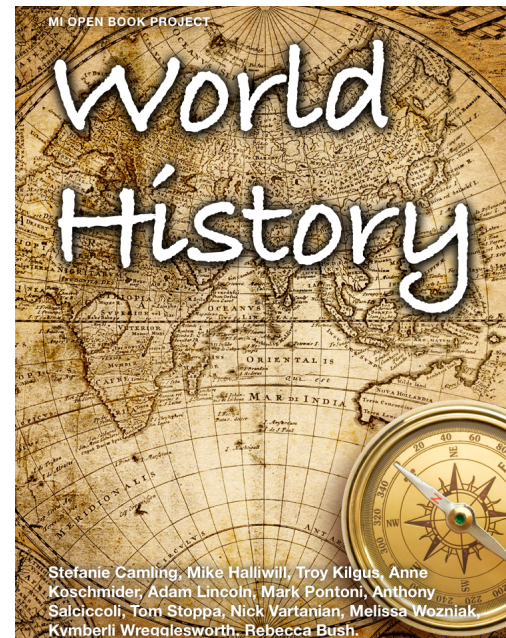
What was the impact of potatoes on the old world?

Interactive 3.15 Chapter Summary Activity - Who Was the Real Columbus?



Review the real Columbus with this activity.

Writing in World History



In this chapter you've continued to learn about exploration by learning about the motives for European exploration and beginning to study the Colombian Exchange, which will be examined in further detail in the next chapter.

Using your new knowledge, as well as your prior learning, answer this chapter's Compelling Question:

Did the benefits of exploration outweigh the costs? Remember to consider multiple perspectives in answering this question - if there were benefits of exploration to one group, what might the cost have been for another?