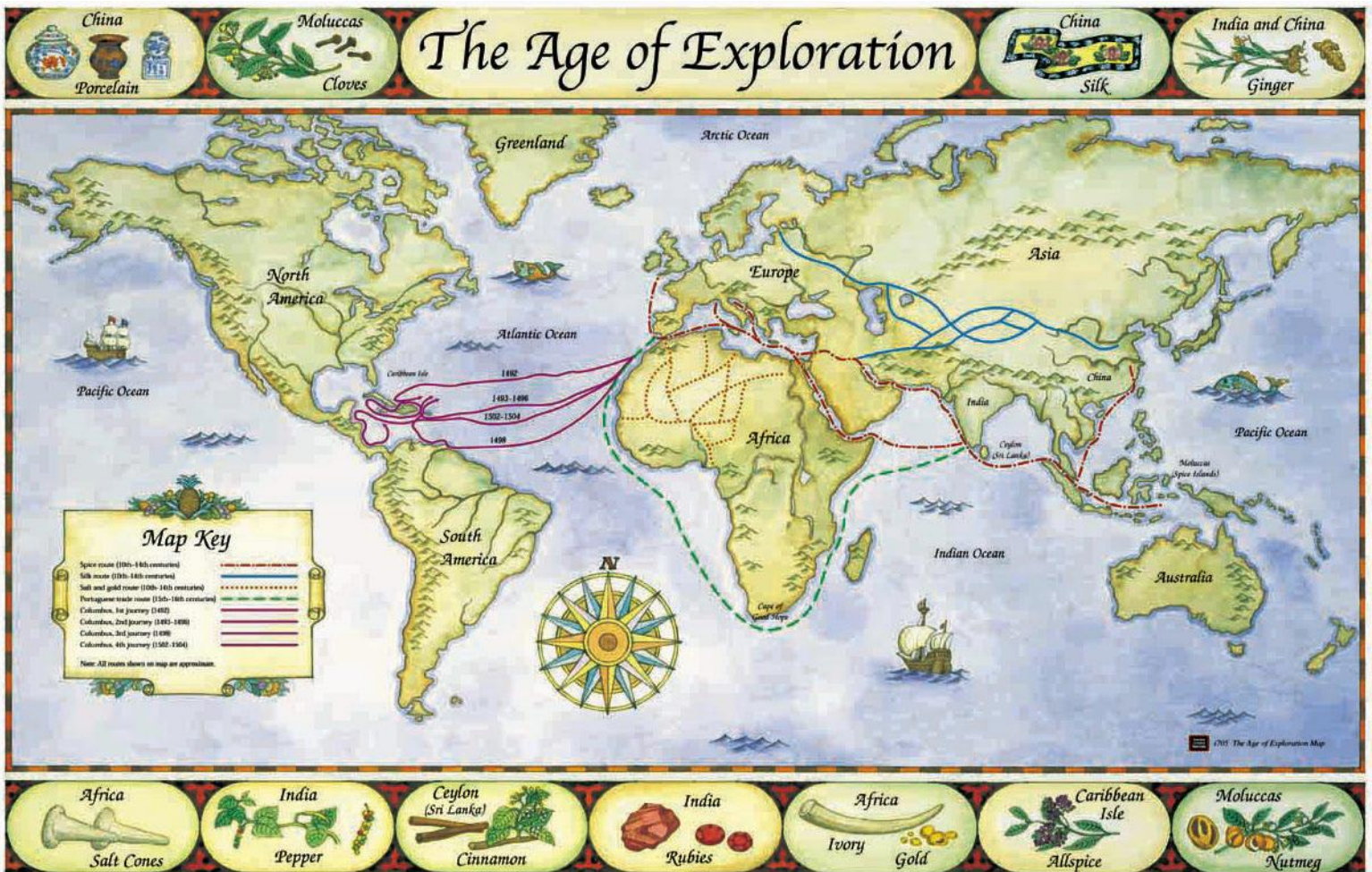


Unit 11: Exploration of the Americas



Name: _____
IB/AP World History 9

Teacher: _____
Commack High School

Please Note:

You are responsible for all information in this packet, supplemental handouts provided in class as well as your homework, class webpage and class discussions.

A Changing Map and Protection to the North

Directions: As you read, look for advantages and disadvantages of the land controlled by each dynasty.

When the Yuan dynasty ruled China, the Mongols controlled land that included their homeland to the north. Through trade routes they were connected to the rest of the Mongol empires that lay to the west and to the Middle East and Europe. Since the Mongols and their allies ruled most of central Asia, they had little need to reinforce their defenses and did little to maintain the Great Wall.



Source: <http://archive.artsmia.org/art-of-asia/history/images/maps/china-yuan-large.gif>

The early Ming emperors pushed the Mongols and other nomadic tribes north and secured their borders. They reinforced and expanded [the Great Wall of China \(video\)](#) continuously throughout their dynasty's reign. Much of the Great Wall as we know it today was built during the Ming dynasty.



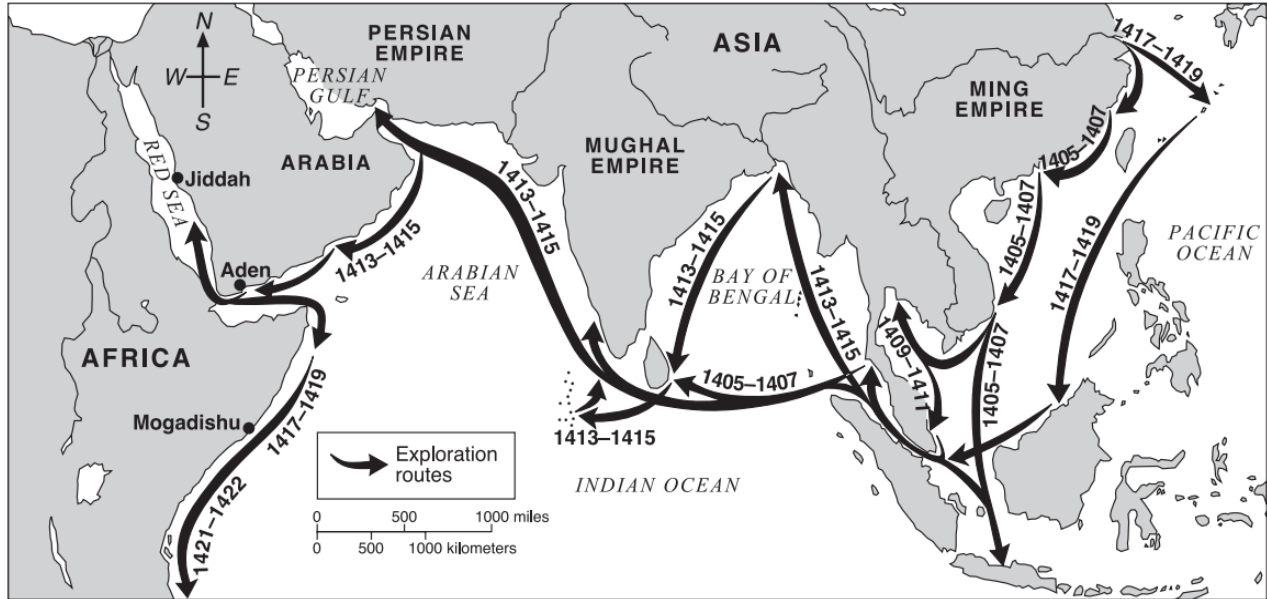
Source: <http://archive.artsmia.org/art-of-asia/history/images/maps/china-ming-large.gif>

1. What is the difference between these two maps?

2. What advantages did the Yuan Dynasty gain from the land it controlled? What disadvantage came from controlling this land?

3. What advantages did the Ming Dynasty gain from the land it controlled? What disadvantage came from controlling this land?

Voyages of Zheng He



Source: Elisabeth Ellis and Anthony esler, *World History: Connection to Today*, Prentice Hall (adapted) from the NYS Global History and Geography Regents Examination, June 2004

Watch this [excerpt from a History Channel Video on Zheng He](#) and answer the questions below for an overview of the topic. ([transcript of the video](#))



1. Who was Zheng He?

2. What was so impressive about Zheng He's fleet?

4. One of the historians in the video describes the purpose of Zheng He's voyage as "power projection." What does that mean?

5. What ended China's "Age of Exploration?"

3. Where did Zheng He and his fleet travel?

For a more in-depth lesson on Zheng He see this [Close Read on Nicholas D. Kristof's New York Times Magazine article, "1492: The Prequel."](#)



Major Ruling Chinese Governments	
Dates	Dynasty
c. 1600-c. 1046 BCE	Shang Dynasty
c. 1045- 256 BCE	Zhou Dynasty
221-206 BCE	Qin Dynasty
206 BCE-220 CE	Han Dynasty
265-420	Jin Dynasty
581-618	Sui Dynasty
618-907	Tang Dynasty
960-1279	Song Dynasty
1271-1368	Yuan Dynasty
1368-1644	Ming Dynasty
1644-1911	Qing Dynasty
1912-1949	Republic of China
1949-Present	People's Republic of China

What impact did Neo-Confucianism have on Ming and Qing China?

Objective: Explain what Neo-Confucianism was and how it shaped governmental decisions within China.

Slides Presentation

What do you remember about Confucianism, Buddhism, and Daoism?

In the spaces below recall as much as you can about Confucianism, Buddhism, and Daoism and write them below.

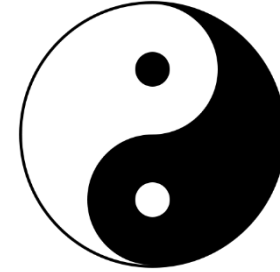
Confucianism



Buddhism



Daoism



What do you remember?

What do you remember?

What do you remember?

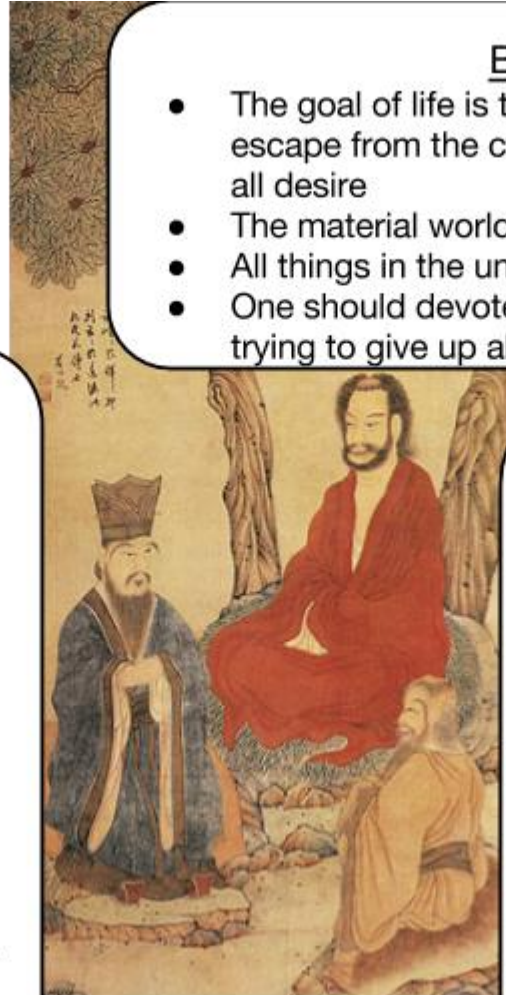
Quick Review:
Impact of the "Three Sages" on Chinese Philosophy
Confucius, Buddha, and Lao-tzu (Daoism)

Buddhism

- The goal of life is to achieve enlightenment and escape from the cycle of reincarnation by giving up all desire
- The material world does not exist
- All things in the universe are part of a single spirit
- One should devote their life to meditation and trying to give up all selfish desire

Confucianism

- Society can reach harmony through order if people obey their parents and authority figures
- One should act properly according to their place in society
- The spirits of ancestors can influence the living, so we should worship them



Daoism

- Dao (translated as "the way," "path," or "principle") is the source of and force behind everything that exists; some call it "the flow of the universe"
- Stress "naturalness," simplicity, compassion, moderation, and humility
- Nature is harmonious and when one disturbs it, they create dis-harmony

How did the Ming and Qing dynasties interact with European traders and Christian missionaries?

Objective: Describe how the Ming and Qing dynasties interacted with European traders and Christian missionaries.

Directions: Read through the passage below and answer the questions in the column to the right.

Before the 16th century, some Europeans, like Marco Polo **ventured** to China and returned to Europe to tell the tale, but mostly, contact between Western Europe and East Asia took place through traders from the Middle East. In the 1500s, a new era of **exploration** and trade began. As you will learn more about in Unit 9.10, Europeans raced to develop trade contacts and claim land in Africa, Asia, and the Americas.

Macau Province of China



Source:

http://commons.wikimedia.org/wiki/File:Macau_locator_map.svg

In 1519, the Portuguese were the first Western European people to make regular direct contact with the Chinese. Though the Chinese were at first outraged by what they saw as the Europeans' barbaric and uncivilized manners, they eventually allowed the Portuguese to dock their boats outside of and eventually live in a port called Macao. From their base in Macao, the Portuguese traded in China and southeast Asia.

In addition to traders, Christian **missionaries** named Jesuits came to China. Jesuits are an order of Catholic monks belonging to a group called the Society of Jesus that was founded by Ignatius Loyola in 1540 and still exist today. Jesuits were, and still are, known for their dedication to education and for their attempts to spread Christianity around the world and **convert** people to the faith. As they would in other places, Jesuit missionaries brought their religion to the Chinese. Having learned about Confucianism, the Christians tried explaining their faith through a Chinese lens. Chinese officials were more impressed by some of the

1. Before the Portuguese started trading with the Chinese, how did Europeans usually come into contact with goods and ideas from East Asia?

2. How did the Chinese first react to the Portuguese?

3. Who are the Jesuits? What were their goals in China?

scientific achievements that the Europeans brought with them than with their religious



USF Ricci Institute © 2008

Portrait of Jesuit Matteo Ricci dressed in Ming Dynasty clothing and surrounded by both European and Chinese objects including an image of Mary and Jesus, a Chinese folding fan, and a globe used in astronomy.

philosophies.

The Jesuits, led by a man named Matteo Ricci, demonstrated their ability to predict solar eclipses which were important in Chinese culture, they also showed off inventions like the clock, prism, eyeglasses, and musical instruments. Most of these “European inventions” were derived from earlier Chinese and Middle Eastern breakthroughs that reached Europe through trade. In some cases, the Portuguese presented the Ming and Qing officials with innovations of technology that started centuries before in China. Matteo Ricci learned to speak and write classical Chinese and was the first European allowed into the emperor’s Forbidden City. The Portuguese in return learned a great deal from their Chinese hosts and brought their observations of Chinese culture back to Europe which spurred more interest in travel to and trade with East Asia.

Initially, the Christian missionaries were successful. At the height of their activities during the early Qing dynasty, several hundred court officials and around 300,000 regular Chinese people had converted. This did not last long. In the mid 1700s emperors started to suppress Christian activities in China.

4. What did the Chinese want from the Europeans?

5. What evidence is there of cultural diffusion between the Chinese and the Portuguese? What impact might this have on their cultures?

Directions: Read through the article entitled "1492: The Prequel" written by Nicholas D. Kristof that appeared in the New York Times Magazine in 1999 and answer the questions that follow. Kristof is a well-respected columnist who has been writing for the New York Times since 1984.

1492: The Prequel

By NICHOLAS D. KRISTOF

New York Times Magazine, June 6, 1999

Decades before Columbus, Zheng He sailed from China with 300 ships and 28,000 men. His fleet got as far as Africa and could have easily reached America, but the Chinese turned back. What happened?

Between 1405 and 1433, Zheng He led seven major **expeditions**, commanding the largest armada the world would see for the next five centuries. Not until World War I did the West mount anything comparable. Zheng He's fleet included 28,000 sailors on 300 ships, the longest of which were 400 feet. By comparison, Columbus in 1492 had 90 sailors on three ships, the biggest of which was 85 feet long. Zheng He's ships also had advanced design elements that would not be introduced in Europe for another 350 years, including balanced rudders and watertight bulwark compartments.



Zheng He's armada was the largest the world would know for 500 years. The grandest vessels had nine masts and were 400 feet long. By comparison, Columbus's largest ship measured 85 feet.

The sophistication of Zheng He's fleet underscores just how far ahead of the West the East once was. Indeed, except for the period of the Roman Empire, China had been wealthier, more advanced and more cosmopolitan than any place in Europe for several thousand years. Hangzhou, for example, had a population in excess of a million during the time it was China's capital (in the 12th century), and records suggest that as early as the 7th century, the city of Guangzhou had 200,000 foreign residents: Arabs, Persians, Malays, Indians, Africans and Turks. By contrast, the largest city in Europe in 1400 was probably Paris, with a total population of slightly more than 100,000.

A half-century before Columbus, Zheng He had reached East Africa and learned about Europe from Arab traders. The Chinese could easily have continued around the Cape of Good Hope and established direct trade with Europe. But as they saw it, Europe was a backward region, and China had little interest in the wool, beads and wine Europe had to trade. Africa had what China wanted -- ivory, medicines, spices, exotic woods, even specimens of native wildlife.

In Zheng He's time, China and India together accounted for more than half of the world's gross national product, as they have for most of human history. Even as recently as 1820, China accounted for 29 percent of the global economy and India another 16 percent, according to the calculations of Angus Maddison, a leading British economic historian.

Asia's retreat into relative **isolation** after the expeditions of Zheng He amounted to a catastrophic missed opportunity, one that laid the groundwork for the rise of Europe and, eventually, America. Westerners often

attribute their economic advantage today to the intelligence, democratic habits or hard work of their forebears, but a more important reason may well have been the folly of 15th-century Chinese rulers...

...Still, it was not the outcome of a single power struggle in the 1440's that cost China its worldly influence. Historians offer a host of reasons for why Asia eventually lost its way economically and was late to industrialize; two and a half reasons seem most convincing.

The first is that Asia was simply not greedy enough. The dominant social ethos in ancient China was Confucianism and in India it was caste, with the result that the elites in both nations looked down their noses at business. Ancient China cared about many things -- prestige, honor, culture, arts, education, ancestors, religion, filial piety -- but making money came far down the list. Confucius had specifically declared that it was wrong for a man to make a distant voyage while his parents were alive, and he had condemned profit as the concern of "a little man." As it was, Zheng He's ships were built on such a grand scale and carried such lavish gifts to foreign leaders that the voyages were not the huge money spinners they could have been.

In contrast to Asia, Europe was consumed with greed. Portugal led the age of discovery in the 15th century largely because it wanted spices, a precious commodity; it was the hope of profits that drove its ships steadily farther down the African coast and eventually around the Horn to Asia. The profits of this trade could be vast: Magellan's crew once sold a cargo of 26 tons of cloves for 10,000 times the cost.

A second reason for Asia's economic stagnation is more difficult to articulate but has to do with what might be called a culture of complacency. China and India shared a tendency to look inward, a devotion to past ideals and methods, a respect for authority and a suspicion of new ideas. David S. Landes, a Harvard economist, has written of ancient China's "intellectual xenophobia"...These are all different ways of describing the same economic and intellectual complacency.

Chinese elites regarded their country as the "Middle Kingdom" and believed they had nothing to learn from barbarians abroad. India exhibited much of the same self-satisfaction. "Indians didn't go to Portugal not because they couldn't but because they didn't want to," mused M. P. Sridharan, a historian, as we sat talking on the porch of his home in Calicut.

The 15th-century Portuguese were the opposite. Because of its coastline and fishing industry, Portugal always looked to the sea, yet rivalries with Spain and other countries shut it out of the Mediterranean trade. So the only way for Portugal to get at the wealth of the East was by conquering the oceans.

The half reason is simply that China was a single nation while Europe was many. When the Confucian scholars reasserted control in Beijing and banned shipping, their policy mistake condemned all of China. In contrast, European countries committed economic suicide selectively. So when Portugal slipped into a quasi-Chinese mind-set in the 16th century, slaughtering Jews and burning heretics and driving astronomers and scientists abroad, Holland and England were free to take up the slack.

...If ancient China had been greedier and more outward-looking, if other traders had followed in Zheng He's wake and then continued on, Asia might well have dominated Africa and even Europe. Chinese might have settled in not only Malaysia and Singapore, but also in East Africa, the Pacific Islands, even in America....

All this might seem fanciful, and yet in Zheng He's time the prospect of a New World settled by the Spanish or English would have seemed infinitely more remote than a New World made by the Chinese. How different would history have been had Zheng He continued on to America? The mind rebels; the ramifications are almost too overwhelming to contemplate. So consider just one: this magazine would have been published in Chinese.

Source: Nicholas D. Kristof, "1492: The Prequel." New York Times Magazine, June 6, 1999.
<http://partners.nytimes.com/library/magazine/millennium/m3/kristof.html>

1. Kristof claims that Ming China and Zheng He's voyages shows that the East was once "far ahead" of the West. What evidence does he use to support that claim?

2. Why didn't the Chinese continue to Europe for trade?

3. Kristof claims that "Asia's retreat into relative isolation after the expeditions of Zheng He amounted to a catastrophic missed opportunity." In your own words, what does this phrase mean?

What opportunity was missed?

One person's opportunity may be a disadvantage to someone else. In this scenario, who might see the "retreat into isolation" as a "missed opportunity?" Who might see this retreat as a positive turn in history? Explain.

4. Explain each of the two and half reasons that Kristof discusses for "why Asia eventually lost its way and was late to industrialize."

<i>Reason 1</i>	<i>Reason 2</i>	<i>Reason 3</i>

5. Using evidence from this article and your understanding of global history, answer Kristof's question: "How different would history have been had Zheng He continued on to America?"

Why did Europeans want to explore the world the late 1400s?

Objective: Analyze social, political and economic motivations for European exploration.

Directions: Read the texts and examine the images below that explain the reasons why Europeans wanted to explore the world in the late 1400s. Answer the questions that accompany each section, the complete the synthesis task at the end.

Cause #1: Interest in the East

Though Western Europe was isolated from trade with Asia during most of the Middle Ages, the Crusades and books by travelers like Marco Polo kept Europeans interested in the lands east of the Mediterranean Sea. Stories about the riches of China and India, and the limited availability of goods like silk and spices from those areas fueled European desire for adventure and profit.

1. Why were Europeans interested in exploring Asia?



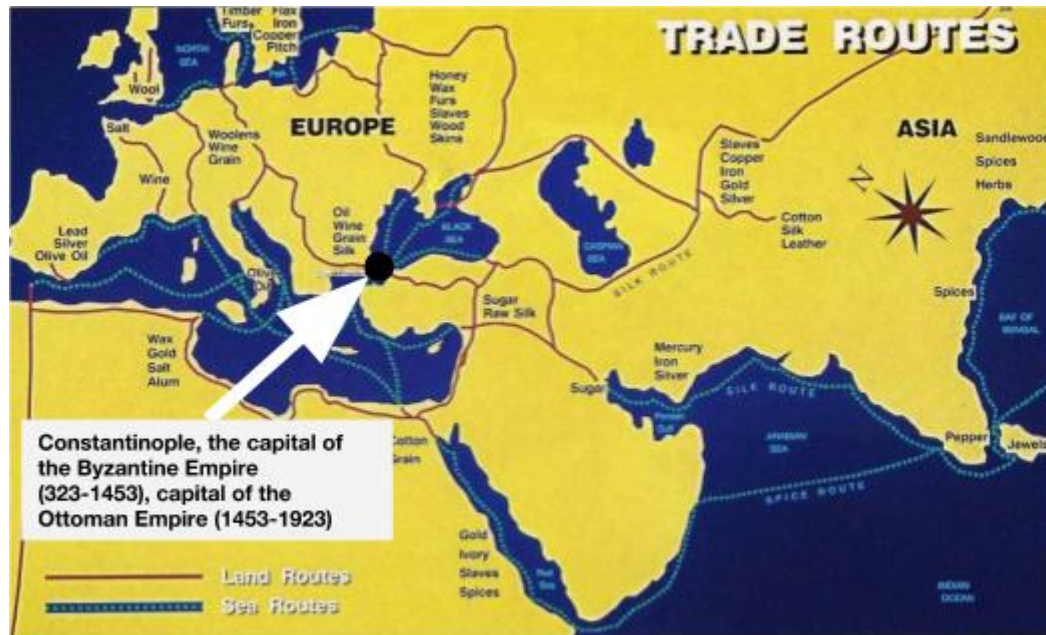
A page from a medieval printing of The Adventures of Marco Polo depicting a Mongol battle against the King of Mein.

Source: http://en.wikipedia.org/wiki/File:Marco_Polo,_Il_Milione,_Chapter_CXXIII_and_CXXIV_Cropped.jpg

Cause #2: Ottoman Influence and Pricey Spices

Access to Trade in the Middle Ages through Christian Allies

In the **Middle Ages**, Europeans had access to spices and other goods from Asia because they could easily trade with the **Byzantine Empire**, a **Christian** empire that controlled the city of **Constantinople** which was a crossroads for trade.



Source: <http://teachersites.schoolworld.com/webpages/GHurst/files/traderoutesofbyzantium.jpg>



Source: Farah and Karls, World History, The Human Experience, Glencoe/McGraw-Hill (adapted from the NYS Global History and Geography Regents Examination, August 2007)

2. In the Middle Ages, why was the relationship with the Byzantine Empire important for Western Europeans?

Ottoman Control in the Eastern Mediterranean

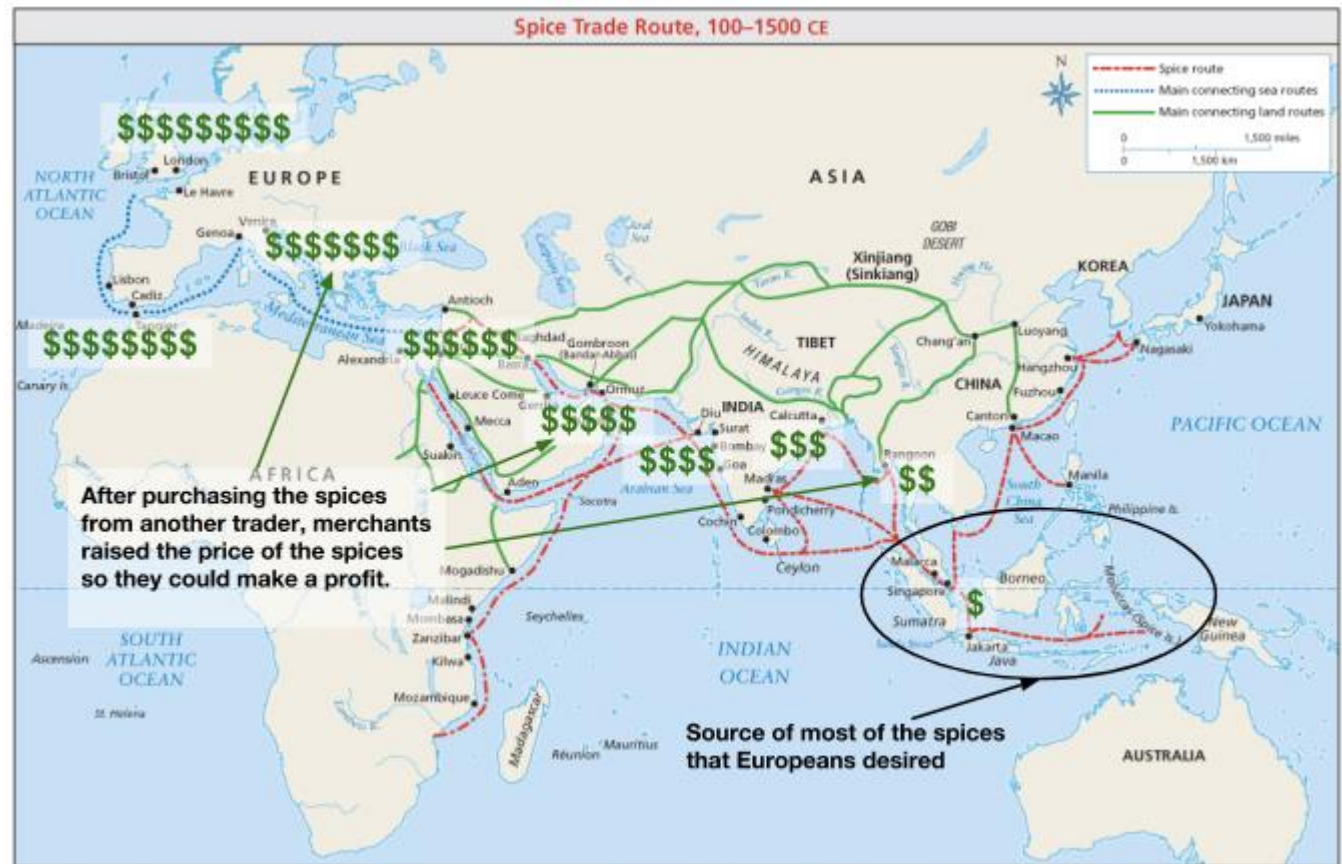
Then, in 1453, the **Ottoman Empire conquered Constantinople** and continued to expand in the 1500s under the rule of **Suleiman on the Magnificent**. It became increasingly more difficult to trade through the Ottoman Empire because of European Crusades that created distrust between the Muslim Ottomans and the Christian Europeans. Italian city-states like Genoa, Milan, Florence, and Venice had a good trading relationship with the Ottomans and became wealthy from what they imported from the Middle East, but other European countries wanted access to the trade as well.



3. What effect did the expansion of the Ottoman Empire have on trade between Western Europe and Asia?

Increasingly Expensive Trade

Europeans wanted more goods from Asia, especially **gold** and **spices** like pepper, cinnamon, cardamom, ginger, and turmeric, but by the time the spices travelled from southeast Asia to Europe they were incredibly expensive. To get spices to Europe, they travelled from southeast Asia in caravans along the Silk Roads or on ships in the Indian Ocean to the Middle East where they were then shipped across the Mediterranean Sea to European markets. It was rare for one trader to buy the spices in southeast Asia and take them all the way to Europe. Instead, **the spices were bought and sold many times from their origin to their final destination.** To make a profit, **every merchant that bought the spices from another raised the price** so, buying pepper in Malaysia was cheapest, India was a little more expensive, buying it in the Middle East was more expensive still, then the price went up in Constantinople, it was bumped up higher in Venice, and so on and so forth all the way through Europe. Spices in places as far away as Portugal, Spain, or England were so expensive that only the wealthiest Europeans could afford them.



© Infobase Publishing

Source: Adapted from <https://s-media-cache-ak0.pinimg.com/originals/88/97/9e/88979ee770de80ec57acb3831e1ed000.jpg>

4. Why were spices so expensive in Western Europe?

5. If you lived in Western Europe and wanted spices for less money, what would you do?

Cause #3: Religious Zeal [enthusiasm; passion]



Source: http://commons.wikimedia.org/wiki/File:Age_of_Caliphs.png

One Spanish soldier who helped conquer the Americas wrote that he joined the exploration to “serve **God** and His Majesty [the King of Spain], **to give light to those who were in darkness**, and to grow rich, as all men desire to do.” For that soldier and for many Europeans, spreading Christianity was an important reason for going too far away lands.

Portugal and Spain were the first European countries to send ships out on trading expeditions. Both countries were located on the Iberian Peninsula, the region of Europe that is closest to North Africa, only separated by the Strait of Gibraltar. In the 700s, Muslim forces invaded from North Africa and settled in parts of both Portugal and Spain. For almost 800 years there were battles between Christian (Roman Catholic) forces and Muslims over the land. The Christian monarchs and Popes declared **Crusades** to rally forces against Muslims. In the 1200s, the momentum swung in favor of the Christian armies and in 1492 the Muslim government that controlled Granada signed a treaty with Ferdinand and Isabella, the King and Queen of Spain, finally ending what the Christians called the *Reconquista*, the reconquering of the Iberian Peninsula.

After 800 years of fighting religious wars, the Portuguese and Spanish turned their devotion to the Catholic Church to those they encountered through exploration. Explorers were **sponsored (funded) by the Catholic**

Kings and Queens of their countries. They viewed voyages to the coast of Africa and eventually to the Indian Ocean and the Americas as **opportunities to convert people to their faith.** They believed that their religion was the only true religion and that it would benefit them and the soon-to-be converts if they spread the lessons of the Bible. Many ships had priests on board for the sailors and to teach the people they encountered about Christianity.

6. Why was “religious zeal” one of the causes for European exploration?

Cause #4: Mercantilism: An Absolute Monarch's Policy for Economic Power

At the end of the 15th century, **absolute monarchs** ruled in almost every country in Europe. The monarchs of Spain, France, Portugal, England, the Holy Roman Empire, and other areas **centralized the power in their countries** by raising large armies, controlling the people of their countries through harsh laws and military force, and tied their rule to God through the theory of divine right.

Absolute monarchs and the officials working in their governments followed an economic policy that we now call **mercantilism**. Mercantilists believed that a country was strongest if it had a lot of gold and silver, so monarchs did everything they could to get it. There were two methods for filling their treasuries with gold and silver:

1. Maintain a **Favorable Balance of Trade**

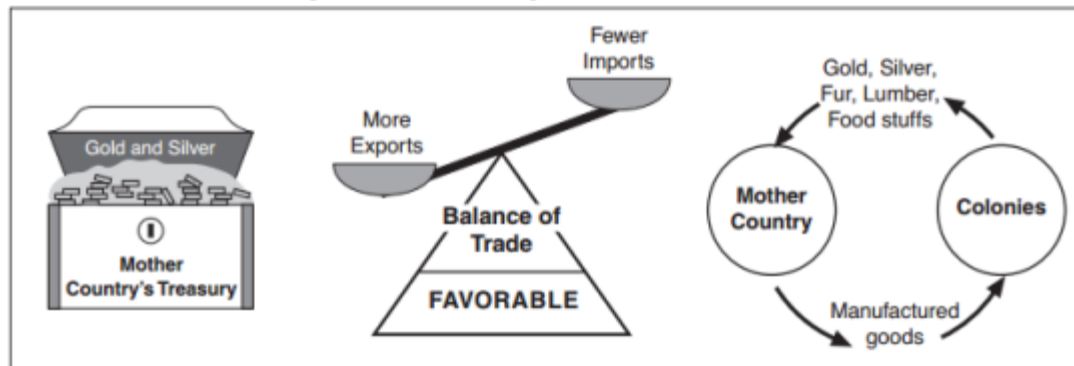
When thinking about **mercantilism**, imagine a whole country as one business and the absolute monarch is the CEO. If the country sells (exports) more than it buys (imports), it will have more money (gold and silver). For absolute monarchs, a “favorable” balance of trade one with a lot more exports than imports.

2. Establish **Colonies**, Import their Raw Materials, and Sell Good Manufactured

Absolute monarch saw establishing colonies as a great way to bring in silver and gold through mining and through trade. When explorers were sent out to Africa, Asia, or the Americas, the kings and/or queens that sent them hoped they would find **new sources of gold and silver**. Monarchs also hoped to find people they could trade with. They wanted to **buy raw materials** (fur, crops, lumber) at a **low price** from the inhabitants they encountered, then bring those goods back to the mother country where the raw materials would be turned into manufactured goods like clothing and **sold back to the colonies at a higher price**.

By following the policy of **mercantilism** monarchs hoped to get more gold and silver that they could then use to pay for larger and more modern armies that they could use to conquer more area and continue to secure more silver and gold.

Important Concepts of Mercantilism



7. If you were an absolute monarch who followed the theory of mercantilism, what steps would you take to make your kingdom wealthier and more powerful (list at least two)?

8. Why did the theory of mercantilism motivate European monarchs to sponsor explorers?

Synthesis Task

Using the information provided on the previous pages, **write a paragraph in which you:**

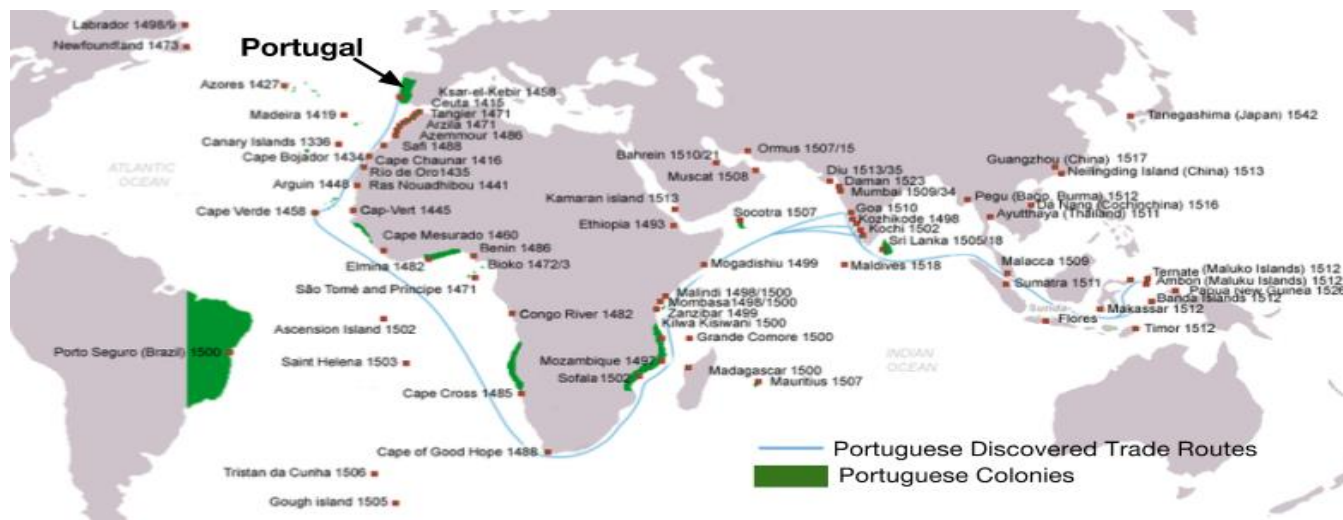
- **explain why the Age of Exploration started** (be sure to discuss all four of the causes mentioned)
- **select which cause you feel was the most significant and explain why**

How did transoceanic trade routes impact trade networks in the Eastern Hemisphere?

Objective: Describe how transoceanic trade routes impacted trade networks in the Eastern Hemisphere.

Portugal Takes the Lead in the Age of Exploration

Portugal was the **first European country to embark on expeditions** during the Age of Exploration. Portugal's **location** was one of the reasons it was the first country to sponsor explorers looking for new routes to the Indian Ocean. Portugal is a country that is **furthest west** in Europe and it has **a lot of coastline**, so **sailing** had always been an important part of its culture and there were a lot of sailors with **experience in the Atlantic Ocean**. Also, Portugal does not face the Mediterranean Sea, so the trade routes that connected other European countries, like Italy to the Middle East were not easily accessible. The Portuguese, therefore, wanted another route to access the Indian Ocean spice trade and were in a good position to explore before the rest of Europe.



Source: http://commons.wikimedia.org/wiki/File:Portuguese_discoveries_and_explorationsV2en.png

1. How did Portugal's location contribute to its exploration in the 15th century?

Prince Henry the Navigator (1394 - 1460), Portugal

Judging by his name, you might think that Henry the Navigator was a great explorer with extraordinary navigating skills. Truth is, Prince Henry of Portugal never set sail on voyages of discovery. A nobleman of English, French, and Spanish ancestry, Prince Henry gained his reputation by sponsoring many voyages of discovery along the western coast of Africa.

Prince Henry had several reasons for dispatching his expeditions. He hoped to find rumored Christian allies, add to geographic knowledge, and perhaps find a sea route to the Orient. But he also hoped to find gold. For centuries gold objects from sub-Saharan Africa had made their way to Europe. Some Portuguese even believed that the objects came from a "River of Gold." If only this gold supply could be found, Henry's costly expeditions could begin to pay for themselves and perhaps even strengthen Portugal's economy.

Source: "Prince Henry the Navigator," Africans in Africa, <http://www.pbs.org/wgbh/aia/part1/1p259.html>



Prince Henry the Navigator

Source: http://commons.wikimedia.org/wiki/File:Henry_the_Navigator1.jpg

Prince Henry the Navigator, was not an explorer. How did he contribute to Portuguese exploration?

Portuguese Explorers and Their Achievements

Bartholomeus Dias

Area of exploration: coast of western Africa



Voyages of Bartholomeu Dias (1487-88)

Source: http://commons.wikimedia.org/wiki/File:Bartholomeu_Dias_Voyage.PNG

Main expedition: 1488, rounded the southernmost tip of Africa

Goal of exploration: find a water route to Asia

Impact: Días led the Portuguese closer to discovering a water route to Asia.

Vasco de Gamma

Area of exploration: coast of western Africa

Main expedition: 1498, rounded the southernmost tip of Africa and reached India

Goal of exploration: find a water route to Asia

Impact: Da Gama found a water route to Asia and brought back a small but impressive collection of jewels and spices, which encouraged further exploration.



Portuguese Trade Routes First Sailed by Vasco da Gama

Source: http://commons.wikimedia.org/wiki/File:Map_of_Portuguese_Carreira_da_India.gif

How did Días and da Gama contribute to achieving the Portuguese goal of directly entering the Indian Ocean trade?

Journal of the First Voyage of Vasco da Gama to India, 1497–1499

The *Journal of the First Voyage of Vasco da Gama to India, 1497-1499* was written by one of the members of da Gama's crew on the first trip from Portugal, around the Cape of Good Hope on the southern end of Africa and to India. Though we know the names of da Gama's crew, historians are not certain which sailor wrote the journal. The document describes the voyage to India and contact with different peoples on the coasts of Africa and India. It discusses diseases, plants and animals, hostages, titles and professions, weapons of war, food, precious stones, navigational challenges, and much else. The book also includes a description of some of the kingdoms in Asia, a list of spices and other merchandise and their prices, and a vocabulary of the Calicut language. Vasco da Gama's voyage around the Cape of Good Hope to India was an event of enormous historical significance. Apart from being one of the great acts of European seamanship, it laid the basis for the Portuguese Empire, which lasted for centuries, and it established new contacts between Europe and the civilizations of Asia, marking an early milestone in the process that later came to be called "globalization."



Vasco da Gama lands at Calicut, May 20, 1498. c. 1880.

Source: <http://www.wdl.org/en/item/10068/>

Excerpt from Journal of the First Voyage of Vasco da Gama to India, 1497–1499

Directions: Read through the account of da Gama's visit to Calicut and answer the questions in the right-hand column.

[Calicut.]

[Arrival.] That night [May 20] we anchored two leagues [about seven miles] from the city of Calicut[...]After we were at anchor, four boats approached us from the land, who asked of what nation we were. We told them, and they then pointed out Calicut to us.

On the following day [May 21] these same boats came again alongside, when the captain-major [Vasco da Gama] sent one of the convicts [men who were convicted of a crime in Portugal but were allowed to serve on da Gama's crew] to Calicut, and those with whom he went took him to two Moors from Tunis [likely Muslim exiles from Spain], who could speak Castilian and Genoese. The first greeting that he received was in these words: "May the Devil take thee! What brought you hither?" They asked what he sought so far away from home, and he told them that we came in search of Christians and of spices.

...After this conversation they took him [da Gama] to their lodgings and gave him wheaten bread and honey. When he had eaten he returned to the ships, accompanied by one of the Moors, who was, no sooner on board, than he said these words: "A lucky venture, a lucky venture! Plenty of rubies, plenty of emeralds! You owe great thanks to God, for having brought you to a country holding such riches!" We were greatly astonished to hear his talk, for we never expected to hear our language spoken so far away from Portugal.

...

[Presents for the King.]

On Tuesday [May 29] the captain got ready the following things to be sent to the king [that ruled Calicut]: ...our scarlet hoods, six hats, four strings of coral, a case containing six wash-hand basins, a case of sugar, two casks

1. Based on this journal excerpt, who was part of da Gama's crew?

2. According to this document, why did da Gama and his crew come to Calicut, India?

3. Why did "the Moor" describe the Portuguese voyage as "a lucky venture?"

of oil, and two of honey. And as it is the custom not to send anything to the king without the knowledge of the Moor, his factor, and of the bale [governor], the captain informed them of his intention. They came, and when they saw the present they laughed at it, saying that it was not a thing to offer to a king, that the poorest merchant from Mecca, or any other part of India, gave more, and that if he wanted to make a present it should be in gold, as the king would not accept such things. When the captain heard this he grew sad, and said that he had brought no gold, that, moreover, he was no merchant, but an ambassador; that he gave of that which he had, which was his own [private gift] and not the king's; that if the King of Portugal ordered him to return he would intrust him with far richer presents...When the captain saw that they were determined not to forward his present, he said, that as they would not allow him to send his present to the palace he would go to speak to the king, and would then return to the ships. They approved of this...

[A Second Audience, May 30.]

On Wednesday morning the Moors returned, and took the captain to the palace, and us others with him. The palace was crowded with armed men. Our captain was kept waiting with his conductors for fully four long hours, outside a door, which was only opened when the king sent word to admit him...The king then said that he had told him that he came from a very rich kingdom, and yet had brought him nothing...To this the captain rejoined that he had brought nothing, because the object of his voyage was merely to make discoveries, but that when other ships came he would then see what they brought him...

The king then asked what it was he had come to discover: stones or men? If he came to discover men, as he said, why had he brought nothing?

...The king then asked what kind of merchandise was to be found in his country. The captain said there was much corn, cloth, iron, bronze, and many other things. The king asked whether he had any merchandise with him. The captain replied that he had a little of each sort, as samples, and that if permitted to return to the ships he would order it to be landed, and that meantime four or five men would remain at the lodgings assigned them. The king said no! He might take all his people with him, securely moor his ships, land his merchandise, and sell it to the best advantage. Having taken leave of the king the captain returned to his lodgings, and we with him. As it was already late no attempt was made to depart that night.

4. What gifts did da Gama want to give the king?

5. How did "the Moor, his factor, and the bale" react to the gifts? Why did they react in that way?

6. According to this account, what questions did the king ask da Gama?

7. What do these questions suggest about the king's motivations for meeting with the Portuguese?

8. Is this a reliable account? Why or why not? What should the reader keep in mind while reading it?

The Dutch and English follow Portugal into the Indian Ocean

The Portuguese found a direct route to the Indian Ocean Trade Complex before any other European country, but it did not take long for other kings and queens to finance their own trading expeditions. The **Dutch** and **English** were the next countries to round the tip of Africa in search of wealth. Each of these countries financed and organized their expeditions through **joint-stock companies**.

The Dutch in the Indian Ocean

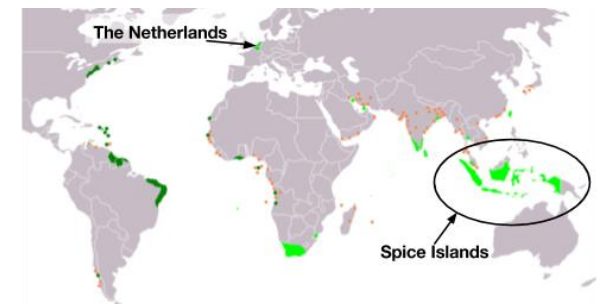
Watch this excerpt from [“The V.O.C. the Dutch East India Company”](#) (start-3:30), examine the map, and read the text below, then answer the questions that follow.

In 1602 the Dutch East India Company, whose initials in Dutch are V.O.C., was founded by the government of the Netherlands, wealthy investors, and merchants, and given a monopoly on Dutch trade in Asia.

For two hundred years, the Dutch East India Company competed with Portuguese and English merchants to gain control of the spice trade. The Dutch government gave the company the right to use military force to establish trading outposts for the empire and to rule those areas like a government. The VOC in Asia was even run by a person called the “governor-general.”

When indigenous groups, or other European traders did not want to trade with the Dutch or trade on their terms, they went to war. For example, in 1619, Jan Pieterszoon Coen was appointed Governor-General of the VOC. He was not afraid to use brute force to put the VOC in control of its trading centers. On May 30 that year, Coen, backed by a force of nineteen ships, stormed Jayakarta, Indonesia, driving out the indigenous forces that had been fighting to get rid of the Dutch, and from the ashes, established a city called Batavia as the VOC headquarters. In the 1620s, almost the entire native population of Banda Islands, the source of nutmeg was deported, driven away, starved to death or killed in an attempt to replace them with Dutch colonial slave labor.

Source: Adapted from “Dutch East India Company,” New World Encyclopedia. http://www.newworldencyclopedia.org/entry/Dutch_East_India_Company



The Dutch Empire in the 16th Century
Source: <http://commons.wikimedia.org/wiki/File:DutchEmpire15.png>

1. What goods were the Dutch interested in from the “East Indies?”

2. What did the Dutch build in the cities they controlled in Asia?

3. Where did the Dutch have control in Asia?

4. What methods did the Dutch East India Company use to control trade in Indonesia?

The British in the Indian Ocean

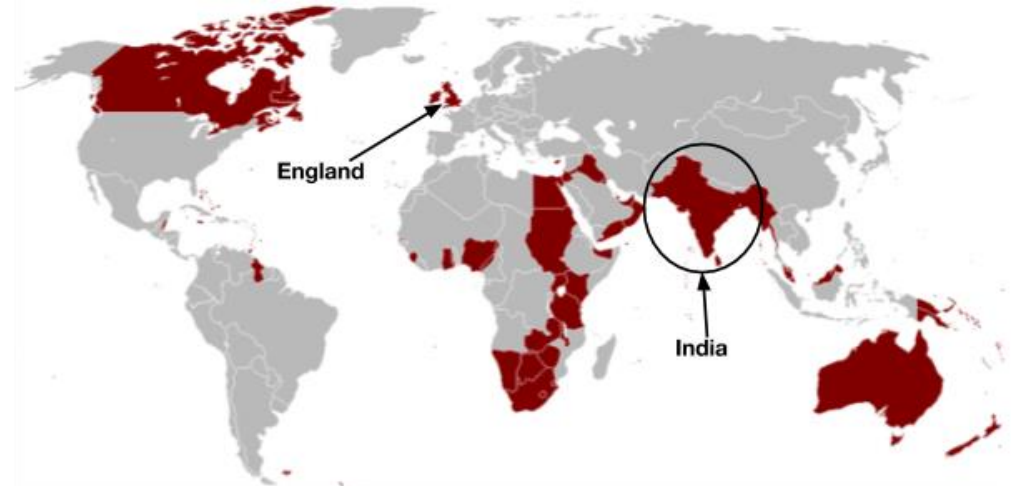
Watch this video “[Timelines.tv History of Britian, East India Company](#)” examine the map, and read the text below, then answer the questions that follow.

The **British East India Company**, was a **joint-stock company** which was granted an English Royal Charter [contract] by Elizabeth I on December 31, 1600, with the intention of favoring trade privileges in India. The Royal Charter effectively gave company a monopoly on trade in the Indian Ocean and later, gave it the power to use military force to practically rule India until 1858 when the British government itself took over.

The British East India Company started out as a strictly commercial enterprise. The goal was to make money for the company’s shareholders. The company tried, but failed to compete with the Dutch in the spice islands in Indonesia, and so they looked elsewhere to establish trade relationships. Eventually, ships belonging to the company arrived in India, docking at Surat, which was established as a trade transit point in 1608. In the next two years, it managed to build its first factory (as the trading posts were known) in the town of Machilipatnam in the Coromandel Coast in the Bay of Bengal.

The company found the Moghul emperor, Jahangir, to be cooperative and they reported high profits from trade in India. Jahangir and the Indian traders prefer to work with the British over the Portuguese because of the Portuguese cartaz system. In 1612, the British earned the Mughal emperor’s favor by defeating the Portuguese in the Battle of Swally. This started the end of Portuguese involvement in India and established the British as the premier European force in India. This event also started the process of transforming the British East India Company from a group of merchants, to an organization with military force.

Jahangir signed a treaty that gave the British rights to reside and build factories [trading posts] in Indian coastal cities. By 1647, the company had twenty-three factories and ninety employees in India. In 1634 the Mughal emperor extended his hospitality to the English traders to the region of Bengal and in 1717 completely waived customs duties for the trade. The company's mainstay businesses were by now in cotton, silk, indigo, saltpeter, and tea. All the while, it was making inroads into the Dutch monopoly of the spice trade in the Malaccan straits. In 1711 the company established a trading post in Canton (Guangzhou), China, to trade tea for silver.



A map of the British Empire in 1921 when it was at its height. Its dominance of India started in the 1600s.

Adapted from: http://en.wikipedia.org/wiki/File:British_Empire_1921.png

By a series of five acts around 1670, King Charles II provisioned the company with the rights to **autonomous territorial acquisitions**, to mint money, to command fortresses and troops, to form alliances, to make war and peace, and to exercise both civil and criminal jurisdiction over the acquired areas. The company, surrounded by trading competitors, other imperial powers, and sometimes hostile native rulers, experienced a growing need for protection. The freedom to manage its military affairs thus came as a welcome boon and the company rapidly raised its own armed forces in the 1680s, mainly drawn from the indigenous local population. By 1689 the company was arguably a "nation" in the Indian mainland, independently administering the vast presidencies of Bengal, Madras, and Bombay and possessing a formidable and intimidating military strength. From 1698 the company was entitled to use the motto "Auspicio Regis et Senatus Angliae" meaning, "Under the patronage of the King and Parliament of England."

Source: Adapted from "British East India Company," New World Encyclopedia. http://www.newworldencyclopedia.org/entry/British_East_India_Company

1. What was the original purpose of the British East India Company?

2. How did the British gain the favor of the Mughal emperor, Jahangir?

3. The reading states:

"By a series of five acts around 1670, King Charles II provisioned the company with the rights to autonomous territorial acquisitions, to mint money, to command fortresses and troops, to form alliances, to make war and peace, and to exercise both civil and criminal jurisdiction over the acquired areas."

How did the powers granted by King Charles II differ from the original purpose of the British East India Company?

4. Based on the information you have right now, predict what might happen between the British and the Indians in the future.

How did new technological advances impact European exploration and transoceanic trade routes?

Objective: Describe how new technological advances influenced impacted European exploration and transoceanic trade routes.



Source: Miguel Leon-Portilla, ed., *The Broken Spears: The Aztec Account of the Conquest of Mexico*, Beacon Press (adapted)

The image to the left is a depiction of what it might have looked like when the Spanish forces attacked the Aztec city of Tenochtitlan. The Spanish defeated the Aztecs despite being greatly outnumbered. To get to Tenochtitlan, the Spanish had to sail over 5,000 miles on uncharted ocean.

What technology and knowledge did the Spanish need to get to Tenochtitlan?

Based on the image to the left, what technology and knowledge did the Spanish need to defeat the Aztecs?

The knowledge and technology that came to Western Europe through contact with other societies and through innovations as a result of the Renaissance and Scientific Revolution, made it possible for the Age of Exploration to begin and contributed to their ability to conquer the inhabitants of the lands they traveled to.

How did new technological advances impact European exploration and transoceanic trade routes?

The Caravel



Portuguese Caravel, 1502.

Source:

http://commons.wikimedia.org/wiki/File:Caravela_de_armada_of_Joao_Serrao.jpg



[Video about Columbus' caravel, the Nina](#)

The caravel was a small, fast, and highly maneuverable ship developed in the 15th century by the Portuguese that uses triangular lateen sails. The caravel used lateen sails which were probably invented by the Greeks around 100 CE, but may have been invented in the Western Indian Ocean and popularized by Arab traders in the Indian Ocean.

Notes

How did new technological advances impact European exploration and transoceanic trade routes?

Advantages of Caravel	Uses of Caravel
<ul style="list-style-type: none">• Fast• Maneuverable• Easy to sail in shallow waters• Able to sail downwind using square sails	<ul style="list-style-type: none">• Carrying cargo• Fighting wars• Pirating• Exploring the Americas

The Compass

The compass is a device that uses magnetic forces to help the user determine which direction is North. The compass helped travelers more accurately determine which direction they were headed which was especially difficult at sea and on cloudy nights when one could not use the stars to navigate. It was invented in China during the Han Dynasty and its use spread to Western Europe through trade routes in the Indian Ocean and Silk Roads, to the Middle East and through the Mediterranean Sea.

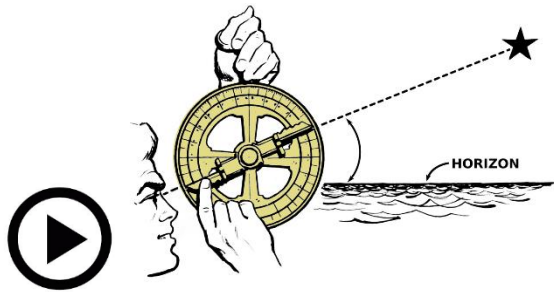


Notes

How did new technological advances impact European exploration and transoceanic trade routes?

The Astrolabe

An astrolabe is a device that allows one to determine their latitude and the time of day by “sighting” a star through the astrolabe and using the markings on the device. The astrolabe enables a person to determine their latitude and the time of day which was useful for navigation and determining distance traveled. It is not certain if they invented it, but Arab traders and mathematicians were most well known for using the astrolabe during the 600s CE and spreading the technology to other societies.



[TED Ed Video on an Astrolabe](#)

Notes

How did new technological advances impact European exploration and transoceanic trade routes?

Gunpowder and Firearms



Image of Ottoman soldiers carrying long-barrelled muskets.

Gunpowder was invented in China in the Tang Dynasty (9th century), but it was not until the 1200s that the Chinese started using gunpowder to launch projectiles in warfare. Gunpowder and its use as a weapon spread west. The Ottoman Empire used cannons and long-barrelled muskets (pictured below) in to expand their empire and conquer Constantinople. That technology spread to Western Europe where, by the 15th century, cannons and muskets were a regular part of warfare.

Notes

How did new technological advances impact European exploration and transoceanic trade routes?

Portolani

Portolani were detailed charts [maps] that provided navigators with valuable information like the shape of coastlines, distance between ports, and compass bearings. Due to the mathematical and scientific advances in the Renaissance and Scientific Revolution, sailors and much more accurate maps.



Reproduction of Jorge de Aguiar's chart of the Mediterranean, Western Europe and African Coast (1492).

Source: http://commons.wikimedia.org/wiki/File:Jorge_Aguiar_1492_MR.jpg

Notes

How did new technological advances impact European exploration and transoceanic trade routes?

Synthesis Task

Choose **three** of the technological innovations described above and for **each**:

- describe the technology
- identify where it originated
- explain how the technology came to be used by Europeans during the Age of Exploration (think about trade)
- explain how the technology made exploration of the world by boat possible

What role did Ferdinand and Isabella, king and queen of Spain, have in Spanish exploration?

Directions: Read the passage below and answer the question that follows.



Ferdinand and Isabella
(1469- 1504)

Source: <http://commons.wikimedia.org/wiki/File:IsabellaofCastile05.jpg>

Columbus first presented his plan for a western route to the Indies to the court of Portugal in 1485. The king's experts believed that the route would be longer than Columbus thought (the actual distance is even longer than the Portuguese believed), and they denied Columbus' request. Then, he tried to get backing from the monarchs **Ferdinand II** of Aragon and **Isabella I** of Castile, who, by marrying, had united the largest kingdoms of **Spain** and were ruling them together.

After seven years of lobbying at the Spanish court, where he was kept on a salary to prevent him from taking his ideas elsewhere, Columbus was **finally successful in convincing Ferdinand and Isabella to approve his voyage in 1492.**

About half of the financing came from private Italian investors, whom Columbus had already lined up. Financially broken from wars against Muslims in the Iberian peninsula, the monarchs left it to the royal treasurer to shift funds among various royal accounts on behalf of the enterprise. According to the contract that Columbus made with the King and Queen, if Columbus discovered any new islands or mainland, he would:

- Be given the rank of Admiral of the Ocean Sea (Atlantic Ocean)
- Be appointed Viceroy and Governor of all the new lands
- Have the right to nominate three persons, from whom the sovereigns would choose one, for any office in the new lands
- Be entitled to 10 percent of all the revenues from the new lands in perpetuity; this part was denied to him in the contract, although it was one of his demands
- Have the option of buying one-eighth interest in any commercial venture with the new lands and receive one-eighth of the profits

The terms were extraordinary, but as his own son later wrote, the monarchs did not really expect him to return.

Spain, tenuously unified through the marriage of Ferdinand and Isabella, then suddenly unified in faith in the Catholic Church after an eight century struggle with the Muslims—followed by the expulsion of the Jews that same eventful year of 1492—was desperate for a competitive edge over Portugal. The Portuguese had managed to circumnavigate Africa and were poised to establish trade with "the East Indies" (all of Asia). The Canaries, the Azores and the Madeira island groups had all been discovered within the past century. If nothing else, Columbus's scheme might turn up more islands, and in the unlikely event he was right about reaching "Farther India" in the western sea—and actually returned—it would have been a gamble worth taking.

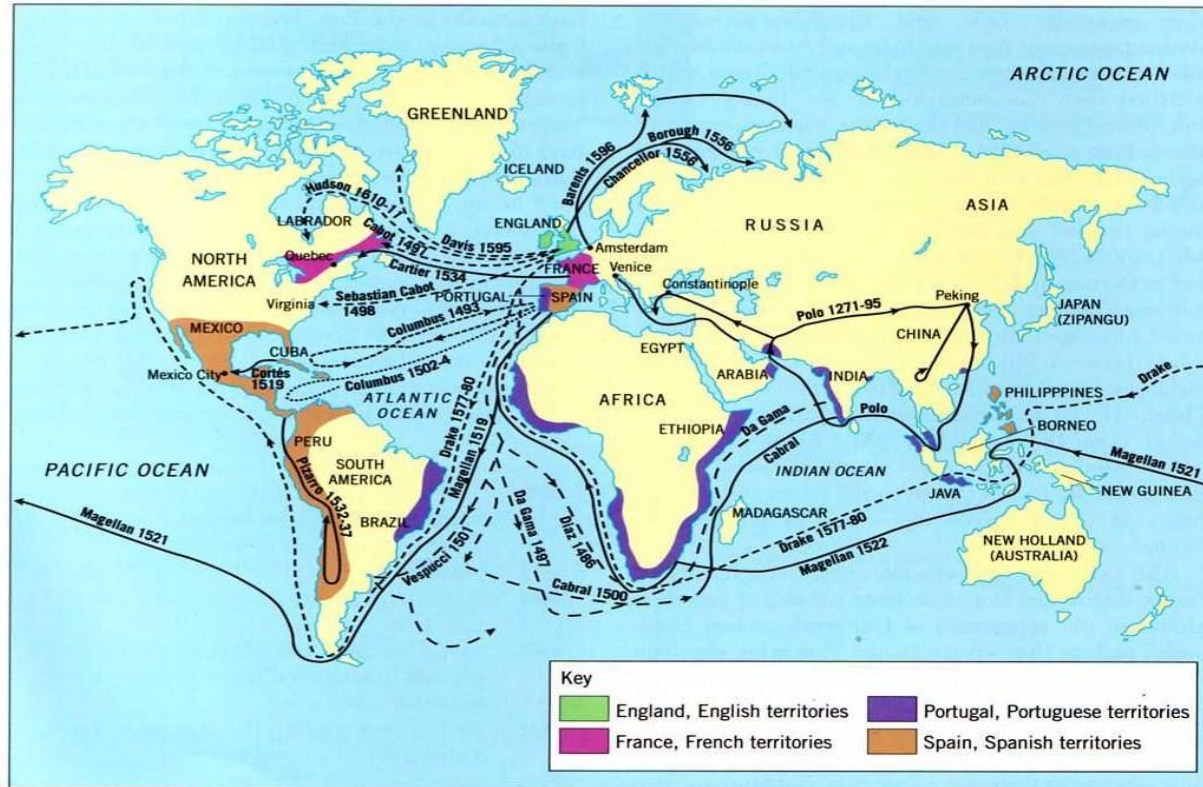
Source: Adapted from "Christopher Columbus," New World Encyclopedia. http://www.newworldencyclopedia.org/entry/Christopher_Columbus

1. Could Christopher Columbus have sailed to the Americas without Ferdinand and Isabella's support? Explain.

Columbus's "discovery" sparked interest in the "New World" in Spain and other European countries. Soon, the Spanish, British, Dutch, Portuguese, and French sent expeditions to explore the new world in hopes of finding gold, glory, and indigenous people to convert to Christianity.

European Exploration 15th-17th Centuries

Map 18.1 World Exploration, 1271–1295; 1486–1611.



Source <http://coursesite.uhcl.edu/HS/Whitec/ximages/mapslobes/world/EuroExploColo.jpg>

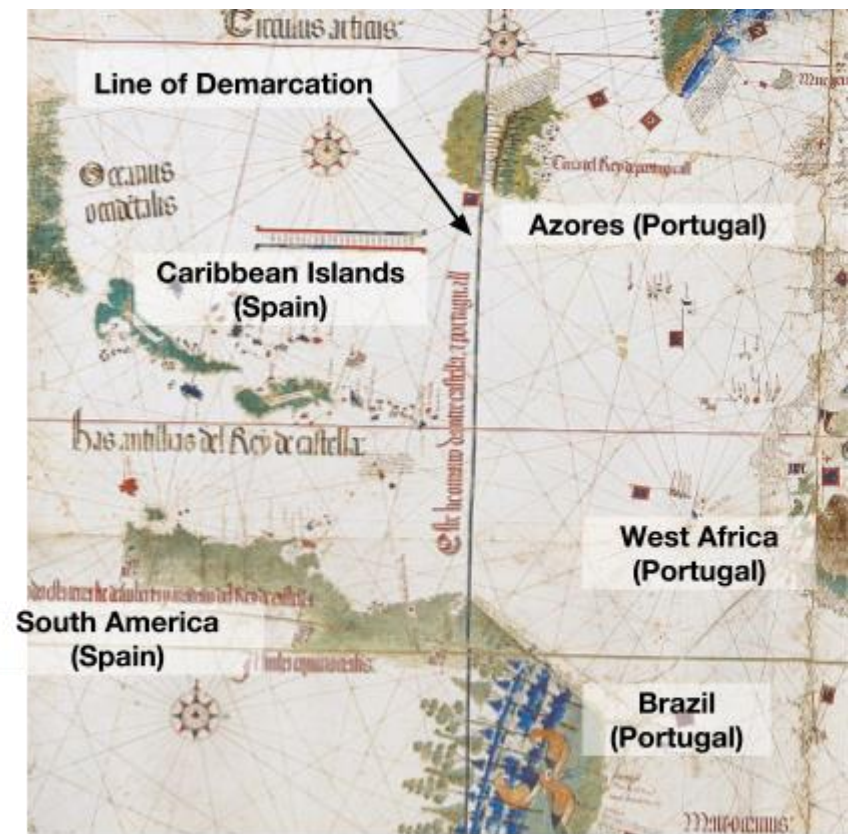
Predict. What impact do you think these explorations will have on the people living in the Americas already? How might multiple European powers interact with one another in the Americas, Africa, and Asia?

Treaty of Tordesillas, 1494

In the late 1400s and early 1500s, Portugal and Spain, both of which were ruled by Catholic monarchs, were the first countries to explore new trade routes and discover new lands. Even before Columbus landed in the Caribbean, the two countries argued over who had ownership over territory that their sailors found and mapped independently.

In 1494, they approached the one organization that had authority over both rulers to settle their disputes. The Spanish and Portuguese monarchs left the question of ownership over new lands to Pope Alexander VI. The Pope simply drew a **line of demarcation** [separation] between the Azores, islands off the coast of Europe already discovered by the Portuguese, and the islands discovered by Columbus. The Pope proposed that all **lands discovered to the east of the line would belong to the Portuguese**, and that all **lands discovered to the west of the line would belong to the Spanish**. In the **Treaty of Tordesillas**, the Spanish and Portuguese agreed to the Pope's compromise.

Because of the Treaty of Tordesillas, the Spanish spent most of their effort exploring and conquering the western hemisphere, while the Portuguese devoted their time and power to Africa and the Indian Ocean. Unfortunately for the Portuguese, who did not yet know what was west of the line of demarcation, most of South America with the exception of the eastern tip which later became Brazil, was controlled by the Spanish.



Map drawn in 1502 depicting the line of demarcation according to the Treaty of Tordesillas.

Source: http://en.wikipedia.org/wiki/File:Cantino_west.jpg

1. What were the effects of the Treaty of Tordesillas?

2. How might the world be different today if the Pope had never created the line of demarcation?

Why were the Spanish able to conquer the Aztecs and Inca?

Objective: Explain why the Spanish were able to conquer the Aztecs and Inca despite being outnumbered.

In search of wealth, glory, and indigenous people to convert to Christianity, companies of Spanish conquistadors ventured into the American continent.

The two most well known expeditions, were those that led to the conquest of powerful empires that already existed in the Americas: the Aztecs and Inca. The first, led by a conquistador named **Hernando Cortes**, defeated the Aztecs (1518-1520). The second was led by **Francisco Pizarro** in 1532 during which he and his fellow conquistadors conquered the Inca.

Directions: Read the descriptions of the conquests of the Aztecs and Inca below, then answer the questions that follow. As you read, note the similarities and differences between the two stories.

Conquest of the Aztecs



"The Conquest of Tenochtitlán," Unknown artists, Mexico; second half of 17th century; oil on canvas.

Source: http://en.wikipedia.org/wiki/File:The_Conquest_of_Tenochtitlan.jpg

In 1519, Hernan Cortes, a conquistador and the Chief Magistrate of Santiago, Cuba, a land already settled by the Spanish, landed on the coast of Mexico with 450 soldiers to lead an expedition in hopes of riches. There were previous reports of a great empire and gold in the area. On his way to the Aztec capital city of Tenochtitlan, Cortes fought and defeated other Mexican tribes, who then became the Spaniards' allies. Many of the tribes that Cortes came in contact with were ruled by the Aztecs and resented the power they had over them. Those tribes saw working with the Spanish as an opportunity to defeat the Aztecs and to gain power for themselves.

On November 8, 1519, Cortes, his men, and his native Mexican allies were welcomed into Tenochtitlan by the Aztec ruler Moctezuma. Cortes took Moctezuma captive and held him

Conquest of the Inca



The meeting between Francisco Pizarro and the Inca emperor Atahualpa. Drawn by Felipe Guáman Poma de Ayala an Inca man who fought for indigenous rights and wrote the book *El Primer Nueva Corónica y Buen Gobierno*.

Source: http://commons.wikimedia.org/wiki/File:Atawallpa_Pizarro_tinkuy.jpg

In 1532, after reports of gold, silver, and emeralds in Ecuador, Francisco Pizarro, Hernando de Soto, and 180 other Spanish conquistadors mounted an expedition into South America hoping to find wealth and glory.

At one point in their journey, De Soto was sent to explore new lands and returned to Pizarro with men that were sent by the Inca emperor Atahualpa to invite Pizarro and his men to meet with him.

At the time, the Inca empire was divided and engaged in a civil war. Pizarro formed alliances with tribes who opposed the Inca. In addition, the entire Inca empire was suffering from an epidemic of smallpox which decimated the population.

After two months of marching, Pizarro and his troops came to one of the Inca king's retreats near Cajamarca to meet with him. De Soto met with the king but Atahualpa told the Spaniard to leave the Inca empire saying he would "be no man's tributary." In response, Pizarro

prisoner in one of the Aztec palaces. Cortes demanded gold and other valuables as ransom.

At the same time, the Spanish Governor in the Americas, who felt that Cortes had exceeded his authority, landed in Mexico with 800 soldiers to arrest him. Cortes left Tenochtitlan to deal with the Governor. He ambushed the Governor's troops, forced them to surrender, imprisoned the governor, and integrated the newly arrived soldiers into his own army and returned to Tenochtitlan.

While he was away, the Spanish soldiers in Tenochtitlan massacred 10,000 Aztecs during a festival, according to one source. The atrocity turned the Aztecs in the city and in the surrounding lands against the Spanish. They drove the Spanish into one of the palaces. Cortes, his new troops, and native allies managed to get to the other Spaniards in the palace. The Aztecs prevented the Spanish from getting any supplies, and finding no use for him, the Spanish killed Moctezuma.

After a difficult and bloody escape from Tenochtitlan, Cortes and his men regrouped in the area around the Aztec capital. Cortes visited tribes that were conquered and controlled by the Aztecs to try and win allies. He was willing to promise them anything so he could take over Tenochtitlan, though the Spanish government later denied any rights those tribes claimed to land or riches. Because of the harsh rule of the Aztecs, the Spanish gained the support of a large number of tribes.

During this time, the Aztecs also regrouped. They repaired their city from the damage the Spanish caused, but they also suffered from a smallpox epidemic brought to the city by the Spanish that killed many in the capital.

Cortes returned to Tenochtitlan to conquer it with new supplies from the Spanish in Cuba, 86 horsemen, 118 crossbowmen and arquebusiers, and 700 Spanish foot soldiers, and an expanded group of warriors from allied tribes.

Cortes started his assault on the Aztec capital by cutting off the city's freshwater supply and preventing any food from getting into the city in an attempt to starve the inhabitants. Then, when it came time to attack, he sent troops on boats assembled on Lake Texcoco in which Tenochtitlan was centered, and invaded the city through its causeways.

It took eighty days for the Spanish to defeat the Aztecs. Two-hundred and forty thousand Aztecs are estimated to have died, and only 900 of Cortes's troops survived. Though they did not benefit from the victory in the long run, the Spanish success was largely due to the efforts of Cortes' Indian allies who might have numbered as many as 200,000.

Source: Adapted from "Battle of Tenochtitlan," New World Encyclopedia.

http://www.newworldencyclopedia.org/entry/Battle_of_Tenochtitlan#cite_note-atlas-3

organized his troops, attacked Atahualpa's army and captured him in what became known as the Battle of Cajamarca. Thousands of Inca died in the battle, but none of the Spanish soldiers did. Pizarro executed Atahualpa's 12-man honor guard and held the king for ransom. Though the Inca filled one room with gold and two with silver, Pizarro executed Atahualpa on August 29, 1533.

A year later, Pizarro invaded Cuzco, the capital of the Inca empire, with indigenous troops and with it sealed the conquest of the Inca.

Adapted from "Francisco Pizarro," New World Encyclopedia.

http://www.newworldencyclopedia.org/entry/Francisco_Pizarro#Conquest_of_Peru_.281532.29

1. How were the conquests of the Aztecs and Inca similar?

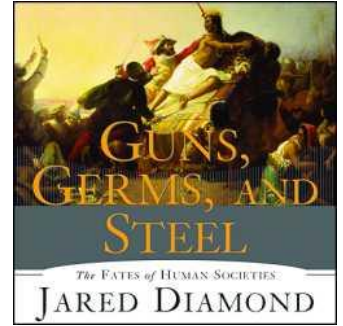
2. What was different about the conquests of the Aztecs and Inca?

3. Why do you think the Spanish were able to defeat the Aztecs and Inca?

Why were the Spanish able to conquer the Aztecs and Inca despite being outnumbered and in a foreign land?

Despite being outnumbered in unfamiliar areas, the Spanish troops led by Cortes in Mexico and Pizarro in Peru were able to easily defeated the Aztecs and Inca. Why?

One scholar named **Jared Diamond** wrote a book called *Guns, Germs, and Steel* in which he argues that the reason for European domination did not have to do with intelligence or race, but geography. He claims that the European access to large domesticated animals and the diseases they produced, the materials needed to make advanced weapons, and the collective knowledge of other societies in Europe, Asia, and Africa, made it possible for the Spanish to defeat the isolated native Americans.

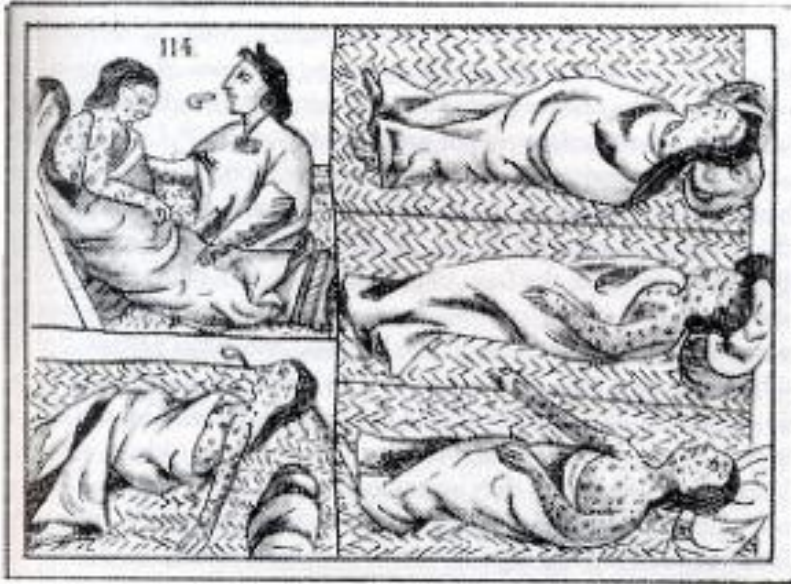


Directions: As you watch excerpts of [the video “Guns, Germs, and Steel.”](#) explain each of the factors that Diamond believes led to the conquest of the Americas in the spaces below.

If time allows, start video at 59:05. If not, skip to the sections indicated below.

Guns (1:10:45- 1:13:02)	Steel (1:13:02- 1:17:10)	Collective Learning (1:22:36- 1:28:35)	Horses (1:33:31- 1:35:45)	Germs (1:36:35- 1:44:20)
<p>Why did the Spanish have guns, but the Inca did not?</p> <p>What effect did arquebuses on have the Inca?</p>	<p>Why did Europeans have the technology to create effective swords, but the Inca did not?</p>	<p>How did collections of books like the one featured in the video help the Spanish defeat the Inca?</p> <p>What innovations helped the creation and spread of books in Eurasia?</p> <p>Why didn't the Inca have writing even though the Aztecs did?</p>	<p>Why were the Spanish horses such an effective weapon against the Inca?</p>	<p>Why were Europeans exposed to smallpox before the 1600s, but the Inca were not?</p> <p>Why was smallpox so devastating for the native americans but not for the Europeans?</p> <p>What impact did smallpox have on the Spanish conquest of the Aztecs and Inca?</p>

A Deadly Disease: *Smallpox*



Purpose for Reading: As you look at the images and read the text, identify how **smallpox made it easier for the Spanish to conquer the Americas.**

. . . an epidemic broke out, a sickness of pustules. It began in Tepeilhuitl. Large bumps spread on people; some were entirely covered. . . . [The victims] could no longer walk about, but lay in their dwellings and sleeping places, . . . And when they made a motion, they called out loudly. The pustules that covered people caused great desolation; very many people died of them, and many just starved to death; starvation reigned, and no one took care of others any longer.

Source: Excerpt and illustration from Sahagún, *Historia general de las cosas de Nueva España*, c. 1575-1580; ed., tr., James Lockhart, *We People Here: Nahuatl Accounts of the Conquest Mexico* (Univ. of California Press, 1993)

[...] But weapons alone can't account for the breathtaking speed with which the indigenous population of the New World were completely wiped out.

Within just a few generations, the continents of the Americas were virtually emptied of their native inhabitants – some academics estimate that approximately 20 million people may have died in the years following the European invasion – up to 95% of the population of the Americas.

No medieval force, no matter how bloodthirsty, could have achieved such enormous levels of genocide. Instead, Europeans were aided by a deadly secret weapon they weren't even aware they were carrying: Smallpox.

Smallpox is a viral infection which usually enters the body through the nose or throat. From here the virus travels to the lungs, where it multiplies and spreads to the lymphatic system. Within a few days, large pustules begin to appear all over the victim's skin.

Starting with the hands and the face, and then spreading to cover the rest of the body, each blister is packed full of smallpox DNA. If punctured, these blisters become highly infectious, projecting fresh smallpox particles into the air and onto surrounding surfaces -such as someone else's skin. It is a disease that requires close human contact to replicate and survive. [...]

Yet the people of the New World had no history of prior exposure to these germs. They farmed only one large mammal – the llama – and even this was geographically isolated. The llama was never kept indoors, it wasn't milked and only occasionally eaten – so the people of the New World were not troubled by cross-species viral infection.

When the Europeans arrived, carrying germs which thrived in dense, semi-urban populations, the indigenous people of the Americas were effectively doomed. They had never experienced smallpox, measles or flu before, and the viruses tore through the continent, killing an estimated 90% of Native Americans.

Smallpox is believed to have arrived in the Americas in 1520 on a Spanish ship sailing from Cuba, carried by an infected African slave. As soon as the party landed in Mexico, the infection began its deadly voyage through the continent. Even before the arrival of Pizarro, smallpox had already devastated the Inca Empire, killing the Emperor Huayna Capac and unleashing a bitter civil war that distracted and weakened his successor, Atahualpa.

In the era of global conquest which followed, European colonizers were assisted around the world by the germs which they carried. A 1713 smallpox epidemic in the Cape of Good Hope decimated the South African Khoi San people, rendering them incapable of resisting the process of colonization. European germs also wreaked devastation on the aboriginal communities of Australia and New Zealand.

Source "The Story Of... Smallpox – and other Deadly Eurasian Germs": <http://www.pbs.org/gunsgermsteel/variables/smallpox.html>

1. According to the documents above, how did smallpox help the Spanish to gain, consolidate, and maintain power in their colonies?

2. What impact did the introduction of smallpox have on the growth of African slavery?

3. What impact did the introduction of smallpox have on the population of the indigenous people?

If Columbus Had not Called.....

Fagan, Brian. History Today. London: May 1992. Vol. 42, pg. 30.

These great towns ... and buildings rising from the water, all made of stone, seemed like an enchanted vision ... Indeed some of our soldiers asked whether it was not all a dream'. Conquistador Bernal Diaz wrote his description of the Aztec capital, Tenochtitlan, when an old man in his eighties. So vivid were the memories left by his first glimpse of Aztec civilisation that it is as if he had gazed at the gleaming city only yesterday. Diaz relished an old man's memories, then added: 'Today all that I then saw is overthrown and destroyed'.

'Nothing is left standing...' Diaz wrote the literal truth. Today, the architectural, cultural, and material legacy of the Aztecs lies beneath the streets of modern Mexico City. Thousands of Aztecs perished from exotic diseases, others from harsh treatment and the rigours of forced labour. Zealous friars burned priceless codices and did all they could to destroy all traces of the old order. 'Know ye that we are much busied ... to convert the infidel ... five hundred temples razed to the ground', reported Bishop Zumarraga a decade after the Conquest.

By 1530, not only the Aztecs but dozens of other Mesoamerican kingdoms large and small had crumbled in the face of the newcomers. More than 3,000 years of indigenous civilisation disintegrated within a few generations, replaced by totally alien cultural traditions. Few civilisations in history have come to such an abrupt full stop, which prompts a fascinating question: what would have happened if the conquistadors had not arrived, if these remarkable, complex societies had continued to flourish and evolve in isolation? Some telling clues from prehistory provide at least a partial answer.

By sixteenth-century standards, Aztec civilisation was big business, an empire ruled by a tiny nobility that controlled the destinies of more than 5 million people. The boundaries of the empire extended from northern Mexico into Guatemala, from the Gulf Coast to the Pacific Ocean. Aztec domains encompassed mountainous highlands, harsh deserts, and lowland tropical rain forests. When Hernan Cortes and his conquistadors landed in Vera Cruz in 1519, the Aztec emperor Moctezuma presided over a kingdom at the height of its power and prosperity. He held his empire together with a network of alliances, by a ruthless system of tribute and tax collecting, by force, and through a compelling religious ideology. Everything in this uneasy kingdom flowed to the centre, to Moctezuma's capital, Tenochtitlan.

Tenochtitlan came as a shock to the conquistadors. Its vast market rivalled those of Seville and Constantinople. Diaz estimated that more than 20,000 people frequented it daily, 50,000 on market days. Canals linked the central plaza and market with outlying communities and the patchwork of swamp gardens that fed more than 600,000 people in the vicinity of the capital. Products from every corner of the Aztec empire flooded into Tenochtitlan--gold and silver, bright tropical feathers, capes and jade ornaments, and food stuffs of every kind. Brightly painted pyramids and temples overlooked the central precincts. Atop the highest, stood the bloodstained shrines of Huitzilopochtli and Tlaloc, where hundreds of human sacrificial victims climbed to their deaths each year.

Two centuries later, Tenochtitlan was the greatest city in the Americas and one of the largest in the world. Like Maya civilisation, the great city of Teotihuacan, and other Mesoamerican states, Aztec civilisation arose with dizzying speed. Within two centuries, the Aztec rose from complete obscurity to become rulers of the Mesoamerican world.

The Aztecs believed that their world of the Fifth Sun began on the summit of the Pyramid of the Sun at Teotihuacan. But it was a finite world, one destined to end in a swarm of earthquakes. There was a strong undercurrent of fatalism in Aztec thinking, which may have played a role in their rapid collapse at the hands of Hernan Cortes and his conquistadors.

The Aztecs empire extended from coast to coast, encompassing every kind of environment imaginable. Moctezuma and his predecessors presided over an empire that was an uneasy patchwork of conquests and alliances, held together by harsh tribute assessments and centralised government. They used all the devices open to despots to maintain their hold on power. In 1487, for example, the tlatoani (ruler) Ahuitzotl dedicated the Temple of Huitzilopochtli at ceremonies attended by every subject leader in his domains. Hundreds died on Tenochtitlan's sacrificial altars. Ahuitzotl showed 'his grandeur to all the nations, the magnificence of the empire and the courage of his people' according to Diego Duran. His vassals watched as tribute from all corners of his domains was paraded before them. 'They saw that the Aztecs were masters of the entire world'.

By 1519, the empire was in trouble. Tenochtitlan and its gods fed on conquest, more conquest, and still more conquest. The Aztec rulers were obsessed with prestige, appeasement of the gods, and military prowess. They were locked into a vicious cycle that forced them to expand and conquer simply to obtain more victims and tribute. By the time Moctezuma ascended the throne in 1502, the empire was over-extended and the god Huitzilopochtli in desperate need of a more temperate diet.

Mexican historian Miguel Leon-Portilla believes Aztec wise men turned to what he calls 'flower and song', poetic inspiration that contained glimpses of the truth. Aztec culture was one of metaphors and mathematical calculations, of ardent militarism opposed

by a philosophical search for beauty, combined with more pacifist ideals. Thus, the appearance of Cortes in the year One Reed, the year of Quetzalcoatl's predicted return, had a powerful effect on educated men schooled in a world of violence and deep humanism.

On the surface, Aztec society was intensely militaristic, one where to die in battle or as a prisoner of war on the sacrificial altar was an ultimate privilege. The Aztec state depended on conformity and conquest, on the anonymous labours of tens of thousands of people in the service of the gods, and of a tiny minority of privileged rulers and nobles. In this respect, it was no different from much earlier pre-industrial states in distant Mesopotamia, which also rose and declined with great rapidity as the authority of rulers waxed and waned.

For all their harshness, Moctezuma and his predecessors were at the helm of a glittering empire that had gone out of control, beset by potential rebellion on every side. The sheer logistics of occupying and administering conquered lands were beyond a state without wheeled transport, beasts of burden, and horses.

Native Americans domesticated a truly astounding range of plants, not only maize, beans, and hundreds of varieties of potatoes, but a myriad of lesser crops too. They were among the most expert of farmers in the world in 1492. Today, these crops and others like amaranth, feed millions of people all over the world. But the Aztecs tamed only a handful of animals--the alpaca, the llama, the turkey, and the dog among them. All of them were relatively small, none of them capable of carrying heavy loads or pulling carts.

Had Cortes not arrived at the gates of Tenochtitlan, we can be certain that the Aztec empire would have collapsed into its constituent parts within a relatively short time. There were serious dissensions within Moctezuma's domains, so much so that Cortes found it easy to recruit powerful Aztec allies to his cause, leaders who saw political advantage in toppling their hated masters. Over-extended, operating militarily at the outer limits of logistics based on human backs, and unable to impose its will, the empire would have collapsed rapidly, leaving a political vacuum throughout Mesoamerica.

Without the ability to communicate effectively over long distances and varied terrain, it is difficult to see how any Mesoamerican civilisation, however sophisticated, would have achieved a higher level of integration, or greater political stability. Almost certainly, the long-term cycles of sudden prominence and collapse would have continued indefinitely, not because the Mesoamericans were incapable of governing larger polities, but simply because they lacked the domesticated animals to free them from the limitations of human porters and the smaller scale labours of human hands.

For centuries, the lords of the southern lowlands waxed prosperous on the labours of their subjects. As local populations rose, more and more swampland was taken under cultivation. As the centuries went on, competition between neighbouring polities sharpened. Competing Maya lords engaged in frenzied diplomacy and constant war, placing ever harsher demands on their subjects, overstressing both society and the environment at every turn. Then Maya society simply collapsed under the weight of its overburden, as crop yields fell and the village farmer was unable to support his lords.

In time, however, the lords became arrogant, placing ever higher demands on their subjects. When the environmental crisis came and crop yields fell, the people lost faith in their rulers. They dispersed into smaller communities and villages, abandoning the great centres. The gravity of Maya power moved into the northern Yucatan, to survive in a more cosmopolitan form until the arrival of the Spaniards in 1517.

What would have happened if the Aztecs and Maya had owned domesticated asses, cattle, and horses, wheeled vehicles, and ocean-going sailing ships? Would great Mesoamerican empires have extended across the northern Mexican deserts into the south-west? Would seagoing trade routes have linked Tenochtitlan with the Gulf Coast and the powerful chiefdoms of southeastern North America? We know that balsa rafts from Andean states brought precious metals to Mesoamerica, that there were at least tenuous contacts between the Andes and central America. Would wheeled carts and sailing ships have forged a vast native American empire stretching from the highland Andes to Mexico? Given the brilliance and complexity of fifteenth-century American civilisation, one can certainly assume that the future course of local history would have been different. And one can certainly be sure that Cortes and his ragtag adventurers would have been lucky to escape with their lives.

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Cortez's bridge to survival

Peter G Tsouras. Military History. Herndon: Dec 2003. Vol. 20, Iss. 5; pg. 58

Cortez had boasted to the new Spanish troops that he was bringing them to a magical place of unimaginable riches that had fallen utterly into his hands. The fabled romances that had enlivened the imaginations of generations of Spaniards paled before the reality of Tenochtitlan. It was the jewel of the Americas, larger and better ordered than any city in Europe, with more than a third of a million inhabitants. Set on an island in the arm of one of the interconnecting blue lakes in the Valley of Mexico, it was breathtaking. Snowcapped mountains surrounded a valley lush with fields and orchards, and dotted with white cities filled with teeming populations. Tenochtitlan itself was crisscrossed with canals, fed by two great aqueducts and linked to the mainland by three causeways. Immense palaces and high temples jutted up everywhere, a blaze of color.

The moment he landed in Mexico, he heard of the vast Mexica empire, rich beyond the dreams of avarice. Disregarding his orders, he struck out for its capital in the highlands. Luck followed in audacity's train. The Mexica emperor, Montezuma II, was a rigid and morbidly superstitious monarch. Cortez had had the grand fortune to arrive in the year of the Mesoamerican calendar called One Reed, the year associated with the founder of the vanished Toltec empire, the mythical Quetzalcoatl, who had departed in that year in a ship to the east vowing to return. Montezuma instantly assumed Cortez was the returned god or, at least, god-sent. This was his undoing. The Mexica imperial idea had been based on the assertion that the Mexica were the heirs of the Toltec brilliance, the touchstone of legitimacy. Now the imperial founder had returned to reclaim his due. Montezuma was paralyzed by doubt and fear fed by Cortez's ability to turn every danger on the road to Tenochtitlan into a triumph. Ominously he even converted the Mexicas' most dangerous enemies, the Tlaxcalans, into staunch allies.

Cortez's entry into Tenochtitlan was immortalized as the meeting of two worlds when he encountered Montezuma on the edge of the southern causeway. Montezuma had apparently suffered a nervous breakdown in the days before and now welcomed Cortez with his 500 Spaniards and 5,000 Tlaxcalan allies.

Cortez coolly exploited the situation, but its inherent danger drove his captains to demand the seizure of Montezuma himself. Cortez led a band of 40 men to the emperor's palace and at sword point forced him back to the Spanish compound. Montezuma suppressed every attempt by his own people to resist the Spaniards. He denounced rebellious lords, even his own brother, Cuitlahuac, to Cortez, who imprisoned them all in his compound. Firmly in control, the Spaniards began to loot the empire, melting its gold and silver religious and artistic masterpieces.

In one week Cortez had made himself the effective ruler of a functioning empire of more than 5 million souls and soon was sending the required Royal Fifth of the treasure directly back to Spain. That excited the anger and jealousy of the governor of Cuba, who stripped Cuba of Spaniards of fighting age and sent them to Mexico to arrest Cortez.

The Mexica [native populations] had already been preparing for war, but upon leaving the palace on June 25, Cuitlahuac, as captain-general, immediately provided them with three vital elements: firm unity of command, the plan of operations to destroy the "criminals" [Spanish] and the political will to fight to the finish. There would be no negotiations.

One of the Spaniards, Bemal Diaz del Castillo, described the tenacity of the Mexica: "I declare that I do not know how to describe it, for neither cannon nor muskets nor crossbows availed, nor hand-to-hand fighting, nor killing thirty or forty of them every time we charged, for they still fought on in as close ranks and with more energy than in the beginning. Sometimes when we were gaining a little ground or a part of the street, they pretended to retreat, but it was merely to induce us to follow them and cut us off from our fortress and quarters, so as to fall on us in greater safety to themselves, believing that we could not return to our quarters alive, for they did us much damage when we were retreating.

Although many Mexica were killed, each engagement left a few more Spaniards killed and many more wounded. Casualties among the Tlaxcalans were extremely heavy because the Mexica fought them on even terms. The Mexica and their allies easily replaced every man lost. Mexica warriors were every bit as courageous as the

Spaniards, but their skills and weaponry were 4,000 years out of date. Steel allowed the Spanish to develop a swordsmanship that employed the thrust rather than the overhand swing required of the obsidian-edged, paddle-shaped club, or macahuitl, wielded by the Mexica. The very act of reaching back for such a swing opened the warrior to a swift thrust, and two inches of steel will kill a man. Additionally, the Spanish fought in disciplined ranks much like the Roman legion.

Spanish armies in Europe were embarking on a 100-year reign of superiority by using a very Roman-like sword-and-buckler formation called the *tercio*. Like the legion, it was a lethal killing machine. The Gauls, whose metals technology was in no way inferior to the Romans and whose physical stature was indeed superior, succumbed to the same killing machine of sword thrusts. Beyond their swordsmanship, the Spanish had a major firepower advantage with their cannons, arquebuses and crossbows. In addition, Mexica atlatl darts and arrows were not powerful enough to penetrate Spanish steel or the quilted cotton armor of the Indians so favored by the Spaniards for its lightness and strength. Mexica missiles and edged weapons were more likely to cause numerous wounds. The Spaniards feared only the sling stones, which could crack skulls or break arms with great effectiveness.

The centuries-long Reconquista of the Iberian Peninsula from Islam had bred the most efficiently martial force in Europe and imbued the Spanish with an indomitable will to conquer, along with an unshakable belief in their Christian cause. Not the least of Cortez's advantages was the Spanish horse, a major battle-field weapon that trampled its way through the most stout-hearted band of Mexica. Despite those advantages, however, Cuitlahuac's strategy was checking Spanish skill, steel and steeds. Time and numbers were on his side.

The equation was equally clear to Cortez, who now played his last card. He forced Montezuma up to the compound rooftop to order his people to cease their attacks. As the crowd hushed, four Mexica captains came to the base of the wall from which he spoke to tell him they had elected Cuitlahuac as emperor. The crowds reverence immediately turned, and they unleashed a hail of missiles at Montezuma. He was struck in the head by a stone and earned below. He died three days later.

Cortez decided to make one more sortie to deliver such a beating to the Mexica that they would sue for peace on better terms. He led a major assault using four mobile wooden towers filled with arquebusiers, crossbowmen and cannons pulled by Tlaxcalans, supported by 500 Spaniards and 3,000 more Tlaxcalan infantry. His aim was to assault by ladder the large buildings that controlled a major bridge leading out of the city. The attack collapsed as Cuitlahuac unleashed numerous squadrons that threatened to engulf the force. Mexica broke up the towers with heavy stones hurled from above. The Spanish were lucky to scurry back into the palace. From the tall surrounding buildings, missiles were taking an increasing toll on the defenders, especially the Tlaxcalans.

Seeing that the moment called for personal leadership, Cortez led the fourth assault, a shield strapped to his wounded left hand. Preceded by the fire of crossbows and arquebuses, he led the attack against a storm of arrows, darts, stones and even logs that carried away many of his men. Every steep step was contested, leaving it slippery with blood. Men grappled and fell over the sides to their deaths, still clawing at each other. Finally the Spaniards and Tlaxcalans made their way to the top, killing most of the defenders and hurling some priests over the side; others leaped off the top rather than surrender. The Spaniards threw the idol of Huitzilopochtli down the steps and set the temple houses afire. The Tlaxcalans must have shouted in triumph as the temple burned, for that was the Mesoamerican symbol of a fallen city. The enraged Mexica fell, squadron by squadron, on the Spaniards and Tlaxcalans who were trying to return to the safety of the compound. Cortez's secretary gave a final salute to the fallen Mexica: "Five hundred Indians died like brave men, and if their weapons had been equal [to ours] they would have killed more than they lost, so strong was the place and such was their courage."

Moments before, the Spaniards had been at the point of destruction. Now all that stood before them were the mounds of Mexica corpses. It was a bittersweet victory. The banner of Huitzilopochtli was a small trophy indeed compared to the control of the Mexica empire that Cortez had exercised. But Cortez had lived to fight another day, and his will to victory had been tempered to an implacable diamond hardness by the ordeal. He had lost the first battle for Tenochtitlan. He was determined that there would be a second...but that is another story.

[Author Affiliation]

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Using the article as your reference, complete the evaluation below by determining its origin, purpose, values, and limitations. You should attempt to answer all of the questions asked for each evaluative piece.

<p><u>ORIGIN</u></p> <ul style="list-style-type: none"> • When was the document published? • Who is the author? Is the author a credible source? (Where does he/she teach? How many books have they published?) • Who published the document? Is the publishing company credible? (Limitation?) 	
<p><u>PURPOSE</u></p> <ul style="list-style-type: none"> • Who is the document written for? Who is the intended audience? • What is the question that the document seeks to address? • What is the thesis? What does the author attempt to prove? 	

Using the questions determine the values and limits of the source. Be sure to attempt to address each question and give specific information to support your evaluation.

- What valuable information can be learned from this document?
- What essential questions are answered by this document?
- Is the publication outdated?
- Is the author too reliant upon one specific source? Are the author's sources reliable?
- Does the author include discussion of opposing viewpoints?
- Are statistics used? Are direct quotes used?
- What emotions is apparent in the author's language or the quotes used?
- Is it a primary or secondary source? How can this create bias?
- Are the author and publisher credible?
- What questions are left unanswered by the document?

<u>VALUES</u>	<u>LIMITS</u>

Exploration Socratic Discussion

Step 1 – Day Before Socratic Discussion:

Based on your assigned journal and OPVL, create three discussion points that you plan to raise during tomorrow's Socratic.

- 1) _____

- 2) _____

- 3) _____

Step 2 – After Socratic Discussion:

Based on your reading and the Socratic Discussion held in class, are the Spanish truly responsible for the destruction of the natives?

How was power gained, consolidated, maintained, and distributed in the Spanish colonies?

Objective: Analyze the political, economic, cultural, and geographic impacts of Spanish colonization.

At the beginning of this unit, we discussed how the **pursuit of wealth** was one motive for the growth of the Age of Exploration. Read the excerpts below to *identify the ways in which European colonists and explorers benefited financially from the Age of Exploration.*

... It all began in Española [Hispaniola] with sugar, which was already a profitable plantation crop in the Canaries and Portugal's Atlantic islands in the fifteenth century. Columbus himself had shipped sugar from Madeira to Genoa in 1478, and the mother of his first wife owned a sugar estate on that island. He brought sugar cane with him to Española in 1493, and the cane grew well in American soil. But the growth of the sugar industry was painfully slow until Charles V intervened, ordering that sugar masters and mill technicians be recruited from the Canaries, and authorizing loans to build sugar mills on Española. There were thirty-four mills on the island by the late 1530s and sugar was one of the two staples of the island's economy (the other being cattle ranching) until the latter part of the sixteenth century....

Source: Alfred W. Crosby Jr., *The Columbian Exchange: Biological and Cultural Consequences of 1492*, Greenwood Publishing (adapted) from the NYS Global History and Geography Regents Exam, June 2013.

According to Alfred W. Crosby, what was one effect of Spanish colonization on the island of Española?

1. Religion: *Catholicism*

Purpose for Reading: As you look at the images and read the text, identify how **Catholicism** was used to gain, consolidate, and maintain power in the Spanish colonies.

Common Procedures used by Friars in Converting Areas in Spanish America

- Idols, temples, and other material evidences of paganism destroyed
- Temporary churches built
- Permanent churches and monasteries built
- Christian buildings often constructed on sites of destroyed native temples in order to symbolize and emphasize the substitution of one religion by the other
- Indians supplied construction labor without receiving payment
- In a converted community, services and fiestas were regularly held in the church building

Source: Based on information from Charles Gibson, *Spain in America*, Harper Torchbooks from the NYS Global History and Geography Regents Exam, August 2010.

A 1737 engraving showing a Spanish priest preaching to the Indians in Mexico



. . . The other major economic function of the Church was as a provider of education, health care and poor relief to the general population. A great part of its income and manpower was employed in these activities. Religious orders such as the Jesuits and the Dominicans would use profits from their haciendas to finance their schools, seminaries and colleges. A large number of orders, male and female, worked on this basis, running educational and training establishments which were fee-paying for the wealthy but free for the poor. Others operated hospitals, hospices for the mentally ill and the dying, poor houses, orphanages, shelters for homeless girls, and suchlike. The Church therefore played an important economic role as a circulator of capital, as a profit-making concern in some areas of the economy, and as a supplier of social services. . . .

Source: Edwin Williamson, *The Penguin History of Latin America*, Penguin Books from the NYS Global History and Geography Regents Exam, August 2010.

1. According to document above, how did Catholicism in the Spanish colony help the Spanish to gain, consolidate and maintain power?

2. What impact did the introduction of Catholicism have on the lives of indigenous people?

2. Government: *Absolutism*

Purpose for Reading: As you look at the images and read the text, identify how the Spanish used Absolutism to to gain, consolidate, maintain, and distribute power in their colonies.

Governing the Spanish Empire in the Western Hemisphere

Life in colonial New Spain [Spanish colonies] was complex — the dominant institutions and cultural patterns were Spanish in origin, but they were modified in their New World setting. Society was not static; evolution marked the political and religious systems; and change was a feature of the economic, social, and intellectual life. These adaptations generally mirrored developments in Europe, the source of basic decisions and control. During its three centuries as a colony, New Spain was kept subservient to the mother country in a number of ways, beginning with an enforced loyalty to the crown. . . .

In New Spain itself the viceroy [governor] was the ranking officer and agent of royal absolutism. As a personal representative of the king he was armed with considerable authority and enjoyed high honors and deference [respect]. He received a handsome salary (twenty thousand pesos in the seventeenth century, triple that amount in the eighteenth), lived in a splendid palace surrounded by liveried [uniformed] servants, and maintained a court like a petty European monarch. During the colonial era there were sixty-one viceroys.

Most of them belonged to the titled nobility or at least were of high birth; eleven were from the Church hierarchy [church leaders], and only three holders of this exalted [high] office were criollos [Creoles], two of them being sons of viceroys. The viceroy functioned as chief executive, captain-general of

military forces, governor, supervisor of the royal treasury (real hacienda), and president of the audiencia (administrative court) of Mexico. He enforced royal laws and decrees, issued ordinances dealing with local matters, nominated minor colonial officials, distributed land and titles, promoted colonization and settlement, and protected the Indians. He was vice-patron of most religious endeavors, and his ecclesiastical [church] powers included the right to determine boundaries of bishoprics [districts] and to nominate some Church officers. . . .

Source: Robert Ryal Miller, *Mexico: A History*, University of Oklahoma Press 5

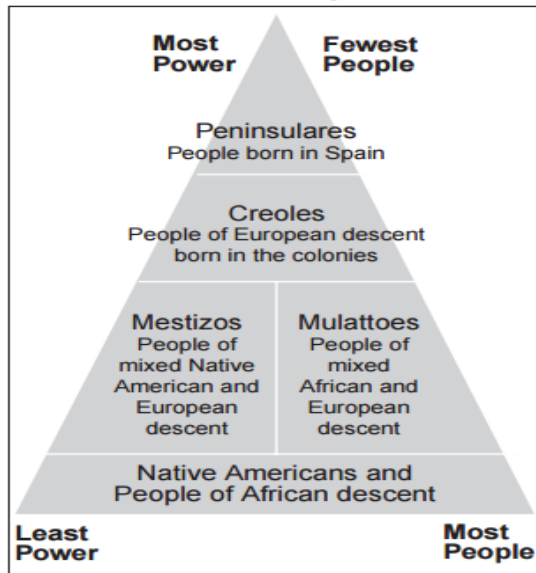
3. According to document above, how did the Spanish use absolutism to to gain, consolidate, maintain and/or distribute power?

4. What relationship did the rulers of the Spanish colony have with the Spanish monarchy?

3. Hierarchy: Peninsulares, Creoles, Mestizos, Africans & Indigenous

Purpose for Reading: As you look at the images and read the text, identify how **the Spanish hierarchy** was used to gain, consolidate, maintain, and distribute power in the Spanish colonies.

Social Structure of the Spanish Colonies



Source: Goldberg and DuPré, *Brief Review in Global History and Geography*, Prentice Hall, 2002 (adapted)

... Growing sugar cane became a large business. At first, Native Americans were forced to work on sugar plantations, large estates run by an owner or overseer. They were treated cruelly, and many died. The Spanish then brought slaves from Africa to do the work.

A new social structure developed. People born in Spain made up the highest social class. Those of European descent born in the colonies were next. People of mixed European and Indian or African descent were in the middle. Native Americans and people of African descent were in the lowest classes....

Source: Guide to the Essentials of World History, Prentice Hall from the NYS Global History and Geography Regents Exam, June 2013.



Bartolomé de Las Casas

Source: Keen and Haynes, *A History of Latin America*,
Houghton Mifflin Harcourt

... Las Casas interrupted work on the book [A History of the Indies] only to send to the Council of the Indies in Madrid three long letters (in 1531, 1534, and 1535), in which he accused persons and institutions of the sin of oppressing the Indian, particularly through the encomienda system. After various adventures in Central America, where his ideas on the treatment of the natives invariably [regularly] brought him into conflict with the Spanish authorities, Las Casas wrote *De único modo* (1537; “Concerning the Only Way of Drawing All Peoples to the True Religion”), in which he set forth the doctrine of peaceful evangelization of the Indian. Together with the Dominicans, he then employed this new type of evangelization in a “land of war” (a territory of still-unconquered Indians) — Tuzutlan, near the Golfo Dulce (Sweet Gulf) in presentday Costa Rica. Encouraged by the favourable outcome of this experiment, Las Casas set out for Spain late in 1539, arriving there in 1540....

Source: “Bartolomé de Las Casas,” The History Channel website

5. According to document above, how did the Spanish use a social hierarchy to gain, consolidate, maintain and/or distribute power?

6. What factor determined how high someone was on the Spanish colony's social hierarchy?

7. How were people on the lowest rank of the social hierarchy treated?

4. Military: Horses and Guns

Purpose for Reading: As you look at the images and read the text, identify how **military might** was used to gain, consolidate, and/or maintain power in the Spanish colonies.

From that time onward the Indians began to seek ways to throw the Christians out of their lands. They took up arms, but their weapons were very weak and of little service in offense and still less in defense. (Because of this, the wars of the Indians against each other are little more than games played by children.) And the Christians, with their horses and swords and pikes began to carry out massacres and strange cruelties against them. They attacked the towns and spared neither the children nor the aged nor pregnant women nor women in childbed, not only stabbing them and dismembering them but cutting them to pieces as if dealing with sheep in the slaughter house. They laid bets as to who, with one stroke of the sword, could split a man in two or could cut off his head or spill out his entrails with a single stroke of the pike. They took infants from their mothers' breasts, snatching them by the legs and pitching them headfirst against the crags or snatched them by the arms and threw them into the rivers, roaring with laughter and saying as the babies fell into the water, "Boil there, you offspring of the devil!"

Source: Bartolome de las Casas, a young priest who participated in the conquest of Cuba and transcribed Columbus' journal

8. According to document above, how did their military might help the Spanish to gain, consolidate, and/or maintain power?

9.. Describe the ways the Spanish used their military to conquer the Americas.

5. Slavery and Gold: *Encomienda*

Purpose for Reading: As you look at the images and read the text, identify how the Spanish used the **encomienda system** to gain, consolidate, maintain, and distribute power in their colonies.



Source: <http://es.wikipedia.org/wiki/Encomienda#/media/File:Kingsborough.jpg>
Códice Kingsborough: un encomendero abusa de un indio. Copia del italiano Agostino Aglio 1825-1826, para Lord Kingsborough.

The *encomienda* system was created by the Spanish to control and regulate [...] Indian labor and behavior during the colonization of the Americas. Under the *encomienda* system, conquistadors and other leaders (*encomenderos*) received grants of a number of Indians, from whom they could exact “tribute” in the form of gold or labor. The *encomenderos* were supposed to protect and Christianize the Indians granted to them, but they most often used the system to effectively enslave the Indians and take their lands.

Source: <http://www.gilderlehrman.org/history-by-era/imperial-rivalries/timeline-terms/encomienda-system-established>

10. According to document above, how did the Spanish use the *encomienda* system to gain, consolidate, and/or maintain power?

11. How were the indigenous people treated in the *encomienda*?

12. Describe the financial benefits of the *encomienda* for the Spanish.

Name: _____

Date: _____

Period: _____

Remaking the Americas

Who is exploring the Americas?

P _____
I _____
P _____

C _____
A _____
M _____

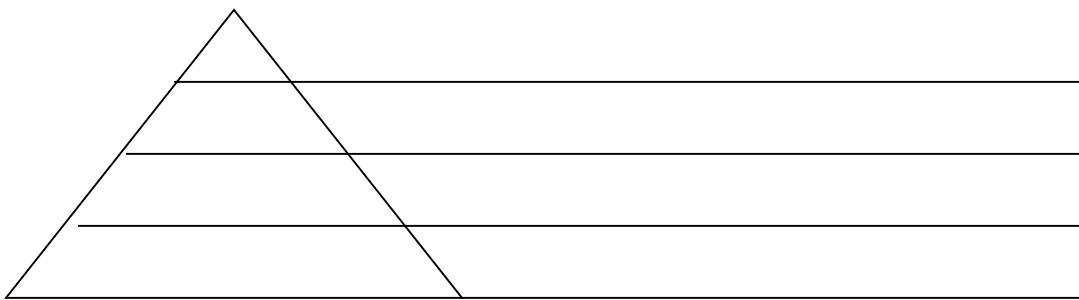
Reasons for Spanish Victory

- Superior Technology
 - _____
 - Muskets and cannons- weapons of "fire and thunder"
 - _____ helmets and armor
- Division and discontent amongst the Indians
- _____ brought by the Europeans
- Indians believed that the disaster they suffered marked the end of the _____
 - _____: when Tenochtitlan was destroyed they thought it signaled the end of the reign of the gods



Ruling the Spanish Empire

- Determined to maintain strict control over its empire
- Council of the Indies: pass laws for the _____; set up by the _____
- _____: representatives who ruled in the kings name in each province
- _____ monitored colonial officials to make sure they were doing their jobs.



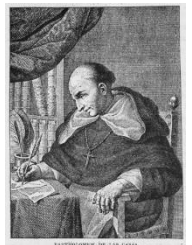
Economy

- Spain controlled all trade
- _____ - a system where colonies exist to provide raw materials and markets to the “mother country”.
- Valuable resource: _____ and _____
- Sugar cane was introduced in the West Indies and quickly became a profitable resource
 - Sugar
 - _____
 - Rum
- _____: large estates run by an owner or an owner’s overseer
- Need large numbers of workers on the plantation
- _____: Spanish monarchs granted this to the conquistadors; the right to demand labor from native Americans in a particular area
 - Used to _____ Native Americans under the most brutal conditions
 - Those who resisted were hunted down and _____
 - Disease, starvation, and cruel treatment caused catastrophic declines in the _____



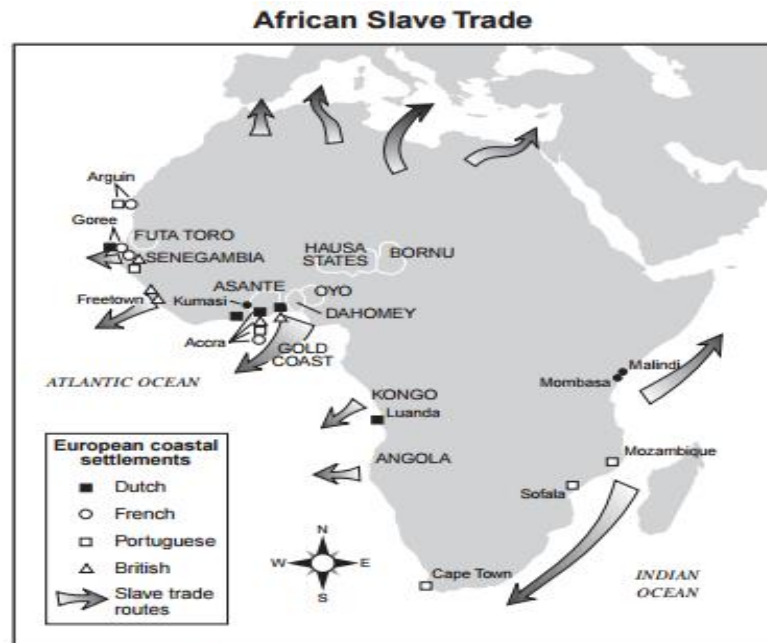
Bartolome de Casas

- A priest who condemned the evils of the _____ system
- Reported the horrors that Spanish rule had brought to Native Americans and pleaded with the king to end the abuse
- Forced to become _____
 - to work for a landlord in order to pay off a _____
 - Landlords advanced them food, tools, seeds, creating debts that workers could never pay off in their _____.



How did the Atlantic slave trade impact African societies?

Objective: Describe the social, political, and economic impact of the Atlantic slave trade on Africa.



Source: Ellis and Esler, *World History: Connections to Today*, Prentice Hall, (adapted)

- 24 Which conclusion about the slave trade in Africa is supported by this map?
- (1) Most of the slaves came from eastern Africa.
 - (2) Few people were taken from Africa to other continents.
 - (3) Several European countries participated in the slave trade.
 - (4) The slave trade began in southern Africa.

According to the map above, in what region were most European coastal settlements concentrated?

Why might the European coastal settlements be concentrated in this region?

The Transatlantic Slave Trade had a huge impact on Europe and the Americas, bringing great wealth to the traders and their countries. It had an enormous impact on Africa, and the available population figures show that there was a slowdown in the rate of population growth in Africa, and Africa's share of world population declined during the period of the Transatlantic Slave Trade. It is, however, even more difficult to get accurate figures for the population of different parts of Africa in this period than it is to get accurate figures for the numbers of Africans who were enslaved. It is clear that some Africans were made wealthy by the trade, for example the kingdom of Bambara in West Africa, formed in around 1712, derived much of its wealth in the later 18th century from raiding and trading in captives. Sometimes this demand for captives could cause problems, as for example when the kingdom of Benin began expanding its territory to gather more captives, which later led to its

Who benefited from the transatlantic slave trade?

**What impact did the transatlantic slave trade have on the population of Africa?
What impact did the transatlantic slave trade have on the**

decline due to resistance by its own people and economic problems caused by the unequal balance of wealth.

The psychological impact on individual societies and family groups must have been very significant – people living in inland areas subject to slave raiding were afraid, distrustful, and worried about what would happen if they were captured. Olaudah Equiano refers to the custom of children in villages no longer being allowed out to play and roam, but instead having to be guarded while their parents were out at work in the fields. He also explains that captives on the slave ships, not knowing where they were being taken, were frightened by rumours that they were being taken away to be eaten by their captors.

Source: The British Museum, “The wealth of Africa: The Slave Trade Teachers’ Notes.”
https://www.britishmuseum.org/pdf/TheSlaveTrade_TeachersNotes.pdf

wealth of kingdoms like the kingdom of Bambara?

What impact did the transatlantic slave trade have on economic equality in Africa?

Describe the psychological impact of the slave trade on Africans.