

# Heimler's History

## Video Guide - Unit 4 WHAP Review (c. 1450-1750 CE)—Transoceanic Interconnections

| QUESTIONS   | ANSWERS   | EXTRA INFO   |
|---|---|--|
| <b>Europe's Rise and the Creation of Maritime Empires</b>                     |   |  |
| 1. What is a Maritime Empire?   | 1. A sea-based empire.  |  |
| 2. What kind of technology helped Europeans to create their maritime empires? | <p><b>New Ships</b></p> <ul style="list-style-type: none"> <li>• The Fluyt, the Caravel, the Carrack</li> <li>• Ships were smaller, faster, cheaper to build, nimbler on the seas.</li> <li>• Ships were intended for trade only &amp; not to be converted into warships. This made them cheaper.</li> </ul> <p><b>Other Maritime Technology</b></p> <ul style="list-style-type: none"> <li>• Lateen sail borrowed from Arabs and Chinese.</li> <li>• Improved astronomical charts to help figure out where they were when at sea.</li> <li>• Astrolabe &amp; compass also for navigation and borrowed from Asia</li> </ul> | <p><b>Learning Objective 4.1.A</b><br/>This helps to explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450-1750.</p> <ul style="list-style-type: none"> <li>- Developments in tools and ship design, as well as improved understanding of regional wind and current patterns made transoceanic travel possible.</li> <li>- Knowledge, scientific learning and technology from the Classical, Islamic and Asian worlds spread which helped Europeans to innovate and develop their own navigational tools.</li> </ul> |
| 3. What motivated Europeans to explore the oceans?                            | 3. They wanted a sea route to Asia because Muslims controlled many land-based routes making it impossible for Europeans to trade on their own terms.  | <p><b>3. Learning Objective 4.2.C</b><br/>This helps to explain the economic causes of maritime exploration by various European states.</p>  |
| <b>The Consequences of European Maritime Voyages &amp; Empires</b>            |   |  |
| 4. What was the Columbian Exchange? Who was it named after?                   | 4. It was named after Christopher Columbus who was the first European of this era to find the Americas. It was a biological exchange of animals, people, food, and diseases between the hemispheres.  | <p><b>4. Learning Objective 4.3.D</b><br/>This explains the causes of the Columbian Exchange and its effects on the Eastern and Western Hemisphere.</p>  |
| 5. What were some of the most significant exchanges due to                    | <p><b>Disease</b></p> <ul style="list-style-type: none"> <li>• From Europe to Americas: Smallpox killed up to 90% of the Native American population in</li> </ul>   | <p><b>Learning Objective 4.3.D</b><br/>European colonization of the Americas led to the unintentional transfer of</p>  |

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| <p>the Columbian Exchange?</p>   | <p>some places.</p> <ul style="list-style-type: none"> <li>From the Americas to Europe? Debatable, but Europeans believed that Syphilis came to them from the Americas.</li> </ul> <p>Food &amp; Animals</p> <ul style="list-style-type: none"> <li>From Europe to the Americas: Sugar, horses</li> <li>From the Americas to Europe: Potatoes, Maize, Guinea Pigs</li> </ul> <p>People</p> <ul style="list-style-type: none"> <li>Trans-Atlantic Slave Trade: Chattle Slavery. People from Africa were taken as property to work on plantations in the Americas.</li> </ul> | <p>disease vectors (pests that spread disease) including mosquitoes and rats. Diseases that spread include smallpox, measles, and malaria. They had catastrophic effects in some areas on the indigenous population.</p> <p>American foods became staple crops (like the potato and maize) in various parts of Europe, Asia, and Africa. Cash crops (like sugar) were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East.</p> <p>Afro-Eurasian fruit trees (oranges), grains (wheat), sugar and domesticated animals (horses) were brought by Europeans to the Americas, while other foods were brought by African slaves (African rice, okra).</p> <p>Populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops. Some historians think the demographic devastation of the Trans-Atlantic slave trade would have been far worse without the arrival of new staple crops in Africa.</p> <p><b>Learning Objective 4.5.I</b><br/>The connections between the Americas and Afro-Eurasia gave rise to the Atlantic trading system that involved the movement of goods, wealth, and labor including enslaved people.</p> |
| <p><b>Coerced Labor in the Americas</b></p>                                  |   |   |
| <p>6. Why did Europeans use enslaved Africans for labor in the Americas?</p> | <p>6. Native Americans had died in such great numbers that they could not fulfill European's desire for labor in the Americas.</p>  | <p>6.-11. <b>Learning Objective 4.4.F-G</b><br/>This section explains the changes and continuities in economic &amp; labor systems, including systems of slavery in the period from 1450-1750.</p>  |
| <p>7. What was the Encomienda</p>  | <p>7. Conquistadors were given a plot of land and the job of protecting the Native</p>  | <p><b>Learning Objective 4.4.F</b><br/>Newly developed colonial economies in</p>  |

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| System?   | Americans on that land, but could demand free labor from them in exchange.  | the Americas largely depended on agriculture and utilized existing labor systems, including the Incan <i>mit'a</i> . They also introduced new labor systems including chattle slavery, indentured servitude, and <i>encomienda</i> and <i>hacienda</i> systems.  |
| 8. What was a Hacienda?   | 8. They were huge plantations on which Native Americans were forced to work.  | <b>Learning Objective 4.4.G</b><br>The growth of plantation economies increased the demand for slaves in the Americas, leading to significant changes.   |
| 9. What was Repartimiento or Mita?  | 9. Native Americas were forced to work for part of the year for the Spanish, similar to the Inca Mit'a system. However, the Mit'a was for public benefit while the Spanish Mita was for private gain. | <b>Learning Objective 4.4.F</b><br><b>Learning Objective 4.4.I</b><br>The labor of American Indians and enslaved Africans helped to facilitate the new global circulation of goods because of the global flow of silver, especially from Spanish colonies in the Americas, which was used to purchase Asian goods for Atlantic markets and to satisfy the Chinese demand for silver.   |
| 10. What was indentured servitude?  | 10. Used mostly by the British in North America, it was a system where servants were bound to work for seven years and then could go free.  | <b>Learning Objective 4.4.F</b>  |
| 11. Why did Europeans think that chattle slavery from Africa was a better labor system? | 11. Africans were property for life & they weren't susceptible to European diseases.  | <b>Learning Objective 4.4.G</b><br>Slavery in Africa had existed before the Trans-Atlantic Slavey trade & continued there in its traditional form, including the incorporation of slaves into households and the export of slaves to the Mediterranean and Indian Ocean regions.<br><b>Learning Objective 4.4.E</b><br>The slave trade in Africa also fostered the growth of states like the Asante and the Kingdom of Kongo in West Africa & Central Africa who participated in trade networks and increased their influence because of it.<br><b>Learning Objective 4.6.L</b><br>The growth of powerful African States like Kongo, led other African states to rebel. For example Queen Ana Nzinga, ruler of Ndongo and Matamba in Central Africa, |

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|                                   |   | <p>resisted the Portuguese through both diplomacy and warfare.</p> <p>Additionally, enslaved people rebelled against their own imprisonment in Chattel slavery. In the Americas runaway slaves formed Maroon societies in the Caribbean and Brazil where they could live freely. Others enacted armed rebellion such as Nat Turner's rebellion in the early 19th century and the take over of the small ship the Amistad around the same time, which led to enslaved people gaining their freedom from the Supreme Court of the United States.</p> <p><b>Learning Objective 4.5.J &amp; 4.8.N</b><br/>         Political, economic, and cultural factors affected societies from 1450-1750. In Africa, there was notable gender and family restructuring that occurred including demographic changes due to the slave trade. For example, in some parts of West Africa there was a distinct gender imbalance due to the desire for adult male slaves. Because there were more women the practice of polygamy, where one man is married to multiple women, began. Also, women had to take on traditionally male jobs. This is a good example of how economic developments from 1450-1750 affected social structures over time.</p> |
| <b>Economic Systems</b>           |   |   |
| <p>12. What was mercantilism?</p> | <p>12. Based on the belief that there was a finite amount of gold and silver in the world, and that having the most of it would lead to the strongest state, Europeans competed for wealth.</p> | <p><b>12. Learning Objective 4.5.H</b><br/>         This is an example of how rulers employed economic strategies to consolidate and maintain power.</p>  |
| <p>13. What was the</p>           | <p>13. Mercantilist states need lots of raw</p>   | <p><b>Learning Objective 4.5.H</b></p>  |

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| <p>connection between mercantilism and European states creating colonies?</p>  | <p>materials, which were accessible in their colonies. They could also force the colonies to buy their manufactured goods to keep gold and silver flowing in.</p>   | <p>Mercantilist policies and practices were used by European rulers to expand and control their economies and claim overseas territories.<br/> <b>Learning Objective 4.2.B</b><br/> This also helps to explain the role of states in the expansion of maritime exploration from 1450-1750. States like Spain and Portugal paid for the transoceanic maritime explorations of people like Columbus that occurred in this period to benefit themselves. Once they were successful this dramatically increased European interest in transoceanic travel and trade including the Northern Atlantic crossings undertaken by the English, French, and Dutch - also with the goal of finding a route to Asia.</p> |
| <p><b>European Empires</b></p>   |   |  |
| <p>14. How was the Portuguese empire different from most other European states?</p>                                    | <p>14. Instead of claiming large pieces of land they established a Trading-Post Empire along the African coast. This helped them to become a major player in the Indian Ocean. They did, however, establish some traditional colonies, like Brazil.</p> | <p>14. <b>Learning Objective 4.2.C &amp; 4.4.E</b><br/> The Portuguese development of maritime technology and navigational skills led to increased travel to and trade with Africa and Asia and resulted in the construction of a global trading-post empire. This proved profitable for the rulers and merchants involved in new global trade networks. It is an example of the process of state building and expansion among maritime empires.</p>   |
| <p>15. How did the British and Dutch governments support exploration and colonization in a new and innovative way?</p> | <p>15. They created joint-stock companies. This was a way to fund exploration and colonization through private investors. Investors could make tremendous profits if the ventures were successful.</p>  | <p>15. <b>Learning Objective 4.5.H</b><br/> Rulers employed economic strategies to consolidate and maintain power. This included the creation of Joint-Stock companies, influenced by mercantilist principles, that were used to finance exploration and were used by rulers to compete against one another in global trade.<br/><br/> <b>Learning Objective 4.4.E</b><br/> As the Portuguese, Spanish, Dutch, English, and French established their</p>   |

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|   |  | <p>own trading-post empires political, religious, and economic rivalries emerged.</p> <p>Some Asian states sought to limit the disruptive economic and cultural effect of European dominated long-distance trade by adopting restrictive or isolationist trade policies like the Tokugawa Shogunate in Japan who would only trade with the Dutch, and Ming China who limited the Portuguese to Macau but allowed them to act as shippers of Chinese silk to Japan and to bring Japanese silver back to them.</p> <p><b>Learning Objective 4.5.I</b><br/>These new transoceanic and regional shipping services developed by European merchants helped regional markets in Afro-Eurasia continue to flourish. <b>Learning Objective 4.4.F</b><br/>Even with the disruptions due to the arrival of the Portuguese, Spanish and Dutch merchants in the Indian Ocean - traditional inter-Asian trade and Asian merchants thrived, for example the Arabs on the Swahili Coast in Africa.</p> |
| <p><b>Social Changes</b></p>  |  |  |
| <p>16. What was the Casta System that developed in Latin America?</p> | <p>16. The Casta was a new social hierarchy system that organized society based on ancestry and race.</p> <ul style="list-style-type: none"> <li>● Peninsulares who were born in Europe.</li> <li>● Criollos (Creoles) who were Europeans born in the Americas.</li> <li>● Castas who were people of mixed race heritage             <ul style="list-style-type: none"> <li>○ Mestizos: European and Native American</li> <li>○ Mulattos: European and African</li> <li>○ Zambos: African and Native American</li> </ul> </li> <li>● Native American</li> <li>● African</li> </ul> | <p><b>16. Learning Objective 4.7.M</b><br/>Imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites in the Americas with the rise of the Casta System.</p> <p><b>Learning Objective 4.8.N</b><br/>This is a good example of how economic developments from 1450 to 1750 affected social structures over time.</p> <p><b>Learning Objective 4.5.J &amp; K</b><br/>The mixing of African, American, and European cultures and peoples led to the development of cultural and religious syncretism. For example, the religion Santeria was started by enslaved</p>   |

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|  |  | <p>Africans who were forced to practice Catholicism in the Americas. It is practiced in Cuba &amp; combines west African Yoruban indigenous beliefs with Catholicism. Catholic saints were believed to have dual identities, such as Saint Lazarus being associated with the orisha (spirit) Bablu-Aye because they both associated with healing the sick.</p> |
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