

The Age of Exploration

Backwards Planning Curriculum Units

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How to Use This Unit

Backwards planning offers an innovative yet simple approach to meeting curriculum goals; it also provides a way to keep students engaged and focused throughout the learning process. Many teachers approach history instruction in the following manner: they identify a topic required by state and/or national standards, they find materials on that topic, they use those materials with their students, and then they administer some sort of standard test at the end of the unit. Backwards planning, rather than just starting with a required instructional topic, goes a step further by identifying exactly what students need to know by the end of the unit—the so-called “enduring understandings.” The next step involves assessment: devising ways to determine whether students have learned what they need to know. The final step involves planning the teaching/learning process so that students can acquire the knowledge needed.

This product uses backwards planning to combine a PowerPoint presentation, activities that involve authentic assessment, and traditional tests (multiple-choice and essay) into a complete curriculum unit. Although the materials have enough built-in flexibility that you can use them in a number of ways, we suggest the following procedure:

1. Start with the “essential questions” listed on slide 2 of the PowerPoint presentation (these also appear in the teacher support materials). Briefly go over them with students before getting into the topic material. These questions will help students focus their learning and note taking during the course of the unit. You can also choose to use the essential questions as essay questions at the end of the unit; one way to do this is to let students know at the outset that one of the essential questions will be on the test—they just won’t know which one.

2. Next, discuss the activities students will complete during the unit. This will also help focus their learning and note taking, and it will lead them to view the PowerPoint presentation in a different light, considering it a source of ideas for authentic-assessment projects.

3. Present the PowerPoint to the class. Most slides have an image and bullet points summarizing the slide’s topic. The Notes page for each slide contains a paragraph or two of information that you can use as a presentation script, or just as background information for your own reference. Use the “show set up” function in PowerPoint to present with “two monitors.” Have yours set to include the ‘notes view’ and let the projector show only the slides to the students.

You don’t need to present the entire PowerPoint at once: it’s broken up into several sections, each of which concludes with some discussion questions that echo parts of the essential questions and also help students to get closer to the “enduring understandings.” Spend some time with the class going over and debating these questions—this will not only help students think critically about the material, but it will also allow you to incorporate different modes of instruction during a single class period, offering a better chance to engage students.

4. Have students complete one or more of the authentic-assessment activities. These activities are flexible: most can be completed either individually or in groups, and either as homework or as in-class assignments. Each activity includes a rubric; many also have graphic organizers. You can choose to have students complete the activities after you have shown them the entire PowerPoint

presentation, or you can show them one section of the PowerPoint, go over the discussion questions, and then have students complete an activity.

5. End the unit with traditional assessment. The support materials include a 20-question multiple-choice quiz; you can combine this with an essay question (you can use one of the essential questions or come up with one of your own) to create a full-period test.

6. If desired, debrief with students by going over the essential questions with them again and remind them what the enduring understandings are.

We are dedicated to continually improving our products and working with teachers to develop exciting and effective tools for the classroom. We can offer advice on how to maximize the use of the product and share others' experiences. We would also be happy to work with you on ideas for customizing the presentation.

We value your feedback, so please let us know more about the ways in which you use this product to supplement your lessons; we're also eager to hear any recommendations you might have for ways in which we can expand the functionality of this product in future editions. You can e-mail us at access@socialstudies.com. We look forward to hearing from you.

Dr. Aaron Willis
Chief Education Officer
Social Studies School Service

The Age of Exploration: Backwards Planning Activities

Enduring understandings:

- By the 1400s, Europeans had developed new forms of ocean-going sailing ships with navigational equipment capable of making long-distance trips on the open seas.
- By the 1400s, growing trade in luxury goods from Asia gave Europeans economic incentives to seek out direct ocean routes to Asia to bypass the traditional trade networks controlled by other societies.
- By the late 1400s, increasingly accurate maps and growing knowledge of the geography of Europe and Asia and of ocean currents and trade winds made it easier for Europeans to undertake cross-ocean journeys.
- Portugal and Spain led the way in overseas exploration given that their geographic location made it especially inviting for them to seek alternative trade routes to bypass those ending in the eastern Mediterranean.
- Portugal led the way in exploring routes around the southern tip of Africa and across the Indian Ocean to India and the eastern Pacific. Spain led the way in seeking a western route across the Atlantic to East Asia.
- Spain accidentally discovered the Americas while seeking the western route to East Asia. Yet it acted rapidly to establish a powerful, centrally controlled empire through much of South and Central America.
- The French, English, and the Dutch entered the competition for empire later than Spain and Portugal, but in the 1600s they took the lead in imperial expansion overseas.
- A complex exchange of plants, animals, humans and diseases took place between the Americas, Europe, Asia, and Africa. This Columbian Exchange benefited the Eastern Hemisphere more and resulted in catastrophic population decline among Native Americans in the Western Hemisphere.

Essential questions:

- What kinds of new knowledge and technical accomplishments made it possible for Europeans to undertake great journeys of oceanic exploration in the 1400s?
- How and why did Europeans benefit in unique ways in their overseas explorations from the accomplishments of other civilizations?
- What motives did Europeans have for undertaking what were expensive and enormously risky overseas ventures?
- Why was it that Portugal and Spain, of all the European nations, led the way in the early phases of the Age of Exploration?

- Why were the Dutch, English, and French able to take the lead later in overseas imperial expansion?
- Why was the Columbian Exchange such a turning point in so many ways in world history, and why was it so much more beneficial for the Eastern Hemisphere than for the Western Hemisphere?

Learning Experiences and Instruction

Students will need to know...	Students will need to be able to...
<ol style="list-style-type: none"> 1. how Europeans in the 1400s developed the equipment and ships needed to cross the oceans 2. that Europeans borrowed and then adapted many navigational devices and methods, such as the compass, from other cultures 3. that Portugal and Spain began the Age of Exploration, but competition among European states led others to join in 4. that Europeans were motivated by the desire to find direct ocean routes to Asia to avoid Muslim and other merchant middlemen who controlled older trade routes 5. that the Americas were discovered by accident but soon became the setting for vast European colonial empires. 6. that contact with the Americas led to a dramatic and complex exchange of animals, plants, people, and diseases between the Old World and the New. 	<ol style="list-style-type: none"> 1. read and interpret primary source documents from the Age of Exploration 2. understand some of the reasons for Europe's drive to explore and colonies all over the world 3. identify some major explorers and be able to explain what they did 4. understand and debate certain key controversies having to do with various aspects of the European drive to explore and colonize 5. identify causal relationships between various events and developments during this period.

These lessons incorporate the following learning activities to help students reach the enduring understandings:

- Overview of essential questions and basic understandings
- Class discussion of subject matter questions in the Age of Exploration presentation
- Teacher introduction of common terms and ideas in the essential questions and related projects
- Provide students with primary source materials from which they will complete the related projects in the unit
- Students conduct research in groups to be used later in individual and group projects.
- Informal observation and coaching of students as they work in groups
- Evaluation and delivered feedback on projects and research reports
- Students create and present their unit projects.

- Posttest made of multiple-choice questions covering the presentation, with one or more essential questions as essay questions

Project #1: Carracks, Caravels, and the Age of Exploration

Overview:

In this lesson, students in small groups learn more about the ships and other devices that made the exploration of the world's oceans possible. In the late Middle Ages and Renaissance, Europeans borrowed and adapted many forms of technology and invented or developed others to make the Age of Exploration possible. Along with sailing and shipbuilding techniques, Europeans made use of advances in navigational equipment, gunpowder and guns, and cartography. All of it came together in the carracks and caravels that combined older European designs with other elements adapted from Arabic and Chinese maritime innovations. The task of these small groups is to assemble illustrations and explanations of these inventions and developments into a well-organized bulletin-board display or PowerPoint presentation for the entire class.

Objectives:

As a result of completing the lesson, students will be able to:

- identify several examples of ships and devices that Europeans used during the Age of Exploration
- understand which of these were borrowed from other cultures and how Europeans adapted them for their purposes
- better understand how these technological developments enabled Europeans to cross oceans and explore the entire globe.

Time required:

Four class periods (with one period for a presentation to the class)

Materials:

Computer(s) with Internet access, word-processing and PowerPoint software, a printer, the "Carracks and Caravels Student Handout" (provided)

Methodology:

Assign students to one small group. The group's task is to assemble illustrations of European ships from the 14th through the 17th centuries, along with as many as possible on specific

features of these ships, such as sails, construction techniques, rudders, and guns and gun ports, as well as navigational devices such as the compass, astrolabe, cross-staffs, maps, anchors, etc. Each illustration should be dated and carefully explained with some text, especially as to how it contributed to the overall effectiveness of the European effort to explore the world's oceans.

Tasks among the group members should be divided up so that one or two students are responsible for researching and writing text to explain each one of the following:

- Earlier Mediterranean galleys, Viking ships, and cogs
- Clinker vs. caravel construction
- Carracks
- Caravels
- Compasses with compass rose
- Steering oars and stern rudders
- Square sails, lateen sails, rigging, etc.
- Astrolabes, cross-staffs, etc.
- Portolan charts, world maps, Mercator projection, etc.
- Cannon and gun ports

The student group should assemble illustrations that help illuminate all of these aspects of the transformation that took place in Europe's ability to explore the open seas from the 14th through the 17th centuries.

Have the group use the suggested Internet resources or other print resources to find out more about the above aspects of this transformation. Also encourage the group to explore other specific features of European seafaring if they deem them important. Ask each student in the group to use the "Carracks and Caravels Student Handout" to organize what they learn from their research and their group discussions. Using these handouts, have the group prepare a PowerPoint presentation or create a bulletin-board display, which they will reveal to the rest of the class in a presentation on the technological basis of the Age of Exploration.

Evaluation:

After the group's presentation, you should evaluate students based on their presentation skills as well as on their research skills in completing the "Carracks and Caravels Student Handout." While you may wish to develop your own rubric for this project, a sample rubric is included as a guideline.

Suggested Web resources:

The following is a sampling of possible resources for the small group's work. You should supplement this list by assisting students in finding related information via a reputable search engine.

- http://www.jans-sajt.se/contents/Navigation/Modelling/Patterns_Rigg_Cogs.htm
- <http://bvapush.pbworks.com/w/page/4313437/caravel>
- http://www.jans-sajt.se/contents/Navigation/Modelling/Patterns_Rigg_CarracksCaravels.htm
- <http://www.stradbrokeislandgalleon.com/cogscarracks.html>
- <http://www.angelfire.com/ga4/guilmartin.com/chapter3.html>
- http://members.cox.net/gigadad/daysofsail5_013.htm
- <http://nautarch.tamu.edu/shiplab/01George/caravela/htmls/Caravel%20History.htm>
- http://www.jans-sajt.se/contents/Navigation/Modelling/Patterns_Rigg_Lateen.htm
- <http://www.solarnavigator.net/compass.htm>
- <http://www.wbabin.net/science/ricker4.pdf>
- <http://www.lib.umn.edu/apps/bell/map/PORTO/INTRO/intro1.html>
- <http://en.wikipedia.org/wiki/Rudder>
- <http://www.maritimeprofessional.com/Blogs/Maritime-Musings/May-2010/Portolan-charts.aspx>
- <http://mysite.du.edu/~jcalvert/tech/cannon.htm>
- <http://history.wisc.edu/sommerville/351/351-162.htm>

Carracks and Caravels Student Handout

The aspect of European seafaring you researched:

Overall importance of this aspect of seafaring in explaining how Europe was able to launch its Age of Exploration:

Origins and development of this aspect of European seafaring :

Questions historians still have about the origins or significance of this aspect of European seafaring:

Carracks and Caravels Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Student score
Handout: Facts and details about one aspect of European seafaring techniques	Student identifies the essential details accurately and explains their importance to European seafaring	Student describes some key details of this aspect of European seafaring accurately and clearly	Student describes a few details adequately but not always clearly	Student describes a few details but not very accurately at all	
Handout: Analysis of the origins of this aspect of seafaring techniques and of any questions historians still have about it	Student clearly and accurately identifies the origins of this aspect of seafaring and any questions historians have about it	Student adequately identifies the origins of this aspect of seafaring and any questions historians have about it	Student only vaguely describes the origins of this aspect of seafaring and is unclear as to questions historians have about it	Student fails to describe clearly the origins of this aspect of seafaring or any questions historians have about it	
Presentation: contribution to the group presentation	Student makes a substantial contribution to the display or PowerPoint	Student makes an adequate contribution to the display or PowerPoint	Student is makes a minimal contribution to the display or PowerPoint	Student makes no contribution to the display or PowerPoint	
Cumulative Score					

Project #2: Who Was the Most Important Explorer?

Overview:

This lesson gives students a chance to make their own historical judgments about some of the key explorers during the European Age of Exploration. Small groups learn more about the life and achievements of six key European explorers. They make each explorer's case as to why we should consider him the greatest explorer of them all from this era of history. What is important is not so much to determine a winner as to use this exercise to reflect on the historical significance of each explorer's accomplishments in each phase of Europe's overseas voyages of discovery and colonization.

Objectives:

As a result of completing the lesson, students will be able to:

- identify the main accomplishments of six leading explorers of the Age of Exploration
- better understand the historical significance of the various key journeys of exploration
- make some informed judgments about the relative impact of the efforts of these six explorers.

Time required:

Three class periods

Methodology:

Divide the class into six small groups. Each group will be responsible for researching one of six key explorers from Europe's Age of Exploration. Here are the six explorers:

- Bartholomew Diaz
- Christopher Columbus
- Vasco da Gama
- Jacques Cartier
- Ferdinand Magellan
- James Cook**

* James Cook is not mentioned in the PowerPoint presentation, as his voyages of exploration did not take place until the mid-1700s. However, his three voyages in the Pacific Ocean resulted in major discoveries that make him worthy of consideration in this exercise.

Explain that all of these people played important roles as leaders of expeditions that profoundly influenced the history of the European Age of Exploration. All of them had a substantial influence on the course of exploration and on the colonization that followed.

Explain that this activity will help students think about the deeper historical significance of the various voyages of exploration in terms of their impact on the entire course of European exploration, on the places visited, and on the nations for which these men undertook their voyages. Have the groups refer to the suggested Internet resources or to other print resources to find out more about the accomplishments and the impact of these explorers. Ask each student to use “The Greatest Explorer Student Handout” to organize information about the explorer that student’s group has been assigned.

Using these handouts, have each group prepare a brief speech which will be delivered by one group member acting as this explorer. The speech should go into detail about the explorer’s accomplishments and should make the case for why this explorer should be chosen as the greatest one of the Age of Exploration. In order to aid the student making this presentation, each group should prepare a detailed map showing the key areas visited by this explorer. After the groups have made their speeches, ask the entire class to vote to select the winning explorer.

Evaluation:

After this lesson is complete, evaluate student work using a suitable rubric. A sample rubric is included with this lesson, which you may either use or adapt to meet your individual circumstances.

Web resources:

Bartholomew Diaz

- <http://www.nndb.com/people/593/000095308/>
- <http://www.elizabethan-era.org.uk/bartholomeu-dias.htm>
- <http://www.namibia-1on1.com/bartholomew-diaz.html>
- <http://www.robinsonlibrary.com/geography/geography/discoveries/dias.htm>

Christopher Columbus

- <http://www.nndb.com/people/593/000095308/>
- http://columbus-day.123holiday.net/christopher_columbus.html
- <http://www.columbusnavigation.com/>
- <http://www.newadvent.org/cathen/04140a.htm>

Vasco da Gama

- <http://www.nndb.com/people/101/000091825/>
- <http://www.newadvent.org/cathen/06374a.htm>
- <http://www.oldnewspublishing.com/dagamma.htm>
- <http://www.elizabethan-era.org.uk/vasco-da-gama.htm>

Jacques Cartier

- <http://www.nndb.com/people/639/000094357/>
- http://library.thinkquest.org/J002678F/jacques_cartier.htm
- <http://www.newadvent.org/cathen/03392b.htm>
- <http://www.elizabethan-era.org.uk/jacques-cartier.htm>

Ferdinand Magellan

- <http://www.nndb.com/people/629/000092353/>
- <http://library.thinkquest.org/J002678F/magellan.htm>
- <http://www.marinersmuseum.org/education/ferdinand-magellan-and-first-circumnavigation-world>
- <http://www.newadvent.org/cathen/09526b.htm>

James Cook

- <http://www.nndb.com/people/757/000086499/>
- http://www.newworldencyclopedia.org/entry/James_Cook
- <http://www.captcook-ne.co.uk/ccne/index.htm>
- <http://www.lucidcafe.com/library/95oct/jcook.html>

The Greatest Explorer Student Handout

Name of explorer

Summary of this explorer's major voyages of exploration:

What this explorer added to knowledge about the world:

What major effects this explorer had on the regions he explored and on history generally:

Why this explorer should be considered number-one for the era of exploration:

The Greatest Explorer Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Student score
Handout: Facts and details about the explorer's voyages	Student summarizes all the essential details clearly and accurately	Student describes some key details accurately	Student describes a few details adequately but not always clearly	Student describes a few details but not very accurately at all	
Handout: Analysis of what this explorer learned and the effect he had on history	Student clearly and accurately identifies the contributions and effects of this explorer	Student adequately identifies the contributions and effects of this explorer	Student only vaguely describes some of the contributions and effects of this explorer	Student fails to describe clearly the contributions or effects of this explorer	
Handout: Explanation of why this explorer is the greatest of the era	Student clearly and persuasively makes the case for the explorer in relation to the other five being considered	Student adequately makes the case for the explorer in relation to the other five being considered	Student only vaguely makes the case for the explorer	Student fails to make any case for the explorer	
Presentation: Contribution to the group presentation	Student makes a substantial contribution to the group's presentation	Student makes an adequate contribution to the group's presentation	Student makes a minimal contribution to the group's presentation	Student makes no contribution to the group's presentation	
Cumulative score					

Project #3: The Columbian Exchange— Region by Region

Overview:

The “Columbian Exchange” is the term given to the huge and complex transfers of food crops, plants, animals, people, and diseases that occurred once Christopher Columbus opened up regular contact between Eurasia, Africa, and the Americas after 1492. In this lesson, five small groups will assess the many impacts of the Columbian Exchange on each of five regions of the world. Each group will prepare a map and charts showing these impacts and present their findings to the class. As a result of this work, students will have a better understanding of why the Columbian Exchange was such a profoundly important result of the Age of Exploration.

Objectives:

As a result of completing the lesson, students will be able to:

- identify in a detailed way many of the major transfers of animals, plants, humans and diseases that formed the core of the Columbian Exchange
- understand why the Columbian Exchange was such a major upheaval both in human and environmental terms
- make judgments about the Columbian Exchange’s positive and negative impacts, both short-term and long-term, on different parts of the world.

Time required:

Three class periods

Materials:

Computer(s) with Internet access, word-processing and PowerPoint software, a printer, the “The Columbian Exchange Student Handout” (provided)

Methodology:

When Europe opened up sustained contact between the New World and the Old after 1492, diffusion occurred in a variety of areas. Plants and animals new to each region arrived and spread rapidly. Some were domesticated species that were transferred intentionally. Others were brought in unintentionally. Some people moved voluntarily. Others were enslaved and brought in against their will. Microbes of all sorts arrived without any human realizing it. As a result, deadly diseases wiped out huge portions of Native Americans especially.

To assess the impact of the Columbian Exchange, five small groups will study its effects on five regions. Each group will be responsible for one of the following regions:

- Europe
- Asia
- Africa
- North America
- South America

Each group should study the key impacts of the Columbian Exchange on its region. The aim in each case will be to decide if the overall effect of the Columbian Exchange on that region was mainly negative or mainly positive. In arriving at this conclusion, the groups should also group the impacts on their region into those that were temporary and those that were permanent, those that were mainly biological (plants and animals), medical, or social and cultural. Each group should prepare a map illustrating the key transfers into and out of its region. It should then also prepare a talk or PowerPoint presentation explaining why it views the Columbian Exchange as mainly negative or mainly positive for its region both in the short- and long-run.

Have the group use the suggested Internet resources or other print resources to find out more about the impact of the Columbian Exchange on its region. Ask each student in the group to use “The Columbian Exchange Student Handout” to organize what they learn from their research and their group discussions. Using these handouts, have the group prepare a brief talk and/or a PowerPoint presentation on the impact of the Columbian Exchange on the group’s region of the world.

Evaluation:

At the end of the debate, evaluate student work using a suitable rubric. A sample rubric is included with this lesson, which you may either use or adapt to meet your individual circumstances.

Web resources:

- http://www.erschools.org/Teachers/gumina/guminaweb/columbian_exchange.htm
- <http://www.shmoop.com/columbian-exchange/>
- http://www.gilderlehrman.org/historynow/06_2007/historian2.php
- <http://daphne.palomar.edu/scrout/colexc.htm>
- <http://www.suite101.com/content/columbianexchange-a1673>
- <http://www.cdc.gov/ncidod/EID/vol1no2/wilson.htm>
- <http://nationalhumanitiescenter.org/tserve/nattrans/ntecoindian/essays/columbian.htm>
- <http://spider.georgetowncollege.edu/htallant/courses/his111/columb.htm>
- <http://www.cato.org/pubs/journal/cj27n1/cj27n1-8.pdf>
- http://www.economics.harvard.edu/faculty/nunn/files/Nunn_Qian_JEP_2010.pdf
- http://www.bbc.co.uk/history/british/tudors/conquistadors_01.shtml
- <http://www.ihs.issaquah.wednet.edu/Teachers/petersen/European%20Studies/Textbook/Chapter%2020/Columbian%20Exchange%2020%204.pdf>

The Columbian Exchange Student Handout

Region	
Biological effects on this region: plants and animals	Mainly negative:
	Mainly positive:
Medical effects on this region	Mainly negative:
	Mainly positive:
Social and cultural effects on this region	Mainly negative:
	Mainly positive:

The Columbian Exchange Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Student score
Handout: Facts and details on the impact of the Columbian Exchange in the region	Student summarizes all the essential details clearly and accurately	Student describes some key details accurately	Student describes a few details adequately but not always clearly	Student describes a few details but not very accurately at all	
Handout: Analysis of the positive and negative effects of the Columbian Exchange in the region	Student clearly and accurately identifies the positive and negative effects of the exchange	Student adequately identifies the positive and negative effects of the exchange	Student only vaguely describes some of the positive and negative effects of the exchange	Student fails to describe the positive and negative effects of the exchange	
Presentation: Contribution to the group presentation	Student makes a substantial contribution to the group's presentation	Student makes an adequate contribution to the group's presentation	Student makes a minimal contribution to the group's presentation	Student makes no contribution to the group's presentation	
Cumulative Score					

Extension Activities

1. Exploration Map:

- a. Using a world map, have students first label and trace the routes of various explorers. Students should label each explorer's route and should draw the route on the map in a color assigned to each particular European country.
- b. After tracing individual explorers' routes, students should color in the lands that were colonized, using the same colors for each country that were used in step a.
- c. This activity could be extended in a future unit on imperialism. Have students note which lands were controlled by which countries during the 19th- and 20th-century Age of Imperialism. Students should use the same country colors (perhaps adding new colors for new countries). Students could then compare colonization and imperialism across several centuries and could be called on to discuss the changes.

2. Panel Discussion:

- a. Divide students into groups to examine the actions that different European countries took during the Age of Exploration. The five major European countries that should be considered are Portugal, Spain, the Netherlands, England, and France.
- b. Students should research their country and be able to note their successes and account for any negative things that their country may have participated in.
- c. Conduct a panel discussion. This could transpire in several different ways: All students from one country could make a presentation and answer questions about the successes and failure of its endeavors. Another possibility would be to create a panel of five, with one representative from each country on the panel. They could then debate which European country was the most successful, and why. Students could also consider a variety of other questions like: most/least humane, most/least ethical, etc. The panel of five could be presented before the entire class, or students could be placed into groups of five, having each individual panel consider the issues.
- d. This activity could be expanded to allow representatives from Asia, Africa, and the Americas to also participate in the discussion.

3. Human Timeline:

- a. Assign each student an event(s) from the Age of Exploration. Ask them to note the importance of the event/person.
- b. Students should then make a sign that details the event (date, what happened, etc.)
- c. Using the date of their event, students should then find another event that happened around the same timeframe in Europe, Africa, Asia, or the Americas. The event should not be associated with exploration. Students should make a second sign with their non-exploration event.

- d. Students should tape their signs to their shirt—exploration event on the front and nonexploration event on the back. Have the entire class get up from their seats and form a human timeline, putting each of their events in order. Moving along the timeline, students should present their exploration events and their non-exploration events.
 - e. Students should then write a paragraph noting how their two events were interrelated and how one might or might not have impacted the other in some way.
 - f. Students could then place their individual timeline events on the wall so that other students can copy the timeline of this era.
4. Exploration Journal:
- a. Have students create a persona of a fictional explorer.
 - b. Students should then decide whether they will be traveling to Africa, Asia, or the Americas.
 - c. Students should then create a journal of their travels. They should note at least three stops that they will make along their journey. They should make journal entries for each of these stops, as well as include several entries about their time spent on the ship and their final destination. Students could be provided with a list of discussion topics (interactions with natives, storms, weapons, scurvy, etc.), or they can discuss whatever topics they wish to include.
 - d. Once students have created their journal, they can be given excerpts from real journals of explorers, like Columbus's.

Discussion Questions

1. What factors allowed the Europeans to participate in exploration? What motivated them to begin exploration initially, and what technologies allowed them to do so successfully?

Possible Answers:

- *Europeans were motivated by several different things, including economic motives, land for control and cultivation, personal fame and glory, access to trade routes, national glory, and missionary activity.*
- *Important technology was acquired that allowed the Europeans to begin exploration: ship and naval technology, cartography, etc.*

2. Discuss the impact of the Columbian Exchange. How important was the Columbian Exchange? Can future events be linked back to the Columbian Exchange?

Possible Answers:

- *Have students look at the many things that diffused between the Old and New Worlds. Have students note the immediate and long-term impacts of the acquisition of gaining new food sources, animals, etc.*
- *Students should also note the negative effects of the Columbian Exchange, particularly in terms of the spread of diseases and the impact that this had.*
- *Ask students to consider how this initial exchange of ideas affected future events. Direct students' attention to such events as the Irish Potato Famine and European imperialism in the interior of Africa with the introduction of quinine to the Europeans through the Columbian Exchange.*

3. Who were the “winners” and who were the “losers” during the era of European exploration?

Possible Answers:

- *To begin with, some students may note individuals who were either successful (Prince Henry, da Gama, etc.) or they may note individual explorers who either failed to accomplish their objectives or who were disappointing (Magellan, Pizarro, etc.)*
- *Students should then move to a discussion of the lands that were conquered. Clearly the “losers” were those people who were conquered, while the “winners” were the Europeans who gained significant land and economic resources. Use this as a springboard to discuss the shifting global power structure and the rise of Europe as a world power.*
- *Ask students to evaluate the cost of European supremacy. Can students point to any contemporary events that can be traced back to this shift to European power? Students might discuss the various legacies of colonialism, imperialism, race relations, etc.*

4. Evaluate the success of various European countries' exploration and colonization.

Possible Answers:

- *Portugal—the early leaders who established trading posts in Africa, India, and the Far East. Additionally, they gained control of Brazil in the New World, which they held on to for hundreds of years. However, most of the Portuguese interests were lost to other European powers, and they lost their preeminent position.*
- *Spain—came to hold enormous portions of the New World. They controlled the vast majority of Latin America, which they exploited economically. They also gained control of some areas in Asia, most notably the Philippines. The Spanish held on to much of Latin America until the 19th century and the legacy of the Spanish is still felt in many ways in Latin America today.*
- *France—exercised some control in North America, but failed to build a lasting empire in North America. Additionally, the French sought control of trade routes in Asia, and, while they would ultimately gain colonies there, they did not dominate Asian trade routes.*
- *The Netherlands—the Dutch came to control much of the trade in Asia. They exploited Portuguese weakness and were able to seize several valuable colonies. They became a dominant power in Asia and were enormously successful traders. Great wealth was brought to the Netherlands through the control of this trade. The Dutch briefly looked at colonization in the Americas, but ultimately focused on Asian trade instead.*
- *The English—the English were involved in exploration and colonization in both North America and Asia. In Asia, the English gradually came to control most of the trade with India, which they turned held as a colony until the 20th century. In North America, the British had several early settlements and colonies that remained under British control until the American Revolution.*

Related Web Sites

Discoverers Web: Primary Sources

<http://www.win.tue.nl/~engels/discovery/primary.html>

This is a collection of primary sources that includes a wide collection of material from the explorers themselves. There are excerpts from different explorers' journals, letters, etc., that provide insight into the explorers themselves. Several of the sources are from explorers that came after the Age of Exploration, but there are a number of sources from the Age of Exploration, including Cortes and Columbus.

Medieval Sourcebook: Exploration and Expansion

<http://www.fordham.edu/halsall/sbook1z.asp>

This website is a collection of primary sources that covers the Age of Exploration. This site not only includes primary sources from explorers, but also provides source work on a large number of other topics associated with exploration, including Prester John and Marco Polo.

European Voyages of Exploration

http://www.ucalgary.ca/applied_history/tutor/eurvoya/

This site, provided by the University of Calgary, provides a wide overview of exploration efforts by the Portuguese and the Spanish. While it does not focus much on the other European powers, it carefully evaluates the various elements of the Spanish and the Portuguese. The website is divided into geographic sections, allowing readers to consider the actions of the Europeans in each of these regions. The site contains numerous pictures and maps and also has a tutorial that guides visitors through the material.

The Mariners' Museum

<http://www.marinersmuseum.org/education/age-exploration>

This site is presented by the Mariners' Museum in Newport News, Virginia. This site is primarily designed for educators and contains various instructional and curriculum materials associated with the Age of Exploration. Individual biographies and a timeline are included to supplement the curriculum materials.

Empire of the Bay

<http://www.pbs.org/empireofthebay/>

This site is tied to a PBS presentation on a specific element of exploration. *Empire of the Bay* is a PBS special that focuses on the exploration of the Hudson Bay Company. This site makes a transcript of the program available and also includes several different resources that focus on this example of exploration, including a timeline, biographies, and maps.

Hall of Explorers

<http://www.virtualology.com/hallofexplorers/>

The Hall of Explorers is a collection of pictures and biographies of a wide variety of explorers. It provides background information on each explorer, as well as their accomplishments. Additionally, links for more detailed information are provided for most of the explorers included on the site.

Marine Navigation in the Age of Exploration

<http://www.seattleartmuseum.org/exhibit/interactives/spain/launchWin.htm>

The Seattle Art Museum has created an interactive site on marine navigation. On this site, students are able to look at several different types of marine technology and can actually learn how the instruments are used. Visitors to the site get a first-hand look at technologies (such as the astrolabe) and can see the role they played in exploration.

The Age of Exploration: Multiple-Choice Quiz

1. The European country that took the early lead in exploration was:
 - A. England
 - B. Portugal
 - C. France
 - D. The Netherlands
2. All of the following were motives for European exploration except:
 - A. the spread of Christianity
 - B. personal fame
 - C. access to international trade
 - D. political control of Asia
3. Prince Henry the Navigator is most famous for:
 - A. his navigation school
 - B. the circumnavigation of the globe
 - C. convincing Ferdinand and Isabella to fund Columbus's journey
 - D. the futile search for the fountain of youth in Florida
4. The compass:
 - A. was an important European Renaissance invention
 - B. failed to be used by European explorers because they thought it was "magic"
 - C. was a critical exploration tool that diffused to Europe from China
 - D. was no longer used once explorers relied solely on the astrolabe
5. The Columbian Exchange was:
 - A. the name of Christopher Columbus's first expedition
 - B. the settlement of Columbia
 - C. the forced migration of African slaves to replace American labor
 - D. the exchange of plants and animals between the Old and New Worlds

6. The Treaty of Tordesillas:
 - A. was the agreement that divided up the newly discovered lands between the Spanish and the Portuguese
 - B. allowed the British to seize old Spanish posts in North America
 - C. guaranteed Dutch control of all the trade ports in Java
 - D. settled the longstanding dispute between the French and the Spanish over silver mines in Potosi
7. The transfer of finished goods, resources, and people between Africa, the Americas, and Europe is known as:
 - A. the Columbian Exchange
 - B. the Crusades
 - C. the Triangular Trade
 - D. mercantilism
8. All of the following were inventions that aided exploration except:
 - A. steam-powered ships
 - B. lateen sails
 - C. compasses
 - D. caravels
9. The person who conquered the Inca and treated those he conquered terribly was:
 - A. Hernan Cortes
 - B. Francisco Pizarro
 - C. Ferdinand Magellan
 - D. Vasco da Gama
10. The Spanish approach to government was one that:
 - A. left local leaders in charge in exchange for heavy tribute
 - B. exercised European control through royal administrators
 - C. placed native leaders in key political positions and then controlled them from behind the scenes
 - D. allowed local leaders to retain some control as long as no women were allowed any political positions

11. Private investors who pooled their resources in order to limit their risk created groups called:
 - A. trading partnerships
 - B. collective trade organizations
 - C. public bullion agreements
 - D. joint-stock companies
12. Bartholomeu Dias is best known for:
 - A. being the first European to sail around the tip of Africa into the Indian Ocean
 - B. crossing the Panamanian isthmus and seeing the Pacific Ocean
 - C. failing to accomplish his objective due to his involvement in a local dispute that killed him
 - D. the successful discovery of a northwest passage to Asia
13. All of the following explored in North America except:
 - A. Henry Hudson
 - B. John Cabot
 - C. Pedro Cabral
 - D. Jacques Cartier
14. The most important export from the French colonies in North America was:
 - A. fur
 - B. cotton
 - C. silver
 - D. tobacco
15. Ptolemaic, Jerusalem, and Portolan are all types of:
 - A. ships
 - B. trade routes
 - C. cities
 - D. maps
16. Vasco da Gama was known for:
 - A. circumnavigating the globe
 - B. exploring the Mississippi River after being shipwrecked in the Gulf of Mexico
 - C. discovering Cuba
 - D. reaching India and proving an all-water route to India existed

17. Amerigo Vespucci:
- A. disproved the existence of a northwest passage
 - B. was the geographer for whom the Americas were named
 - C. sailed alongside Magellan in his attempt to circumnavigate the globe
 - D. was the creator of the most accurate map of the world before the 16th century
18. The belief by Europeans that world power was contained in wealth, which was limited, was called:
- A. mercantilism
 - B. the Triangular Trade
 - C. monetary power structure
 - D. deflation
19. Which European country came to control Brazil?
- A. Spain
 - B. Portugal
 - C. England
 - D. France
20. Cortes and Pizarro can best be described as:
- A. benevolent rulers
 - B. Indian Ocean sailors
 - C. conquistadors
 - D. Kongo administrators and African trade envoys

The Age of Exploration: Multiple-Choice Quiz Answer Key

1. B
2. D
3. A
4. C
5. D
6. A
7. C
8. A
9. B
10. B
11. D
12. A
13. C
14. A
15. D
16. D
17. B
18. A
19. B
20. C



Essential Questions

- What kinds of new knowledge and technical accomplishments made it possible for Europeans to undertake great journeys of oceanic exploration in the 1400s?
- How and why did Europeans benefit in unique ways in their overseas explorations from the accomplishments of other civilizations?
- What motives did Europeans have for undertaking what were expensive and enormously risky overseas ventures?
- Why was it that Portugal and Spain, of all the European nations, led the way in the early phases of the Age of Exploration?
- Why were the Dutch, English, and French able to take the lead later in overseas imperial expansion?
- Why was the “Columbian Exchange” such a turning point in so many ways in world history, and why was it so much more beneficial for the Eastern Hemisphere than for the Western Hemisphere?

The Historical Setting for Exploration

- Europe wanted trade
- World divided into independent spheres
- Limited previous contact with the Americas had occurred
- Vikings



Vikings

The end of the Middle Ages had afforded the Europeans numerous opportunities to interact and trade with Asia. Contacts made as a result of the Crusades demonstrated to the Europeans some of the many benefits they could gain by trading with both the Near and Far East. Europeans developed a taste for the goods that could be found in the East, but overland trade routes were costly and required an enormous amount of time.

There were several distinct spheres that were acknowledged by the end of the late Middle Ages—Europe, the Muslim world (including North Africa), and Asia. While each of these was seen as independent of the others, much contact and interaction occurred between these spheres.

During the Middle Ages, the Vikings probably discovered the New World—long before Christopher Columbus set sail. Exploration occurred under such Viking explorers and settlers as Eric the Red and Leif Ericson, and they probably did reach the Western Hemisphere, which resulted in the establishment of a short-lived settlement in Newfoundland known as “Vinland.”

There are also some who suggest that the Chinese may have reached the coast of America. Marco Polo returned to Europe with tales that China could be reached by water.

Renaissance Ideas That Influenced Exploration



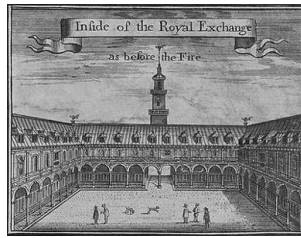
- Most educated men believed that the world was round
- There were certainly stories of other lands, but they were not focused on the Western Hemisphere

Exploration was partially fueled by the developing ideas of the Renaissance that had been discussed since the late Middle Ages.

While most educated Renaissance humanists believed that the world was round, there was little real understanding of the size of the circumference of the earth, nor any reason to believe that a separate world existed in the Western Hemisphere.

Stories of the mythical Christian king Prester John who purportedly lived in Africa or Asia, the lost continent of Atlantis, and a Japanese island called “Cipangu” all enticed Europeans to embark upon voyages of exploration. While these stories may have motivated some early explorers, there was no real sense that a new world would be discovered.

Economic Developments



The Royal Exchange, London

- Trade routes expanded
- Europeans developed a taste for Asian goods
- The development of banking

As the feudal era came to a close in most regions of Europe, several significant economic developments occurred that helped contribute to the developing ideas and motives of exploration.

Although feudalism had resulted in a decentralized environment, limited trade had occurred between the villages and manors along traditional and emerging trade routes. Italian ships sailed the Mediterranean to participate in trade with Asia, and northern traders sailed between the English and Baltic coasts and France, Germany and the Low Countries. Finally, an important north-south trade route developed between the Italian city-states and Northern Europe. This route included both sea lanes and a land route over the Alps. Sea lanes came to play an increasingly important role because overland trade was slow and expensive.

Europeans desired many things from the East. They enjoyed silk and porcelain from China and they desired the many exotic spices that could be found in the East—spices like cinnamon, cloves, pepper, and nutmeg. However, the difficulty of transport along overland routes made acquiring these goods costly and troublesome.

The growth of commerce in the late Middle Ages made it impossible to continue the barter system and new coins were minted, such as the Florentine florin. The increased use of money created a demand for banks, whose job originally was to exchange one set of coined money for another. Later, banks created a place for people to store their acquired wealth, and some banks were established to create a system to loan money to people, including monarchs.

New Technology: Ships

- Caravels
- Ship technology
- Armaments



Caravel

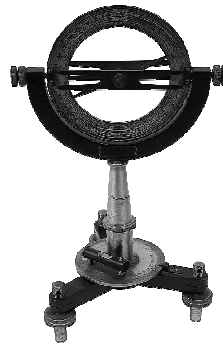
Caravels were round-hulled ships that could carry heavy armaments. They were smaller, shallow-draft ships that were capable of handling oceanic travel.

Europeans used different sorts of technology that had been developed in the preceding centuries to improve the sustainability and maneuverability of their ships. This included the incorporation of the sternpost rudder (which had diffused from China) and the use of both the square and lateen sails (which were triangular in shape). These two types of sails allowed maritime explorers to navigate the oceans regardless of the winds' direction.

Using gunpowder developed by the Chinese and improved metallurgy, the Europeans developed cannons and guns. These technologies gave the Europeans an absolute military advantage (even though the weapons were often inaccurate) in many of the places to which they traveled and, subsequently, conquered. Guns were mounted on the deck, as well as fired through holes cut into the sides of the ships.

New Technology: Navigation

- Astrolabe
- Compass
- Practical knowledge of winds and currents



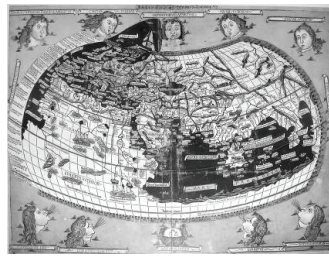
Astrolabe

The astrolabe was a spin-off of an ancient maritime tool that had been used by the Greeks. The tool was used to calculate latitude by computing the distance of the sun or pole star and the horizon. The Europeans later adapted this technology to create the cross staff and back staff, which accomplished a similar task but were easier to use. The computation of latitude was critical in aiding European exploration.

The compass was also a Chinese innovation that had diffused throughout the Eurasian world, and the Europeans used it as one of their most critical navigational tools. The astrolabe was of limited use, particularly if the day was cloudy, and the magnetic compass provided a reliable alternative. While some viewed the compass superstitiously because of its seemingly magical powers, the compass became a critically important tool in exploration since it always provided the explorer with a reliable sense of direction.

These and other discoveries allowed the Europeans to develop a deeper understanding of the winds and currents of both the Atlantic and Pacific Oceans. They were able to take advantage of trade winds on both sides of the equator and were able to plan out their voyages to allow them to take advantage of different types of dependable winds, including the monsoons and trade winds.

Cartography: Early and Medieval Maps



Ptolemaic map



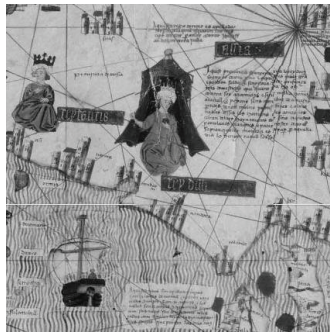
Jerusalem maps
Mappa Mundi

Discovering a superior route to the East for trade required significant map work, for much of the world's existing cartography hindered explorers' abilities to discover a water route. If explorers were to know where they were, they needed to be able to pinpoint their location on a map, using a grid of some sort (latitude and longitude) to ascertain their position. At the beginning of the age of exploration, there were several significant types of world maps.

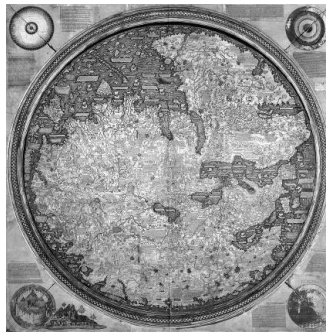
The Ptolemaic map was generated by Claudius Ptolemy in the second century. The map on this slide depicts Ptolemy's world in detail, showing Europe, Northern Africa, the Middle East, and some places in Asia in relatively accurate detail; it also recognizes that there were possible areas that lay beyond the known land—*terra incognita*. Although it did note some unknown lands, the map also identified more than 8000 places in the world that could be depicted in a conical projection. While this map recognized the interconnectedness of the known world, it also indicated that the Indian Ocean was a lake, suggesting that an all-water route to the East was impossible. Another weakness of this map was that it incorrectly computed the circumference of the globe as smaller than it was and noted that China was larger than it actually was.

The Jerusalem map was not a map for navigational purposes or to help an explorer find their location on the globe, but was instead essentially a religious document, for Jerusalem was the focus of the map and the other known parts of the world were drawn in a representative fashion around Jerusalem. The map itself depicted the world as flat (even though few believed that it was truly flat), with Jerusalem at the top of the map. This "map" made a religious statement about the centrality of Jerusalem and did not provide the European explorers with any navigational aid.

Late Medieval and Renaissance Cartography



Portolan map



Fra Mauro's map

The Portolan map was intended for practical use and contained specific landmarks along European and Mediterranean coasts that were accurately noted so that one could follow them with a compass. This map enabled sailors to navigate the waters more safely. The map depicted major waterways and harbors, and the maps contained lines that connected the harbors. These lines were important because it showed sailors safe routes that could be sailed by using a compass. The weakness of these maps lay in the fact that since they were mainly used for water navigation, they contained very little information about interior land locations.

Fra Mauro's map was the most famous map in the 15th century. Its shape was round like the Jerusalem map, but Fra Mauro added a great deal of information that gave the map credibility. Perhaps most important was the fact that the map noted that Africa could be circumnavigated and the Indian Ocean reached by a water route.

In 1492, Behaim constructed a globe that indicated that one could get to China by sailing west across the Atlantic. The globe was based on the Ptolemaic map and indicated that there was a single ocean separating Europe and Asia in the West. Although inaccurate (both the Atlantic and the Pacific Ocean lay between Europe and Asia), the globe did inspire explorers, although Columbus's discovery of the New World in the same year that the globe was created proved that his Behaim was incorrect.

The Ptolemaic map experienced a resurgence during the Renaissance, as ancient texts were reexamined and the use of the printing press resulted in the dissemination of copies of this map. Although the weaknesses mentioned earlier continued to be propagated, Ptolemy's miscalculation of the circumference of the globe actually aided exploration, for it convinced explorers (like Columbus) that sailing around the globe was much less of a Herculean task than it really was.

By the mid-15th century, maps began to change from previous maps, for they indicated that a water route around Africa might be possible. This had yet to be substantiated by European explorers, but rumors abounded.

Cartography and Projection

- Hipparchus and Ptolemy
- Mercator



It became evident that cartographers could take advantage of printing technology to make more maps available. The problem, however, concerned the manner in which these maps could be portrayed. Cartographers struggled with projection. How could one take a round globe and accurately depict it on a flat surface?

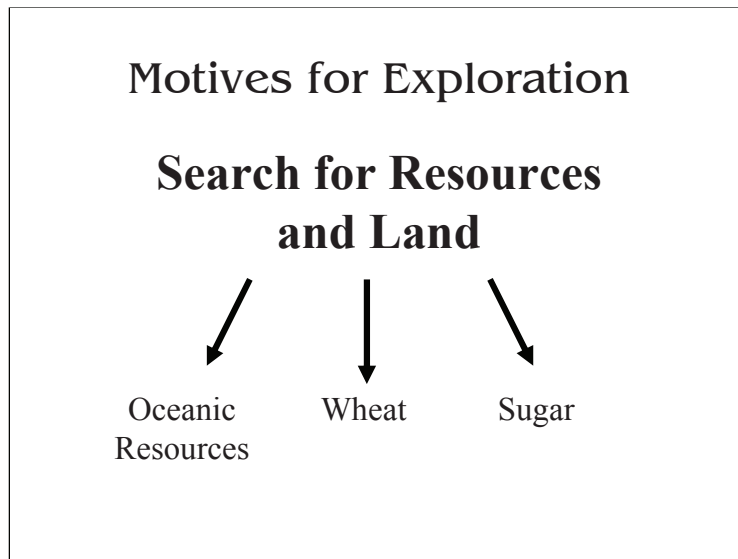
Hipparchus wrestled with the issue of projection and created the system of longitude and latitude in the second century CE, and Ptolemy noted the Prime Meridian (0 degrees longitude).

In 1569, Gerardus Mercator created a map that was specifically designed as a navigational tool. In creating his system, Mercator elongated the lines of longitude as they neared the poles in order to create a matching scale of longitude and latitude, making it possible to plot a compass course at the same angle anywhere on the map. Although the map may make certain places along the equator seem out of proportion to other places, the practicality of this projection is seen in the fact that this projection is still used on some marine charts today. Additionally, Mercator created a series of maps that compared the recent changes in cartography with earlier maps, such as Ptolemy's.

Discussion Questions

1. Compare the illustration of the Viking ship with the illustration of the caravel. What improvements do you notice in the caravel that helped improve Europe's ability to explore the open seas?
2. Summarize the specific technical features Europeans borrowed from other cultures and how they combined what they borrowed in unique ways to be able to travel the seas as they did in the Age of Exploration?
3. In what ways did changes in maps and mapmaking help to encourage the efforts of Europeans to engage in sea exploration for new all-water routes to India and East Asia?

1. Larger holds, many decks, several masts with complex arrays of sails, mainly sail-driven rather than rowed (so needing fewer sailors), etc.
2. Compass, sternpost rudder and gunpowder from China, etc. Europeans combined such features into new, larger ships with heavy cannons and complex combinations of sails to be able to navigate all the oceans.
3. Maps became more accurate, using compass lines, new Mercator projection lines, etc. They showed the continents more accurately, in particular showing there could be a way around Africa going east. Even mistaken notions of how small the round earth was encouraged sailing west.



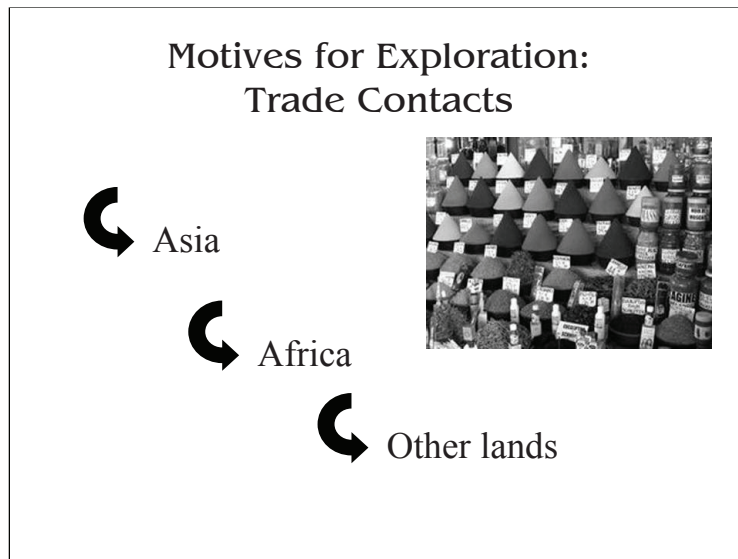
A very complex series of motives pushed the Europeans to explore, in spite of the fact that doing so could be enormously expensive.

One primary motivation for exploration was the need for Europeans to find land on which they could grow crops.

In the earliest stages of exploration, Portuguese explorers sought to expand their own domestic resources by increasing their exploitation of oceanic resources, such as fish and whales.

There was also a desire to acquire land that could directly improve their economic situation. This might include finding resources to use back in Portugal like timber, but it was also focused on bringing cultivatable land under their control. In particular, the Portuguese sought land on which to grow foodstuffs, like wheat.

A second agricultural motivation for the Portuguese was to find a place to grow sugar. The demand for sugar had been increasing in Europe, and although the Italians had been establishing sugar plantations for decades, others wanted to find lands (hopefully in the Pacific) that could be used for sugar cultivation.



In addition to seeking land for resources and cultivation, Europeans also focused on establishing viable trade routes that gave them more direct access to trade. While there were many areas in which they were interested, their primary objective was to establish a trade route to Asia that they could control.

The Europeans had experienced trade and contact with the Far East in a variety of ways. They had participated in some European trade routes that had contact with Asian trade routes (Mediterranean trade with the Silk Roads, for example). In addition, contact had increased for several reasons, including the Crusades and the Italian dominance of the Mediterranean and their contacts with the Asian trading routes. However, Europeans grew to desire a stronger direct role in trade with Asia. Instead of relying on intermediaries, Europeans wanted to be more actively and directly involved with trade in the hope of increasing their own economic position and their access to goods like silk, spices, and porcelain. Silk and porcelain were luxury goods that the Europeans craved, but spices were of particular importance to the Europeans. They could be used to flavor food, but they were also used to preserve food, for medicinal purposes, to make food more palatable, and to cover up offensive odors.

The Europeans had established trade contacts with Africa through Muslim merchants, but they wanted to create their own direct contacts for goods such as gold, ivory, and slaves.

Although the Europeans had no idea that there was land to the west, the discovery of the Americas created an additional trade route that the Europeans desired to control.

Motives for Exploration: Missionary Activity



An additional motivation for the explorers was the idea of spreading Christianity. Initially, Roman Catholic missionaries accompanied explorers to help bring Christianity to the lands they encountered. In later stages, particularly in the British colonies in North America, Protestantism came to play a role in the establishment of religious ideas.

Motives for Exploration: Glory

National

Personal



Columbus lands in America

One final motivation for exploration was the acquisition of glory, either for national prestige or for personal fame and power.

Leaders of European countries saw exploration (and later conquest) as an opportunity to build their own empires and increase national glory. Countries such as Spain, Portugal, England, France, and the Netherlands all sought to control trade routes and land that would make them more powerful.

In addition, individuals saw exploration as an opportunity to gain public fame for themselves and to potentially become rich.

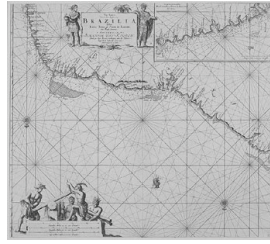
Discussion Questions

1. Why were Europeans in the Age of Exploration so highly motivated to establish direct trade routes linking them to Asia?
2. Silk, porcelain and spices were key goods that Europeans wanted from their trade with Asia. What do you think made these such ideal goods for European merchants to purchase and carry back to Europe?

1. European merchants at that time could only purchase Asian trade items from intermediaries at the end of a long chain of exchanges, each of which pushed up the price of the goods. Also, by avoiding the intermediaries, Europeans would be competing more effectively against Muslim merchants in the Middle East.
2. These were expensive luxury items, light and easy to transport and expensive; spices were key ingredients for perfumes, medicines, and ways to preserve or improve food taste and smell.

Early Endeavors: The Portuguese

- The Portuguese began the era of European exploration
- The Portuguese were dependent on the seas
- Ocean access helped Portugal



Portugal was separated from the rest of Europe by land because its only border was with Spain. Additionally, it had convenient access to the Atlantic Ocean, enabling naval expeditions.

Due to its location on European sea lanes (particularly between Italy and Northern Europe), Portuguese harbors were important ports of call for fleets moving between Italy and northern Europe. This also enabled Portuguese sailors to gain a great deal of knowledge from other travelers that they could use in their own exploration.

Prince Henry the Navigator (1394–1460)



- Son of the king of Portugal
- Had been a crusader
- Investigated possible trade opportunities in Africa

Prince Henry the Navigator, son of John I, the king of Portugal, began Portuguese exploration.

Henry initially fought the Muslims in northern Africa. He built a fleet to attack the Muslims in Cueta and successfully took this city. However, conquering the land also showed Henry that there was great wealth in Africa, leading him to dream of exploration and conquest.

Through this contact, Henry became enamored with the idea of gaining control of valuable trade routes in Africa and searched for ways to gain direct access and control to gold, silver, spices, and other luxury goods in Africa. However, his father would not give him permission to wage a crusade directly in Africa, so he set off to discover another way to control African trade. Exploration became his main interest.

Prince Henry's Exploration

- Originally explored Africa
- Established navigational school
- Motivation



Henry's navigation school

Henry initially set out to explore the coast of Africa and traveled to the Azores; however, he decided that he would create a support system for widespread navigation and exploration rather than explore himself.

Henry built a navigational school at Sagres in 1419 that supported and trained explorers. He brought in the mapmakers for the most current world maps and sought out the finest and most technologically advanced equipment.

Prince Henry sought to expand profitable trade routes along the coast of Africa and into the Indian Ocean that would benefit Portugal. In addition, as a strongly religious man he hoped to establish a Christian community along the coast of Africa to counter the impact of the Muslims.

Early Portuguese Exploration: Africa



Portuguese fort on the African coast

- West African coast
- Trade developed

During the 1420s, the Portuguese began exploring the western coast of Africa under the leadership of Henry's navigational school. While they hoped to find a sea route to Asia, they also wanted to establish direct trade with Africa so that they could avoid having to use north African middlemen.

As the Portuguese moved further along the African coast, Portugal began establishing trading posts. The Portuguese took advantage of these contacts and began trading for spices (like pepper), gold and slaves. Of particular importance to them was the port of Sao Jorge da Mina established in Ghana (known then as the "Gold Coast").

Early Portuguese Slave Trade



Transporting slaves

- Began around 1443
- Pope Nicholas V sanctioned the slave trade
- Local slave trade already existed
- Sugar plantations

Portugal's involvement in the slave trade began as early as 1443, when Nuno Tristao purchased some slaves in Africa and took them back to be sold in Portugal. Within a few years, Portuguese slave traders had begun to seek ways to exploit the African continent for their own gain.

In 1452, the Pope issued a papal bull making it acceptable for Europeans to enslave people considered "infidels" or "pagans." The Portuguese used this papal declaration to justify their actions in Africa.

A local slave trade already existed within the African continent. People in Africa were traditionally enslaved for several reasons: individuals could be enslaved by a family or group to settle a grievance, criminals could be sold into slavery, and war captives could be forced into slavery. The Portuguese discovered the slave system in Africa and sought to exploit it for their own use. However, in African slave systems those enslaved were not usually viewed as property, therefore ensuring them certain protections, while the Portuguese saw slaves as property.

Lucrative economic opportunities on sugar plantations prompted the Europeans to become deeply involved in slavery.

Initially the Portuguese sought to provide slaves for developing sugar plantations in the Mediterranean. Once the Americas had been discovered as another area that could support sugar plantations, the Portuguese sought to extend the slave trade there as well.

Bartolomeu Dias

- Traveled the coast of Africa
- Around the tip of southern Africa in 1488
- Returned to Portugal



Dias rounding the Cape of Good Hope

Dias was one of the explorers who had taken a trip down the coast of Africa on behalf of Portugal and was the man that King John II of Portugal chose to search for a sea route to the Indian Ocean.

Dias set sail with two caravels and a supply ship and traveled along the entire western coast of Africa, reaching the tip of Africa and rounding the cape in 1488. Dias named it the “Cape of Storms,” although the king of Portugal later renamed it the Cape of Good Hope because it provided proof that a sea route to India existed.

Once Dias proved that such a route was possible, his crew essentially mutinied, demanding to return home. They forced Dias to go back to Portugal, and he lost the opportunity to become the first European to travel to India completely by sea. Dias never traveled to India, although he later helped da Gama build his fleet. In the end, Dias accompanied Cabral into the Atlantic, but the ship he was commanding sank and all its men, including Dias, were lost.

Developing Portuguese Contacts With Africa



Portuguese negotiate with the
King of the Kongo

- Strong relationship with the Kongo
- In the east, Zimbabwe and Mozambique

Early Portuguese explorers used the western coast of Africa to help them establish trade ports and to navigate around the continent as they searched for a sea route to Asia.

The Portuguese came to the Kongo in order to secure trading rights. Initially, the Kongo was open to the Portuguese and trade and cultural exchange flourished; many in the Kongo even converted to Christianity. However, over time the leadership of the Kongo wanted to cut slave trade ties—something the Portuguese were not interested in doing. Consequently, the Portuguese conquered the Kongo and then turned to find other groups along the western coast of Africa with whom they could trade.

Along the eastern coast of Africa, the Portuguese sought to control the lucrative gold trade in Zimbabwe and seized several cities (like Sofala) to increase their control. In Mozambique, the Portuguese were also drawn to gold. However, their plans were complicated by the fact that Muslim traders were still actively involved in the region. In addition, Africans did not intend to easily give up their gold. Consequently, the Portuguese got involved in internal African affairs in the hope of controlling more of the gold trade. They met with mixed results.

Vasco da Gama

- 1498, sailed for India
- Reached India
- Sea route



Da Gama in India



Portrait of da Gama

King Manuel I of Portugal sent Vasco da Gama to further explore the Indian Ocean. He began his journey on July 8, 1498 with four ships and would ultimately land at the Malabar Coast in southwest India. While trade along the western coast of Africa had been a challenge for the Europeans because the people and languages were unknown to them, arrival in the Indian Ocean brought the Europeans into a large, well-organized trade network which they could access with translators.

Da Gama traveled along the coast of West Africa and then around the Cape of Good Hope. He also explored parts of the eastern coast of Africa, including ports in modern-day Kenya, and established a port on the island of Madagascar, along with various other ports. Da Gama ultimately made his way to India with the help of an Indian Muslim guide. Once there, he was able to engage in some limited trade (wool textiles, bronze items, and a bit of gold) and returned to Portugal, sparking additional voyages.

Although Portugal was not able to exert sole control over this sea route, it managed to become the first European country to sail it and set the stage for other European incursions into Asia and, ultimately, the “New World.”

The Portuguese Empire in the East



Da Gama landing in Calcutta

- Largest European empire in Asia
- Trade with the Arabian Peninsula
- Other trade interests in East Asia
- Trade with India

During the 16th century, the Portuguese empire in Asia expanded and Lisbon became an important trading post, overshadowing other cities like Venice.

The Portuguese gained control of the Persian Gulf and established a profitable trade route with Arabia.

The Portuguese also established trading ports in a variety of other places, including the East Indies, Java, Borneo, the Spice Islands, Macao, and Japan. In many of these places, Catholic missionaries (like Francis Xavier) accompanied the traders and helped spread Christianity.

The Portuguese attempted to improve their trading position in India by pitting native rulers against one another, and by sparking conflict between Muslims and Hindus in an effort to win control of trading posts like Calicut and Goa. They introduced European ideas of government and attempted to eliminate customs they found immoral. In addition, Portuguese missionaries traveled to India and worked to convert people there to Christianity.

Afonso d'Albuquerque

- 16th-century commander
- Seized control of several critical ports
- Difficult to secure full control over the area
- First governor general in India



The Portuguese aggressively worked to keep others out of Indian Ocean trade. The person who oversaw this policy was Afonso d'Albuquerque.

The strategy for d'Albuquerque was quite simple: He took over important ports throughout the Indian Ocean basin like Hormuz and Melaka, and then required that all traders secure a pass for trade in the ports. Without these passes, ships could be seized and those on the ships could be physically punished—including mutilation and execution.

Nevertheless, the vastness of the area they tried to control limited their ability to fully enforce the provisions that d'Albuquerque had implemented. It was too easy to skirt the Portuguese ships, and both Muslim and European traders continued trading without securing trading passes. As a result, the Portuguese came to control only about half the spice trade in the Indian Ocean.

The Collapse of the Portuguese Empire



Jesuits in Japan

- Control over the empire weakened
- Portugal taken over in 1580
- Japan adopted a policy of isolationism
- Other European countries seized Portuguese interests throughout Asia

The Portuguese empire in the Indian Ocean became very difficult to manage due to its large size. In addition, Portugal had few finished goods to make available to countries in the Far East, resulting in an uneven balance of trade.

Spain's King Phillip II seized control of Portugal, leaving its colonies in the Far East relatively weak and unprotected from either native resistance or incursions by other European powers.

Japan began to resist the Portuguese interaction within the country and expelled Christian missionaries and other foreigners, including merchants and traders.

The English seized Portuguese trading interests in Persia and India, and the Dutch moved into areas of China and the Spice Islands. After regaining its independence from Spain in 1640, Portugal managed to win back some of its former territories, but it would never again be a dominant trading force in Asia.

Discussion Questions

1. Aided by Henry's navigational school, the Portuguese were not mainly focused on finding a trade route to India in the early 1400s. What were their more immediate motives at that time?
2. Why do you think it was important to Portugal's leaders that the Pope issued his papal bull, or decree, about slavery in 1452?
3. Why was Bartolomeu Dias' discovery of the Cape of Good Hope so important in the history of exploration?

1. To explore the western coast of Africa and gain direct access to gold, spices and slaves there.
2. Like all of Europe then, Portugal was a Catholic country. The Pope decreed that it was permissible for Christians to enslave pagans, which meant it was permissible to enslave most Africans.
3. It proved to Europeans that ships could round Africa from the west and sail into and across the Indian Ocean to India and Asia.

Discussion Questions (cont.)

4. After 1498, Christian missionaries accompanied Portuguese traders in exploring the Indian Ocean region. Do you think the presence of these missionaries helped or hindered the Portuguese in trying to establish control over that region?
5. Why do you think Portugal was unable to hold onto the empire it tried to establish in the Indian Ocean region?

4. Answers will vary and should be discussed. Some may see the missionaries as winning converts who might then support Portugal. Others may see these missionaries as angering people by seeking to alter local customs and beliefs.
5. Answers will vary. Portugal was a small, relatively weak nation that was taken over by Spain for a time in 1580; its missionary activity angered the Japanese; the vast size of the region made it hard to control; other, stronger European nations competed with Portugal, etc.

The Spanish Empire in Asia

- Did not focus on Asian markets
- Established a colony in the Philippines



A Spanish galleon

Spain concentrated most of its exploration and colonial efforts on the Americas rather than Asia.

The one Asian colony that Spain established was in the Philippines, which the explorer Ferdinand Magellan discovered and claimed in 1521. The Spanish established their capital in the city of Manila, and the people there became largely westernized and Christianized under the rule of the Spanish.

Northern Europeans in Asia



17th-century French map of Southeast Asia

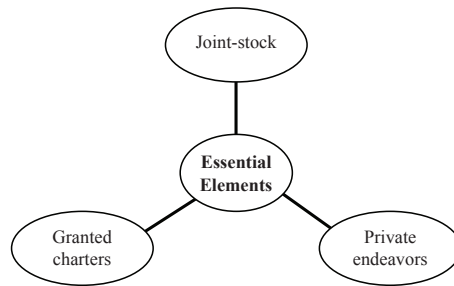
- Latecomers to Asia
- Established East India Companies
- The English, French, and Dutch

The countries of northern Europe—England, France, and the Low Countries (the Dutch)—took longer to begin exploration in the Indian and Pacific Oceans. They claimed many of the territories that Portugal had possessed, while also seeking new colonial holdings.

The East India Companies were large private businesses that received trade monopolies and permission to establish colonies. These companies not only controlled trade routes, but often administered colonial possessions on behalf of their investors or their home countries.

The English exerted influence over India, took over Surat, and established trading posts along the coast of Africa and in China. The French were also involved in India and traded in Africa. The Dutch built a trading empire by controlling Ceylon, Java, part of Timor, many of the Spice Islands, the Malacca Straits, and by establishing ports in China, in West Africa, and at the Cape of Good Hope.

The Role of Trading Companies



As the English and the Dutch became involved in Asian trade, they began to establish trading companies known as “joint-stock companies” because they were composed of private investors who pooled their resources in order to limit risk.

Private individuals contributed to these endeavors, which provided the capital for the journeys. Although these companies enjoyed governmental support, they were nonetheless private, which freed them from governmental intervention or regulation.

The companies were, however, recognized by the government and were usually given charters that guaranteed them the right to pursue trade as they saw fit.

The Dutch and Java

- Wanted Asian port
- Jan Pieterszoon Coen established a trading monopoly in Java (Indonesia)
- Direct and indirect rule



Dutch settlement in Java, 1665

Unlike the Spanish, who sought both to trade and to spread Christianity in the Philippines, the Dutch were solely interested in trade.

Jan Pieterszoon Coen founded a port to facilitate Dutch trading in Java, particularly for spices such as cloves and nutmeg. Using naval strength, he forced the islands to trade exclusively with the Dutch, creating a monopoly.

In some places (like Java) the Dutch exercised direct rule, but in other places they were able to maintain a virtual monopoly over the spice trade by agreeing to support various leaders and their regimes in exchange for exclusive trading rights.

Discussion Questions

1. England, France and the Netherlands were wealthy and more powerful than Portugal. Why do you think they were later than Portugal in seeking to colonize parts of East Asia and the Indian Ocean region?
2. The East Indies companies of the English and the Dutch were private businesses. What advantages made them so much more powerful than other private merchants or businesses?

1. Answers will vary and should be discussed. Some of these nations were involved in other overseas efforts. Some had internal problems, such as religious divisions, that diverted their attention from overseas colonization for a while. The Dutch had to fight for their independence from Spain. Etc.
2. They were joint-stock companies that enabled investors to share the risks involved. They were often granted monopolies by their governments over certain forms of trade. They had other kinds of legal authority in the places where they were trading.

Discovering a New World



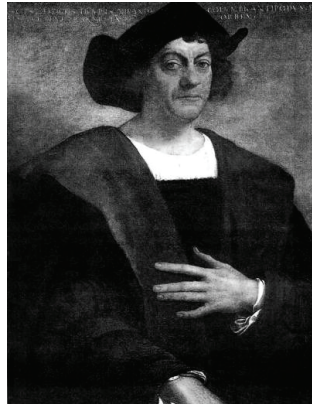
- Empires in the New World—the result of a mistake
- Consequences

No one set out to “discover” the Americas; instead, their “discovery” was the result of a travel mistake that came as Europeans looked for a shorter route to the Indies and their colonies.

Although the discovery of the Americas was accidental, its impact was far-reaching. For the first time, contact between two isolated hemispheres of the world transpired and important cultural diffusion between these two spheres occurred, as did serious demographic changes.

Christopher Columbus

- Italian navigator
- Sought patron for his exploration idea
- Sailed under the title “Admiral of the Seas”



Columbus believed that the world was much smaller than it was. Books like Marco Polo’s *Travels* and Cardinal Pierre d’Ailly’s *Imago Mundi* seemed to imply that Europe and Asia were relatively close to each other across the Atlantic. Consequently, Columbus felt that one could sail west from Europe and arrive in the East Indies much quicker than by sailing around the coast of Africa, for he believed that Japan was merely 2500 nautical miles from the Canary Islands. However, he had a hard time finding anyone to financially support his voyage. The king of Portugal rejected his idea, but he was finally able to convince King Ferdinand and Queen Isabella of Spain to fund his journey.

Although there was great doubt about his plan, he was given three ships (the *Nina*, the *Pinta*, and the *Santa Maria*), a crew of Spanish sailors, and permission to find whatever he could by sailing west. He departed on August 3, 1492.

Columbus's Journey



- Sailed west
- Found land in the Caribbean
- Believed he was in Asia

Columbus's journey began by sailing southwest to the Canary Islands (off the coast of West Africa) and then west into the Atlantic Ocean. On October 12, 1492, land was sighted—a land that he called San Salvador. Today, this is part of the Bahamas.

Although he did not encounter the people he had expected, he explored the Caribbean (he thought he was in the East Indies) and discovered for the Europeans the islands of Hispaniola and Cuba.

He did receive a small bit of gold from the natives. This convinced him that he had reached the Far East. His discoveries and the shipwreck of the *Santa Maria* convinced Columbus to return to Spain, confident that he had found a new sea route to the East Indies.

Columbus's Subsequent Journeys

- The Spanish were delighted
- Second journey
- Third journey
- Fourth journey



Thrilled with Columbus's return, the monarchs of Spain sent him back a second time with a larger fleet and 1500 sailors. The Spanish elected to use Columbus's island of Hispaniola as the base for their endeavors in the Americas.

Six months after returning from his first voyage, Columbus set sail again, this time with 17 ships. Although he continued to explore, he was also instructed to set up trading posts in the places that they encountered. On his second voyage, Columbus discovered Puerto Rico and Jamaica and founded the first permanent European settlement in the New World at Santo Domingo (Dominican Republic).

With his third journey, Columbus explored the northern coast of South America, opening an entire new continent for European exploration. However, he had a dispute with the governor of Hispaniola and was sent back to Spain as a prisoner. Isabella later absolved him of any wrongdoing.

He left for his final journey to the Americas in 1502 and charted the coast of Central America. He returned sick and died in 1506. Though others doubted (correctly) that he had discovered a route to the Indies, Columbus claimed until he died that he had found a sea route to the Indies.

Amerigo Vespucci



- Early life
- Exploration
- Naming the New World

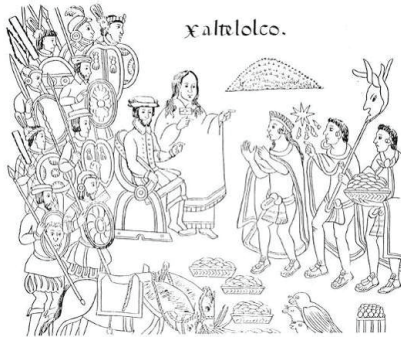
Vespucci was not a seaman—instead, he was a geographer. He did not lead expeditions himself, but accompanied others and made note of what they found and where they found it.

In 1501, he sailed to the tip of Brazil and possibly explored as far as Patagonia. He made careful notes of all that the expedition encountered.

A German cartographer named Martin Waldseemuller created a map in 1507 that attempted to incorporate the new knowledge gained about the Americas into a map which he named for Vespucci, calling it “America.”

Other Spanish Explorers

- Other explorers
- Motivations
- Spanish *conquistadors*

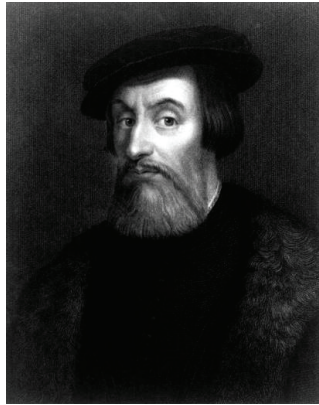


Once Columbus's discovery became known, additional Spanish explorers headed to the Americas to see what else they could find.

Explorers headed to the Americas for a variety of reasons. Some went to find gold and silver, while others went to establish plantations and exploit agricultural opportunities by using the natives as forced labor. Still others, like monks and priests, went to spread Catholicism.

Conquistadors were adventurers who explored, conquered, and looked for economic opportunities in the Americas, regardless of the costs to the Native Americans.

Hernan Cortez



- Conquered the Aztec Empire (1519–1521)
- Defeated Montezuma
- Governor of Mexico

Cortez attacked the Aztec Empire in Mexico with an army of 508 soldiers armed with muskets, 16 horses, and ten brass cannons. With this relatively small army, he managed to defeat the entire Aztec Empire because of his more advanced military technology and because of his horses, which scared the Aztecs. He managed to supplement his initially small army with other European forces as he advanced.

His ability to conquer the Aztecs came in part because the Aztecs, at least initially, believed that Cortez was some sort of a deity, for he seemed to fulfill a prophecy that spoke of a “pale” man coming on a beast similar to a horse. Consequently, Montezuma did not resist the interaction with Cortez, believing that the gods had come to him. Cortez took advantage of this to attack and defeat the Aztecs and took Montezuma captive. A further advantage that Cortez had was his ability to rally other natives to his side. Some of the Aztecs’ neighbors were unhappy with the tribute the Aztecs demanded of them, and they welcomed the opportunity to ally themselves with the Europeans to help defeat the Aztec Empire.

In 1535, Cortez also explored the region around the Gulf of California.

Cortez made the Aztec capital in Mexico City the headquarters for Spanish affairs in the region. As governor, he adopted a pattern of rule that later Spanish colonizers would follow. Rather than killing the Native Americans, he forced them to work for the Spanish in different economic ventures, including mining and plantation work. He also emphasized conversion to Catholicism and aided the work of missionaries and priests. During Cortez’s rule, the colony seemed to prosper. Mexico became a Catholic country, and an enormous amount of Mexican silver was sent to Spain.

Francisco Pizarro

- Conquered the Incas
- Held Atahualpa, the Inca ruler, prisoner
- Once he controlled the area, he exploited the Incas

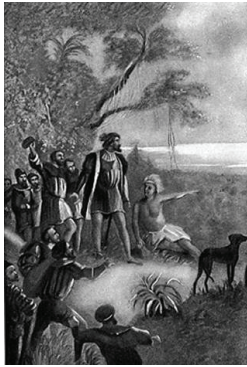


With even fewer men than Cortez, Pizarro was able to conquer the Incas in Peru. He met with very little resistance. Like Cortez and the Aztecs, Pizarro was able to encourage other natives who felt oppressed by the Incas to join him in his efforts to defeat them.

Pizarro was able to capture Atahualpa, the leader of the Incas, relatively easily, due in part to superior technology. Once Atahualpa had been captured, Pizarro negotiated with the Incas. His demands were simple: bring him gold and he would release their leader. The people complied and brought Pizarro treasure, but in the end, he killed Atahualpa anyway. The Incas were completely demoralized by the duplicity of the Spanish and essentially gave up.

Pizarro was notorious for his treatment of the Native Americans. His treatment was so appalling that he was murdered by his own followers in 1541, in Lima. However, this set a terrible pattern in Peru, and centuries of exploitation of the natives followed, including heavy taxation and brutal forced labor in the fields and mines.

Portuguese and Spanish Explorers in the New World: Latin America



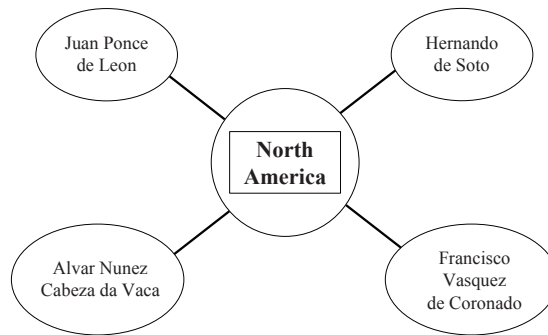
Balboa sighting the Pacific Ocean

- Pedro Alvares Cabral
- Vasco Nunez da Balboa

After sailing to India and participating in the Indian Ocean trade network, Cabral set sail from Portugal in 1500 to help strengthen Portuguese claims in the New World. He landed in Brazil and discovered that it fell east of the line established in the Treaty of Tordesillas, and, therefore, belonged to Portugal. However, it would be more than 40 years before the Portuguese government really began to settle the land. Once settled, though, the Portuguese discovered that Brazil was an ideal place to grow sugar. They would develop a large sugar plantation system in Brazil, which also increased the demand for slaves.

Balboa is best known for his 1513 crossing of the Isthmus of Panama in search of gold. In doing so, he became the first known European to “discover” the Pacific Ocean by crossing the Americas. He also ended any doubt as to whether Columbus had discovered the Far East, conclusively proving that he had not.

Spanish Explorers in the New World: North America



In addition to exploring Latin America, the Spanish also investigated the lands of North America.

Ponce de Leon discovered Florida (the first known foray into North America by Europeans) in 1513. He was looking for the fabled “fountain of youth.”

Cabeza da Vaca was shipwrecked west of the Mississippi in 1528 and spent time exploring modern-day Texas and New Mexico.

De Soto formally conquered Florida for Spain and discovered the Mississippi River.

De Coronado went to North America in search of the fabled “Seven Cities of Cibola,” where streets of gold were purported to exist. Although he did not find the Seven Cities, he did discover the Grand Canyon and explored as far as Kansas.

Ferdinand Magellan

- Explored the coast of South America
- Entered Pacific Ocean



While great discoveries had been made by the Spanish explorers, they had still failed to accomplish the original goal that Columbus had sought—the discovery of a sea route to the East Indies.

Magellan organized a voyage originally made up of five ships that set sail to the Americas, where they explored inlets along the coast of South America, hoping to find an entrance to the Pacific Ocean. They finally discovered that it was possible to go around the tip of South America and reach the Pacific Ocean.

Magellan



- Difficult Pacific journey
- Philippines and the Indies
- Juan Sebastian del Cano

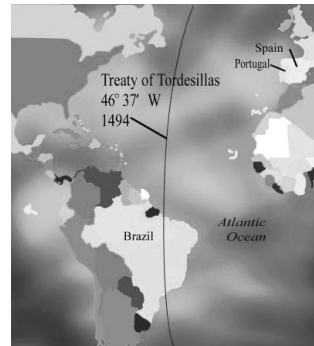
As they traversed the Pacific, Magellan and his crew encountered significant hardships. Clean, fresh water was difficult to acquire, and they suffered from scurvy and food shortages. At one point, they turned to rats and the leather from the sail riggings for food.

In 1521, after crossing the Pacific, Magellan and his crew came to the Philippines and claimed it for the Spanish. However, Magellan himself became involved in a dispute between two ruling monarchs, and while attempting to aid one against the other he was killed in the fighting.

After Magellan's death, del Cano took over and sailed the remaining ships back around the coast of Africa and home to Spain in 1522. Of the original crew of 280, only 35 survived.

Avoiding Conflicts in the New World

- Portuguese and Spanish colonize New World
- Treaty of Tordesillas
- European spheres of influence



As early colonization in the Americas began, Spain and Portugal began to have disputes about territory in the New World.

In order to stave off potential conflicts, Spain and Portugal appealed to Pope Alexander VI to help generate a solution to colonization in the New World so that each country would have recognized territory to explore without entering into conflict with each other. The Treaty of Tordesillas essentially divided the Americas between these two countries and gave them a free hand in colonizing and exploiting the Americas. The line on the map indicates how the division worked.

The end result of the Treaty of Tordesillas was that Portugal was given free rein in Africa and Asia, as well as in Brazil. Spain was given control over the rest of the Americas.

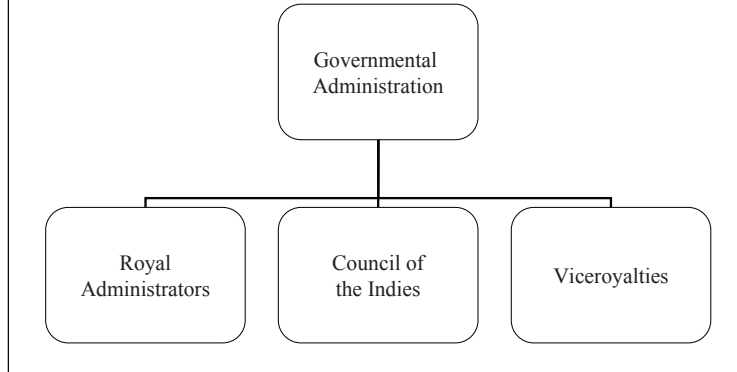
Discussion Questions

1. Columbus made four voyages to the New World. In two, he explored parts of the coastlines of South America and Central America. Yet he believed until his death in 1506 that he had discovered a way to the Indies in Asia. Why do you think he was unable to recognize that he had found entirely new lands?
2. Cortez and his small European force were able to defeat the entire Aztec empire in part because of his own strengths and because of the weaknesses of the Aztecs. Can you explain what his strengths and the Aztec weaknesses were?
3. In a way, Portugal's colonization of Brazil was an accident due to Europe's lack of knowledge about the Americas in 1494. Can you explain?

1. Answers will vary and should be discussed. Some may see Columbus as stubbornly clinging to his original vision in the face of mounting evidence against it. Others may point to the vague knowledge Europeans had about the Pacific Ocean in East Asia as making it understandable that Columbus would hold to his theories.
2. Cortez had muskets, horses, cannons and other superior forms of military technology, as well as an arrogant confidence in his right to act as he did. The Aztec ruler was unsure of how forcefully to act against Cortez at first. Also, the Aztecs had made many enemies of subject groups who were eager to see them overthrown and were willing to help Cortez.
3. In the Treaty of Tordesillas, sanctioned by the Pope, Spain and Portugal divided all newly discovered lands either side of a line of longitude in the Atlantic Ocean. Spain got all newly discovered lands west of that line and Portugal all newly discovered lands east of it. Part of South America was east of the line, though neither Spain nor Portugal realized that at the time.

The Spanish in the New World

Built an enormous empire in the Americas



The freedom given to the Spanish by the Treaty of Tordesillas empowered them to build an empire throughout the Americas. The empire extended from northern California to southern Chile.

Royal administrators came in the name of the king of Spain. While these men ventured to the New World for a variety of reasons (and more than a few sought only to make a fortune), many of them proved to be able leaders.

Although the king maintained ultimate authority, he empowered the Council of the Indies to administer the colonies. This council was composed of qualified men who enacted laws and regulations.

These administrators divided the empire into three viceroyalties with capitals in Mexico City, Lima, and Buenos Aires. Each of these viceroyalties was governed by a viceroy (or deputy of the King). The viceroyalties were then further divided into several provinces.

Religion and the Spanish Empire

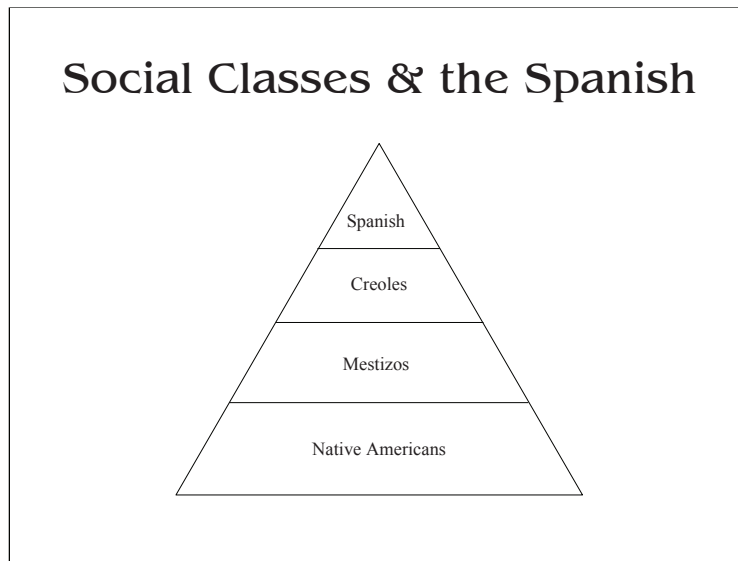


- Christian missionaries
- Christian missionaries and Native American rights

As the Spanish built an empire in the New World, they brought various elements of their culture with them.

Jesuit and Franciscan missionaries brought Roman Catholicism to the New World and began the process of spreading Christianity among the natives. In addition, these missionaries established schools and colleges to help disseminate educational ideas, learning, and culture.

The missionaries and the Catholic Church often worked to prevent exploitation of the natives, although in some ways this was difficult to do. However, often Native Americans were allowed some degree of religious autonomy and could continue practicing their indigenous religions if they desired. In some places in Latin America, native religions and Catholicism blended together, creating unique forms of worship.



Social classes within the empire were very clearly delineated.

At the top of the social structure were the Spanish administrators and advisors.

The second level of the social class system was composed of the Creoles, who were entirely of Spanish lineage but born in the Americas. These people often held governmental positions or owned wealthy businesses or estates.

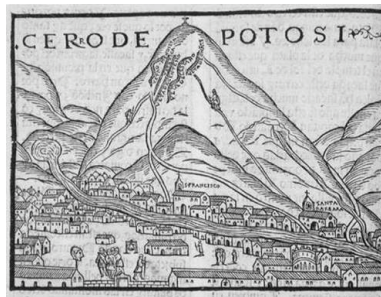
The next class within the social system were the mestizos, who were of mixed European and Native American ancestry. These people often ran small businesses or developed specific skills or trades.

At the bottom of the social system were the Native Americans, who lived a very restricted life, with little freedom or independence.

Later, as slavery was introduced along with the plantation system, a slave class was also introduced into the Americas.

The Economy of the Spanish Colonies

- Exploitation of gold and silver
- Plantations established
- Trade increased



Woodcut of Potosi

In the early days of conquest, the Spanish acquired and exported as much gold and silver as they could. Then they began to mine for these resources (especially silver). The Spanish opened enormous silver mines in places like Potosi (in present-day Bolivia). The Spanish used forced Native American labor (and later slave labor) to mine the silver. It was backbreaking work, but it brought the Spanish a fortune.

The Spanish began establishing large landed estates that could be used for agricultural production. These were usually owned by the Creoles and administered by the mestizos. These estates ran on a system known as *encomienda*, in which the Native Americans were forced to work the land. Later, slave labor was also used to run the estates and plantations.

The more the colonies produced, the more the Spanish relied on them for both precious metals and agricultural production. Goods were transported to port cities, transferred to ports in the Caribbean, and then shipped to Spain in large fleets. The merchant ships that transported these goods were protected by galleons to keep them safe from pirates and privateers. In return, the Spanish shipped a variety of finished goods back to the Americas for sale. The government exerted strong control over this trade to ensure that it was successful as possible.

Brazil and the Portuguese



- Pedro Cabral
- Organization and structure of Brazil
- Economic opportunities



Brazilian plantation

In 1500, a Portuguese fleet sailing under the leadership of Pedro Cabral found itself on the shores of what is now Brazil, and Cabral claimed it for Portugal. The area was settled by Portuguese colonists and remained in the hands for the Portuguese for nearly 300 years.

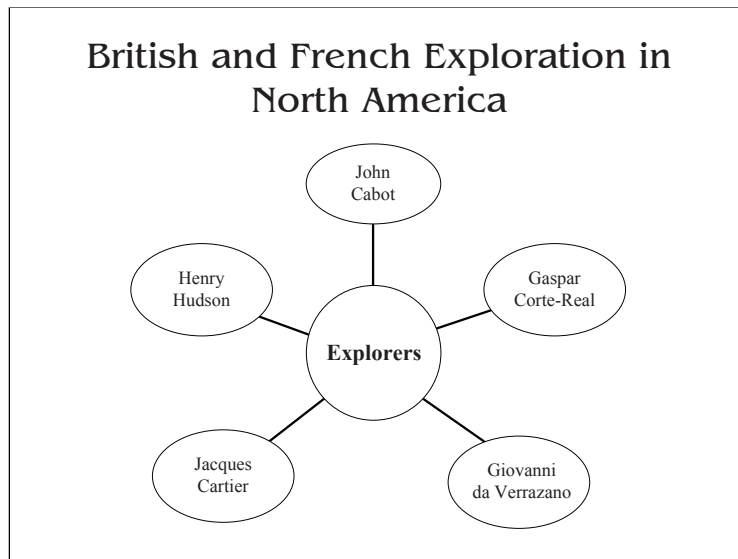
The government of Brazil was created in a manner very similar to the system used in the Spanish colonies, and used European colonial administrators. The colony contained estates, upon which both Native Americans and slaves worked as forced labor.

Other European powers wanted to gain control of Brazil, and the Dutch even attempted to create a colony within the northeast part of Brazil, but the Portuguese drove them out. Numerous economic opportunities drew people to Brazil, including plantations that produced enormous amounts of sugar, successful cattle ranches, and the mining of gold and diamonds.

Discussion Questions

1. A key aspect of Spanish colonial rule was the tight control the government in Spain sought to have over its vast American empire. Can you describe the system by which it tried to exercise that control? Why would it have been difficult to make this system work smoothly?
2. Spain's rulers put a great deal of emphasis on obtaining gold and silver in the Americas. Do you think it was wise of them to stress this economic activity as much as they did? Why or why not?

1. The King of Spain had ultimate authority. He acted mainly through a council at home, which controlled the Americas through a group of royal administrators of various regions, with lesser officials under each of these viceroys. The system would have been hard to control smoothly in part due to the long distances and times for orders and information to flow from the colonies to Spain and back again. Also tensions between officials born in Spain and Creoles, Spaniards born in the colonies, and other class and ethnic tensions interfered with the smooth functioning of the empire. Etc.
2. Answers will vary and should be discussed. Some will stress the great purchasing power of these metals and the riches they could buy for Spain. Others may see them as unproductive resources of no lasting value to the colonies once they were mined and spent.



Those who explored North America were driven by a number of things. Some sought land to settle, others hoped to gain riches, and still others were looking for a “Northwest Passage” that would provide a direct route to Asia.

John Cabot was commissioned in 1496 by the king of England, Henry VII, to seek out new lands. In two expeditions, Cabot explored Newfoundland in 1497 and sailed down the coast, probably as far as present-day Virginia.

Corte-Real, from Portugal, sailed first to Greenland and then to Newfoundland. However, he and his ship disappeared on the return voyage.

Verrazano explored the coasts of Nova Scotia and North America on behalf of the French in 1524. He made several discoveries, including New York Bay, Block Island, and Narragansett Bay. He was also the first European explorer to name newly discovered North American sites after persons and places in the Old World.

Cartier sailed for the French to North America in search of the elusive Northwest Passage. While he did not discover this route, he did sail up what is now the Saint Lawrence River.

Henry Hudson discovered Hudson Bay for the English and then, on a later expedition, sailed for the Dutch up the Hudson River to present-day Albany. He was hoping to discover the Northwest Passage, but, like others, was disappointed.

The French in North America

- Samuel de Champlain
- Furs
- Jesuit missionaries



Champlain in Quebec

In 1608, Champlain established the colony of New France in the Saint Lawrence River Valley and founded the capital city of Quebec. The colony was organized into small villages and relied heavily on farming and fishing.

Trappers worked in the colony acquiring animal pelts to send back to France. In search of animal furs, these trappers explored the Saint Lawrence River and traveled to the Great Lakes.

These trappers were accompanied by Catholic Jesuit missionaries who hoped to spread Christianity among the Native Americans in North America. In 1673, Father Jacques Marquette and Louis Joliet traveled into Wisconsin and discovered the upper Mississippi Valley.

Further French Colonization



La Salle in Mississippi

- Mississippi and Louisiana
- New France remained small

Robert Cavelier de La Salle followed the Mississippi River all the way south to the Gulf of Mexico. The land that he discovered he named after the reigning king, Louis XIV of France. The colony of Louisiana was established, and in 1718 the city of New Orleans was founded. This resulted in the French claiming an enormous portion of central North America for France.

The French government believed that a colony existed only for the profit of the home country, an idea partially supported by the economic theory of mercantilism, and so the colony was strictly controlled by the French government. The colonial government was controlled by the French, and trade was heavily regulated. Additionally, the population of this colony remained relatively small because few wished to emigrate (and those who wanted to, like Huguenots who desired religious freedom, were prohibited from going to New France). Consequently, while New France encompassed a vast territory, it had a relatively sparse population.

English Exploration



Henry VIII

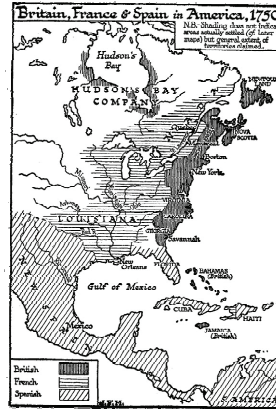
- “Northwest Passage” to Asia
- Henry VIII
- Failure to find Northwest Passage

Recognizing the stranglehold that the Spanish had on central and South America, the English looked for a different route to the Far East, hoping to find a northwest passage that would provide them with a unique route to Asia.

Henry VIII sent two ships, including the *Samson*, to locate a northwest route. However, these ships encountered a great deal of ice, indicating that such a route might be impossible. Future attempts to find a northwest sea route were also unsuccessful, with weather and other conditions usually making such searches not only fruitless but hazardous as well. Others, including the French and the Dutch, also searched for the route, with the same results.

English Colonization in North America

- Slow colonization
- The 13 colonies
- Causes of migration



English colonization started in earnest at the beginning of the 17th century, and once initial colonization occurred, rapid settlement followed.

England's earliest settlements in places like Roanoke and Jamestown paved the way for the creation of the 13 colonies.

Some colonists came to North America for economic opportunities, like many of those who settled in Virginia. Others came to gain relief from religious persecution in England. Catholics found refuge in Maryland, and Puritans established a colony in Massachusetts, while the Quakers found a home in Pennsylvania.

Discussion Questions

1. French colonies in North America were small in part because few in France wanted to or could emigrate. The French colonies emphasized the fur trade, as compared with sugar plantations and mining in Spanish colonies to the south. Why do you think this, too, might have helped to keep the population of France's North American colony small?
2. From what you know about North America's geography, explain why the search for a Northwest Passage went on for so long before everyone stopped trying to find one.

1. The fur trade relied on Native American suppliers of the furs. It meant France had to work with these tribes and rely on their knowledge of the wilderness and their labor rather than that of other French colonists or slaves.
2. The northern part of the continent is very wide and the waters off of it are almost always heavily ice-clogged; the eastern coast has many broad rivers and bays that could raise hopes of being a passage through the continent, etc.

Colonial Rivalries

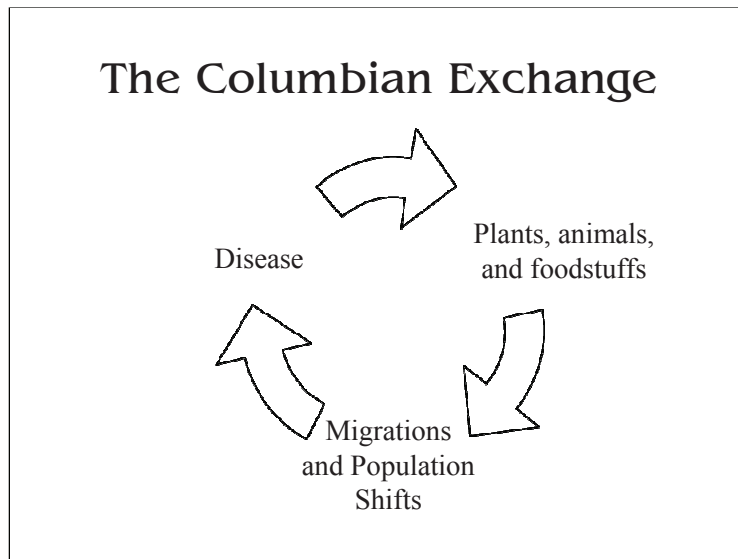
Although much of the conflict was between the Europeans and the lands they conquered, there was also conflict between the Europeans over colonial interests.

Trade
Conflict

Colonial
Conflicts

As the Europeans increased their international trade, rivalries developed. The amount of money at stake was enormous, and since most nations subscribed to the mercantilist idea that wealth was limited and that power came from wealth, each European country attempted to control as much trade and colonial resources as possible. In some places, like southeast Asian countries, European powers like Portugal were displaced from trading zones by more powerful countries. In other places, conflict actually broke out within the colonies between Europeans vying for trade and economic resources.

Fighting broke out between European powers in regions across the globe. Britain and France fought one another in India for control of trading ports like Madras, while in North America violence between the French and the British culminated in the Seven Years' War. There was also conflict over territory in the Bahamas, and piracy further disrupted trade.



The Columbian Exchange was the diffusion of food crops, plants, animals, people, and disease between the Americas and the Afro-Eurasian World. This represented a new degree of contact and exchange between the peoples of the world.

There were enormously significant transfers that occurred once the New World had been discovered. Diffusion occurred in a variety of biological areas, including all sorts of plants and animals. People also moved (some voluntarily, others involuntarily), and as Europeans came to the New World they brought deadly diseases (smallpox in particular) that nearly wiped out the Native American population.

The Columbian Exchange: Plants and Animals

From the Americas

- Potatoes
- Coffee
- Cocoa
- Peanuts
- Pineapple
- Chicle
- Quinine
- Alpaca
- Pumpkin
- Maize
- Squash
- Hominy
- Tomatoes
- Sorghum
- Avocados
- Llamas

The Columbian Exchange was a profoundly important consequence of the Age of Exploration. The contact between two worlds that had previously been isolated resulted in the diffusion of all sorts of plants, animals, goods, and people between these two formerly separate spheres. Once the initial contact had occurred, items taken back to Europe, for example, then diffused along traditional trade routes and moved throughout the Afro-Eurasian world.

This list is full of recognizable items, and the diffusion of some of these goods to Europe had significant impacts. The potato, for example, came to be heavily relied on in Ireland as a basic food staple that sustained a vast majority of the population. In addition, quinine played a critical role in future imperialism in Africa, as it was the treatment for malaria (which had previously kept Europeans from exploring the interior of Africa).

The Columbian Exchange: Plants and Animals

From Europe

- Wheat
- Cauliflower
- Radishes
- Peas
- Cabbage
- Clover
- Pigs
- Chickens
- Cattle
- Horse
- Sheep

Europe also had many things that became diffused through the Columbian Exchange. In addition to new crops, the introduction of certain animals played a significant role in the conquest of the Americas. The horse, for example, gave the Europeans a decided military advantage over the Native Americans and enabled them to conquer them more easily.

The Columbian Exchange also involved the unintentional transfer of plants (like weeds), including the clover and the dandelion.

The Columbian Exchange: European Diseases

- European diseases
- Smallpox, measles, influenza, and whooping cough



Aztec smallpox victims

As the Europeans conquered Native Americans, they brought diseases with them—diseases to which they had developed an immunity, but against which the Native Americans had no immunological defense. Consequently, the native population of the Americas was heavily depleted by the spread of those diseases.

Perhaps the most deadly disease brought to the Americas was smallpox. European adults had developed an immunity to this disease, but Native Americans had no such defense. Consequently, these and other diseases spread throughout the Americas at a relatively quick rate and took a terrible toll on the native populations in America. In Mexico, for example, approximately 90 to 95 percent of the native population was killed between conquest and disease. By the time Aztecs had been conquered, only one million or so Native Americans were left in Mexico. Some historians argue that the Europeans also brought disease to Europe from the Americas—most notably syphilis—but it did not have the same deadly impact in Europe that European diseases had in the Americas.

Population and Migration



Slaves arriving in America

- Population changes
- Migration and colonization
- Forced migration

Conquest and the Columbian Exchange both had a significant impact on demography and migration.

In Europe, the introduction of new foodstuffs helped facilitate a surge in population. In the Americas, the introduction of disease decimated the local populations; however, the total population gradually recovered as European migration increased.

Once conquest had occurred, colonization followed. Fueled by a variety of goals, Europeans migrated and settled in the Americas. Colonies formed from Canada to South America.

In addition to voluntary migrations, there were millions who were forced to come to the Americas. While there were some from Europe who came voluntarily as indentured servants, much of the work was done by those who had involuntarily come from Africa as slaves.

Development of Global Trade

- World connected by trade
- Silver, bullionism, and mercantilism



Mining in the colonies

For the first time, true global trade appeared. Items from all continents were now traded and the world seemed to shrink. Broad commerce occurred, and goods diffused all over the world, even if no direct contact occurred. For example, goods from the Americas were taken to Asia by European traders so that merchants there could have access to American resources without having to travel to the New World.

Hard metal (like gold and silver) from the Americas was of particular interest for the Europeans and the rest of the world. Enormous silver deposits were mined in South America (first by the Native Americans, and later by slaves). This silver was brought back to Europe (particularly to Spain) to help improve its economic position in Europe and the world. This desire to accumulate silver was based on an economic theory known as bullionism, in which countries attempt to control as much hard metal as possible, since it was perceived as the strongest representation of a country's economic wealth. This concept was further developed under the economic theory of mercantilism. Mercantilism was the belief that governments should be heavily involved in promoting wealth and a favorable balance of trade by attempting to control as much capital as possible. Spain should have been the greatest holder of bullion, since much of the silver mining took place in colonies it controlled; however, much of the silver flowed out of Spain as payment for debts or in trade, particularly with Asia. Consequently, much of the silver made its way to northern Europe and to China.

Triangular Trade



French seaport at the height of mercantilism

- How it worked
- European supremacy

One specific element of the developing global trade occurred in the Atlantic and was known as the “Triangular Trade.” In this system, the Europeans traded weapons and manufactured goods with Africans in exchange for slaves. These African slaves were then forcibly transported across the Atlantic Ocean to work in mines and on plantations. The natural resources produced in the Americas were then shipped back to Europe, where they could be traded or turned into manufactured goods that could be used in Europe or traded.

The end result of this was that the Europeans came to dominate the world’s trading system. As China and Japan adopted policies of relative isolationism, Europe became the world’s leading trader and power.

Final Observations

- One of the most critical events in modern history
- Creation of world network
- New role for Europe



In addition to becoming a major influence in world affairs, Europe experienced a number of changes that resulted from exploration and discovery. The Columbian Exchange changed Europe by introducing new foods and nutrition to the Europeans. In addition, Europe underwent an economic change brought about by an influx of silver from the New World that pushed prices higher across Europe. However, a growing population helped curb the impact of this inflation.

For the first time, a global trade network was established that connected all parts of the world and allowed for the exchange of goods, ideas, and resources. In addition, people began to move around the globe in ways unheard of before.

Exploration profoundly changed the power structure in the world and enabled European countries to rise to a position of dominance that would not be challenged for centuries.

Discussion Questions

1. The Columbian Exchange benefits peoples both in the Americas and in Europe and Asia. But it clearly gave a huge advantage to Europeans in their efforts to conquer the native peoples of the Americas. Can you explain why?
2. Even though Spain mined enormous amounts of silver in its American colonies, much of that silver wound up in Northern Europe and China. Why?
3. Explain why the Columbian Exchange also contributed to making African slavery such a prominent feature of colonial life in the Americas.

1. The Europeans carried germs of diseases to which they were largely immune. These diseases killed a huge portion of the peoples of the Americas. Meanwhile, new foods such as the potato enable European populations to grow faster. This enormous population imbalance was a key factor in making conquest of the Americas easier for Europeans.
2. Spain used the silver to pay for goods it wanted from those other regions, whereas they did not use it to buy that much from Spain in return.
3. As Native American populations collapsed, Europeans increasingly turned to the use of slaves from Africa to provide the labor on plantations and in mines in the Americas.



Essential Questions

- What kinds of new knowledge and technical accomplishments made it possible for Europeans to undertake great journeys of oceanic exploration in the 1400s?
- How and why did Europeans benefit in unique ways in their overseas explorations from the accomplishments of other civilizations?
- What motives did Europeans have for undertaking what were expensive and enormously risky overseas ventures?
- Why was it Portugal and Spain of all the European nations that led the way in the early phases of the Age of Exploration?
- Why were the Dutch, England, France able to take the lead later in overseas imperial expansion?
- Why was the “Columbian Exchange” such a turning point in so many ways in world history, and why was it so much more beneficial for the Eastern Hemisphere than for the Western Hemisphere?

The Historical Setting for Exploration

- Europe wanted trade
- World divided into independent spheres
- Limited previous contact with the Americas had occurred
- Vikings



Vikings

Renaissance Ideas That Influenced Exploration



- Most educated men believed that the world was round
- There were certainly stories of other lands, but they were not focused on the Western Hemisphere

Economic Developments

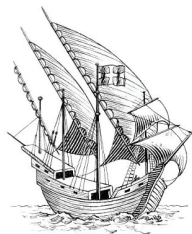


The Royal Exchange, London

- Trade routes expanded
- Europeans developed a taste for Asian goods
- The development of banking

New Technology: Ships

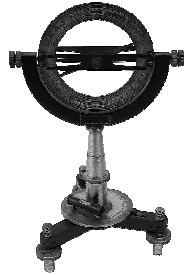
- Caravels
- Ship technology
- Armaments



Caravel

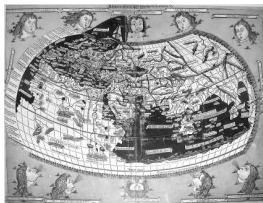
New Technology: Navigation

- Astrolabe
- Compass
- Practical knowledge of winds and currents



Astrolabe

Cartography: Early and Medieval Maps

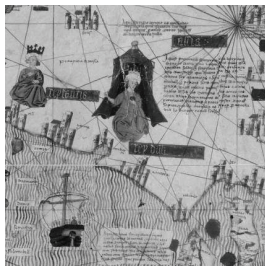


Ptolemaic map

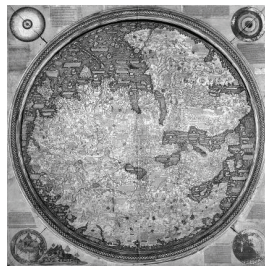


Jerusalem maps
Mappa Mundi

Late Medieval and Renaissance Cartography



Portolan map



Fra Mauro's map

Cartography and Projection

- Hipparchus and Ptolemy
- Mercator

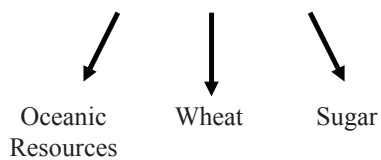


Discussion Questions

1. Compare the illustration of the Viking ship with the illustration of the caravel. What improvements do you notice in the caravel that helped improve Europe's ability to explore the open seas?
2. Summarize the specific technical features Europeans borrowed from other cultures and how they combined what they borrowed in unique ways to be able to travel the seas as they did in the Age of Exploration?
3. In what ways did changes in maps and mapmaking help to encourage the efforts of Europeans to engage in sea exploration for new all-water routes to India and East Asia?

Motives for Exploration

Search for Resources and Land



Motives for Exploration: Trade Contacts

↪ Asia

↪ Africa

↪ Other lands



Motives for Exploration: Missionary Activity



Motives for Exploration: Glory

National

Personal



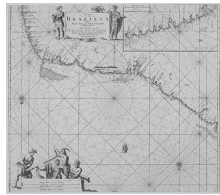
Columbus lands in America

Discussion Questions

1. Why were Europeans in the Age of Exploration so highly motivated to establish direct trade routes linking them to Asia?
2. Silk, porcelain and spices were key goods that Europeans wanted from their trade with Asia. What do you think made these such ideal goods for European merchants to purchase and carry back to Europe?

Early Endeavors: The Portuguese

- The Portuguese began the era of European exploration
- The Portuguese were dependent on the seas
- Ocean access helped Portugal



Prince Henry the Navigator (1394–1460)



- Son of the king of Portugal
- Had been a crusader
- Investigated possible trade opportunities in Africa

Prince Henry's Exploration

- Originally explored Africa
- Established navigational school
- Motivation



Henry's navigation school

Early Portuguese Exploration: Africa



Portuguese fort on the African coast

- West African coast
- Trade developed

Early Portuguese Slave Trade



Transporting slaves

- Began around 1443
- Pope Nicholas V sanctioned the slave trade
- Local slave trade already existed
- Sugar plantations

Bartolomeu Dias

- Traveled the coast of Africa
- Around the tip of southern Africa in 1488
- Returned to Portugal



Dias rounding the Cape of Good Hope

Developing Portuguese Contacts With Africa



Portuguese negotiate with the King of the Kongo

- Strong relationship with the Kongo
- In the east, Zimbabwe and Mozambique

Vasco da Gama

- 1498, sailed for India
- Reached India
- Sea route



Da Gama in India



Portrait of da Gama

The Portuguese Empire in the East



Da Gama landing in Calcutta

- Largest European empire in Asia
- Trade with the Arabian Peninsula
- Other trade interests in East Asia
- Trade with India

Afonso d'Albuquerque

- 16th-century commander
- Seized control of several critical ports
- Difficult to secure full control over the area
- First governor general in India



The Collapse of the Portuguese Empire



Jesuits in Japan

- Control over the empire weakened
- Portugal taken over in 1580
- Japan adopted a policy of isolationism
- Other European countries seized Portuguese interests throughout Asia

Discussion Questions

1. Aided by Henry's navigational school, the Portuguese were not mainly focused on finding a trade route to India in the early 1400s. What were their more immediate motives at that time?
2. Why do you think it was important to Portugal's leaders that the Pope issued his papal bull, or decree, about slavery in 1452?
3. Why was Bartolomeu Dias' discovery of the Cape of Good Hope so important in the history of exploration?

Discussion Questions (cont.)

4. After 1498, Christian missionaries accompanied Portuguese traders in exploring the Indian Ocean region. Do you think the presence of these missionaries helped or hindered the Portuguese in trying to establish control over that region?
5. Why do you think Portugal was unable to hold onto the empire it tried to establish in the Indian Ocean region?

The Spanish Empire in Asia

- Did not focus on Asian markets
- Established a colony in the Philippines



A Spanish galleon

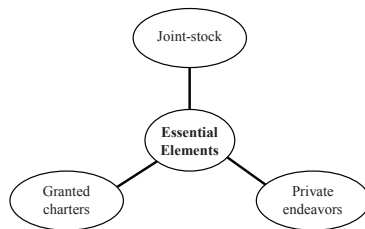
Northern Europeans in Asia



17th-century French map of Southeast Asia

- Latecomers to Asia
- Established East India Companies
- The English, French, and Dutch

The Role of Trading Companies



The Dutch and Java

- Wanted Asian port
- Jan Pieterszoon Coen established a trading monopoly in Java (Indonesia)
- Direct and indirect rule



Dutch settlement in Java, 1665

Discussion Questions

1. England, France and the Netherlands were wealthy and more powerful than Portugal. Why do you think they were later than Portugal in seeking to colonize parts of East Asia and the Indian Ocean region?
2. The East Indies companies of the English and the Dutch were private businesses. What advantages made them so much more powerful than other private merchants or businesses?

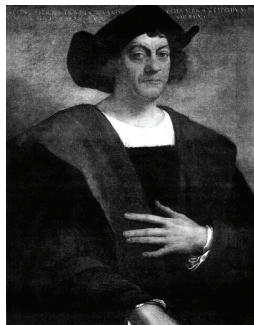
Discovering a New World



- Empires in the New World—the result of a mistake
- Consequences

Christopher Columbus

- Italian navigator
- Sought patron for his exploration idea
- Sailed under the title “Admiral of the Seas”



Columbus's Journey



- Sailed west
- Found land in the Caribbean
- Believed he was in Asia

Columbus's Subsequent Journeys

- The Spanish were delighted
- Second journey
- Third journey
- Fourth journey



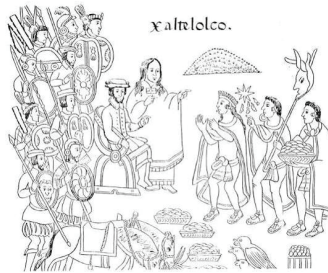
Amerigo Vespucci



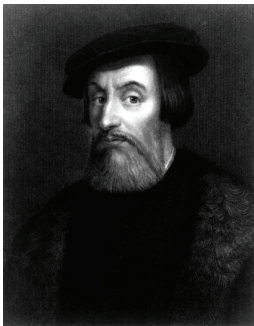
- Early life
- Exploration
- Naming the New World

Other Spanish Explorers

- Other explorers
- Motivations
- Spanish *conquistadors*



Hernan Cortez



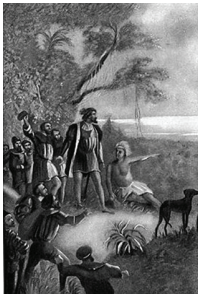
- Conquered the Aztec Empire (1519–1521)
- Defeated Montezuma
- Governor of Mexico

Francisco Pizarro

- Conquered the Incas
- Held Atahualpa, the Inca ruler, prisoner
- Once he controlled the area, he exploited the Incas



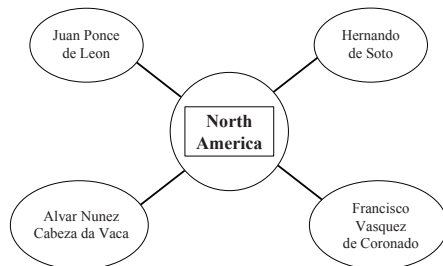
Portuguese and Spanish Explorers in the New World: Latin America



Balboa sighting the Pacific Ocean

- Pedro Alvares Cabral
- Vasco Nunez da Balboa

Spanish Explorers in the New World: North America



Ferdinand Magellan

- Explored the coast of South America
- Entered Pacific Ocean



Magellan's route

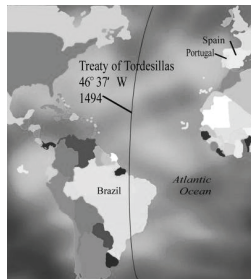
Magellan



- Difficult Pacific journey
- Philippines and the Indies
- Juan Sebastian del Cano

Avoiding Conflicts in the New World

- Portuguese and Spanish colonize New World
- Treaty of Tordesillas
- European spheres of influence

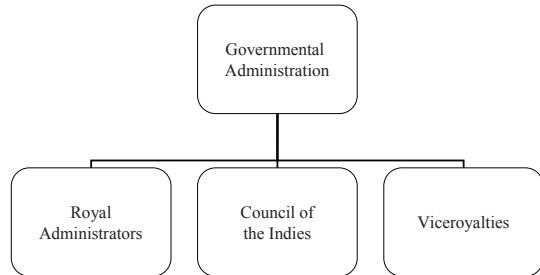


Discussion Questions

1. Columbus made four voyages to the New World. In two, he explored parts of the coastlines of South America and Central America. Yet he believed until his death in 1506 that he had discovered a way to the Indies in Asia. Why do you think he was unable to recognize that he had found entirely new lands?
2. Cortez and his small European force were able to defeat the entire Aztec empire in part because of his own strengths and because of the weaknesses of the Aztecs. Can you explain what his strengths and the Aztec weaknesses were?
3. In a way, Portugal's colonization of Brazil was an accident due to Europe's lack of knowledge about the Americas in 1494. Can you explain?

The Spanish in the New World

Built an enormous empire in the Americas

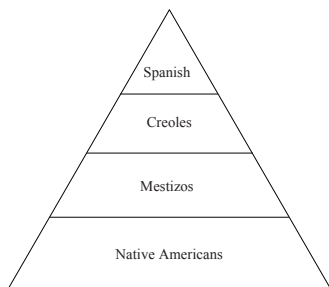


Religion and the Spanish Empire



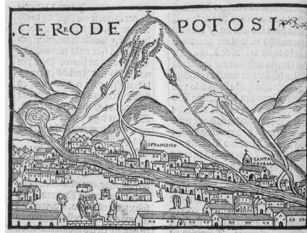
- Christian missionaries
- Christian missionaries and Native American rights

Social Classes & the Spanish



The Economy of the Spanish Colonies

- Exploitation of gold and silver
- Plantations established
- Trade increased



Woodcut of Potosi

Brazil and the Portuguese



- Pedro Cabral
- Organization and structure of Brazil
- Economic opportunities

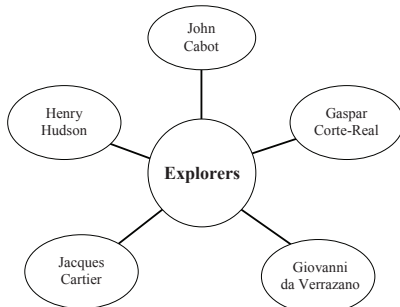


Brazilian plantation

Discussion Questions

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2. Spain's rulers put a great deal of emphasis on obtaining gold and silver in the Americas. Do you think it was wise of them to stress this economic activity as much as they did? Why or why not?

British and French Exploration in North America



The French in North America

- Samuel de Champlain
- Furs
- Jesuit missionaries



Champlain in Quebec

Further French Colonization



La Salle in Mississippi

- Mississippi and Louisiana
- New France remained small

English Exploration

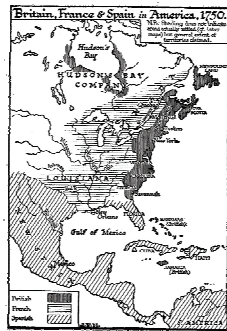


Henry VIII

- “Northwest Passage” to Asia
- Henry VIII
- Failure to find Northwest Passage

English Colonization in North America

- Slow colonization
- The 13 colonies
- Causes of migration



Discussion Questions

1. French colonies in North America were small in part because few in France wanted to or could emigrate. The French colonies emphasized the fur trade, as compared with sugar plantations and mining in Spanish colonies to the south. Why do you think this, too, might have helped to keep the population of France's North American colony small?
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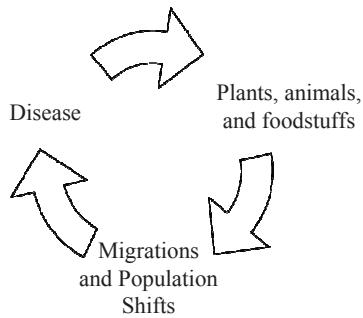
Colonial Rivalries

Although much of the conflict was between the Europeans and the lands they conquered, there was also conflict between the Europeans over colonial interests.

Trade
Conflict

Colonial
Conflicts

The Columbian Exchange



The Columbian Exchange: Plants and Animals

From the Americas

- Potatoes
- Coffee
- Cocoa
- Peanuts
- Pineapple
- Chicle
- Quinine
- Alpaca
- Pumpkin
- Maize
- Squash
- Hominy
- Tomatoes
- Sorghum
- Avocados
- Llamas

The Columbian Exchange: Plants and Animals

From Europe

- Wheat
- Cauliflower
- Radishes
- Peas
- Cabbage
- Clover
- Pigs
- Chickens
- Cattle
- Horse
- Sheep

The Columbian Exchange: European Diseases

- European diseases
- Smallpox, measles, influenza, and whooping cough



Aztec smallpox victims

Population and Migration



Slaves arriving in America

- Population changes
- Migration and colonization
- Forced migration

Development of Global Trade

- World connected by trade
- Silver, bullionism, and mercantilism



Mining in the colonies

Triangular Trade



French seaport at the height of mercantilism

- How it worked
- European supremacy

Final Observations

- One of the most critical events in modern history
- Creation of world network
- New role for Europe



Discussion Questions

1. The Columbian Exchange benefits peoples both in the Americas and in Europe and Asia. But it clearly gave a huge advantage to Europeans in their efforts to conquer the native peoples of the Americas. Can you explain why?
2. Even though Spain mined enormous amounts of silver in its American colonies, much of that silver wound up in Northern Europe and China. Why?
3. Explain why the Columbian Exchange also contributed to making African slavery such a prominent feature of colonial life in the Americas.
