

Age of Exploration and the Slave Trade

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Essential Questions:

- 1) What were the political, economic, and religious causes of European exploration?
- 2) What were the major sea routes and exploits of each explorer?
- 3) Why is the legacy of Columbus so controversial?
- 4) What were the political, economic and cultural effects of European exploration on Europe, Africa, and the Americas?




Main Themes:

- ◆ 1. Nations were looking for new trade routes which led to new explorations.
- 2. Nations sought new sources of wealth and new economic theories and practices to deal with this new-found wealth.
- 3. Nations had the desire for increased world power through their colonial empires.

Causes for the Age of Exploration



- ◆ A desire to find a new route to the riches (i.e. spices) of Asia
- ◆ Curiosity about the world inspired by the Crusades, the tales of Marco Polo, and the Renaissance.
- ◆ The desire to spread Christianity by converting other peoples.
- ◆ To find new sources of gold and silver.
- ◆ A desire to enhance political and economic power through territorial expansion.

Technological Advances



- ◆ Advances in technology such as the astrolabe and the compass made ocean navigation more exact.



Why didn't Italy engage in exploration?

- ◆ Had a monopoly on existing Mediterranean trade
- ◆ Had little interest in investing in risky sea explorations.
- ◆ Spain and Portugal would lead the way in exploration



Prince Henry the Navigator

- ◆ Set up a school for sailors
- ◆ Secured financing for expeditions
- ◆ Sent explorers down the coast of Africa





Bartholomeu Dias



- ◆ In 1488, Dias reached the southern tip of Africa, latter called the Cape of Good Hope.



Vasco da Gama



- ◆ In 1498 da Gama rounded the tip of Africa and reached India.
- ◆ The all-water route, though long, was easier, safer, and far more profitable than over-land routes.

Christopher Columbus



- ◆ Columbus hoped to find a route to the east by sailing west.
- ◆ In 1492 he discovered what would become known as “The New World” and established the first recorded European contact with Native Americans.
- ◆ There is continuing debate over evidence concerning his treatment of the Natives.

The Voyages of Columbus



- ◆ Columbus made three voyages to the “New World”.
- ◆ “Discovered” the Americas for Europe in 1492.
- ◆ Between 1493-1496 he attempted to set up a colony in Hispaniola.
- ◆ The colony on Hispaniola failed.
- ◆ Controversial legacy.
 - Great sailor and explorer or ruthless conqueror?
 - Should we celebrate Columbus Day?



Ferdinand Magellan



- ◆ In 1519 Magellan and his crew set sail from Spain.
- ◆ Magellan was killed battling the inhabitants of the Philippine Island of Mactan in 1521.
- ◆ Magellan’s crew completed the first circumnavigation of the earth.

Age of Discovery Quiz

Principal Voyages of Discovery

A	F
B	G
C	H
D	I
E	

Place the voyage next to its corresponding letter in the box labeled "Principal Voyages of Discovery" at the top of the map.

MAGELLAN - DEL CANO, 1519 - 1522	COLUMBUS'S THREE SUCCESSIVE VOYAGES, 1493 - 1504
PORTUGUESE EXPEDITIONS, 1430s - 1480s	DE GAMA, 1497 - 1499
COLUMBUS'S FIRST VOYAGE, 1492	VOYAGES ATTENDED BY VESPUCCI, 1499 - 1502
DIAS, 1487 - 1499	PORTUGUESE VOYAGES TO THE EAST, 1509 - 1514
CAROT, 1497	

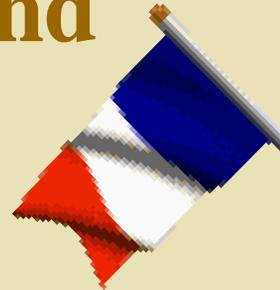
Volunteers, please come up and draw the routes!



On the map above, draw the routes taken by: da Gama, Columbus, Magellan, Cortez, Pizarro, Drake, and Cartier. Use info in your notes and book to do so. Use a different color for each explorer. Make a key that shows what each color represents.



England and France



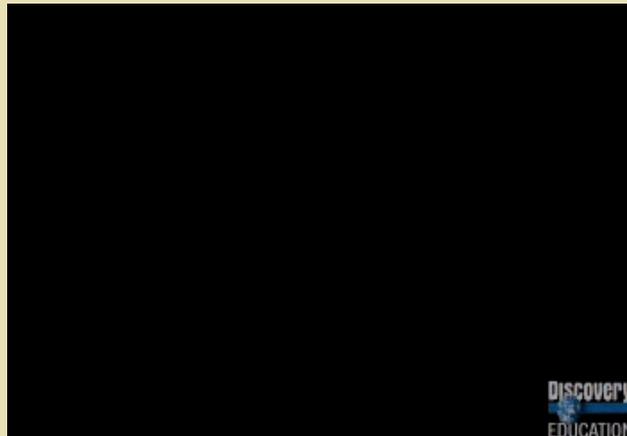
- ◆ **Spain and Portugal remained concentrated in South and Central America.**
- ◆ **The exploration of North America was conducted by England and France.**



Impact of Exploration Upon the Americas



Video: “Culture Clash: New World Meets Old” (55m)



Pay Attention! Questions Follow!



Discussion Questions:

◆ Impact of Exploration on Americas

- ◆ 1. What word was used for people of mixed marriages in the Americas?
- ◆ 2. The Spanish lived with native people, but what else did they do to them?
- ◆ 3. What were natives forced to do for Spanish landlords?
- ◆ 4. Describe how native workers were treated by the Spanish.
- ◆ 5. What was the “invisible warrior” (Hint: Cough! Cough!) that Europeans brought to the Americas?
- ◆ 6. Describe the impact that this “invisible warrior” had on Native Americans.
- ◆ 7. What was the one part of South America that Spain didn’t control?
- ◆ 8. Since there wasn’t gold or silver, what did the Portuguese do to get wealth?
- ◆ 9. What helped make Spain the richest nation in the world during the 1500s?
- ◆ 10. Who accompanied the Spanish conquistadors from the very beginning of American colonization?
- ◆ 11. Why had these people come to the Americas?
- ◆ 12. What 2 things did Spanish priests work/push for?
- ◆ 13. What did the Spanish do to meet their labor needs?



Discussion Questions:

◆ Columbian Exchange

- ◆ 1. What was the Columbian Exchange?
- ◆ 2. In your opinion, what were the 2 most important items to travel from the Americas to the rest of the world? Explain your rationale.
- ◆ 3. What did the Columbian Exchange bring together?
- ◆ 4. Where did the potato come from –Americas or Europe?
- ◆ 5. Do you think that the Americas had a bigger impact on Europe, Africa and Asia or do you think Europe, Africa, and Asia had a bigger impact on the Americas? Tell why you chose what you chose.



Effects of Exploration

- ◆ **The Colombian Exchange** —The exchange of food, materials and diseases between the Old and New World.
- ◆ Overseas expansion led to increased power and wealth for European powers
- ◆ Christianity and the culture of Western Europe spread throughout the world.
- ◆ The ethnocentric attitudes of Europeans led to the mistreatment of native peoples. Millions of Native Americans were wiped out by warfare and disease.
- ◆ **Trans-Atlantic Slave Trade** began, also known as the “**Triangular Trade.**”

COLUMBIAN EXCHANGE

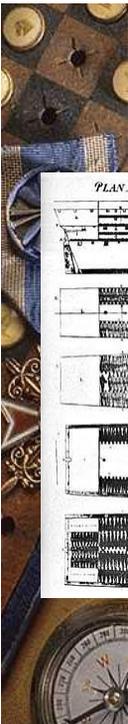
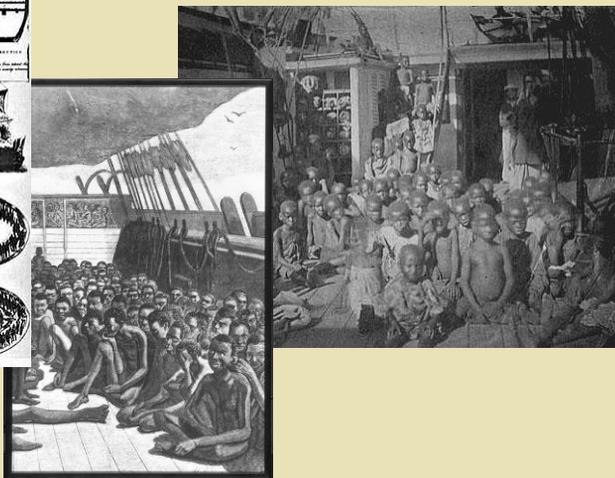
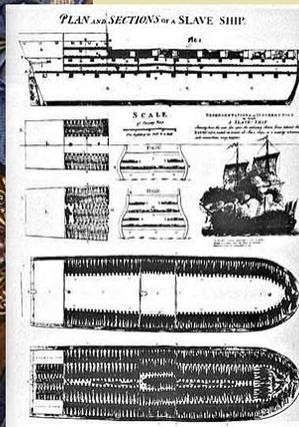
<i>Forms of Biological Life Going From:</i>		
	Old World to New World:	New World to Old World:
Diseases:	Smallpox Measles Chicken Pox Malaria Yellow Fever Influenza The Common Cold	Syphilis
Animals:	Horses Cattle Pigs Sheep Goats Chickens	Turkeys Llamas Alpacas Guinea Pigs
Plants:	Rice Wheat Barley Oats Coffee Sugarcane Bananas Melons Olives Dandelions Daisies Clover Ragweed Kentucky Bluegrass	Corn (Maize) Potatoes (White & Sweet Varieties) Beans (Snap, Kidney, & Lima Varieties) Tobacco Peanuts Squash Peppers Tomatoes Pumpkins Pineapples Cacao (Source of Chocolate) Chicle (Source of Chewing Gum) Papayas Manioc (Tapioca) Guavas Avocados

TRANS-ATLANTIC SLAVE TRADE: 1600—1800

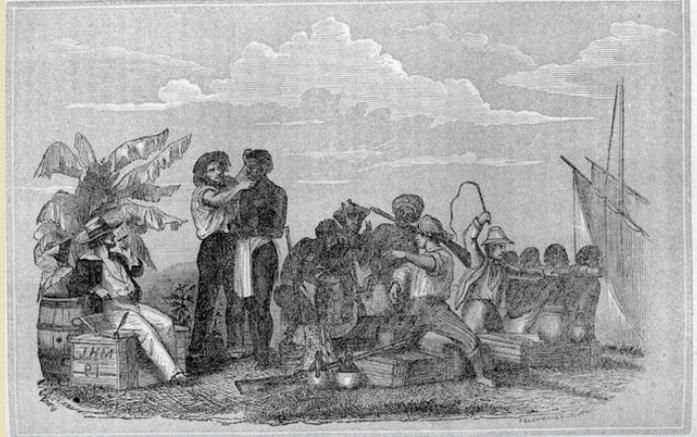
- ◆ Europeans captured West African slaves (c. 12 million total) (in exchange for guns, alcohol, tobacco, etc.)
- ◆ Shipped slaves to the Americas and Caribbean Islands to work on plantations (sugar, cotton, tobacco, coffee)
- ◆ Beginning of the Global Plantation Economy



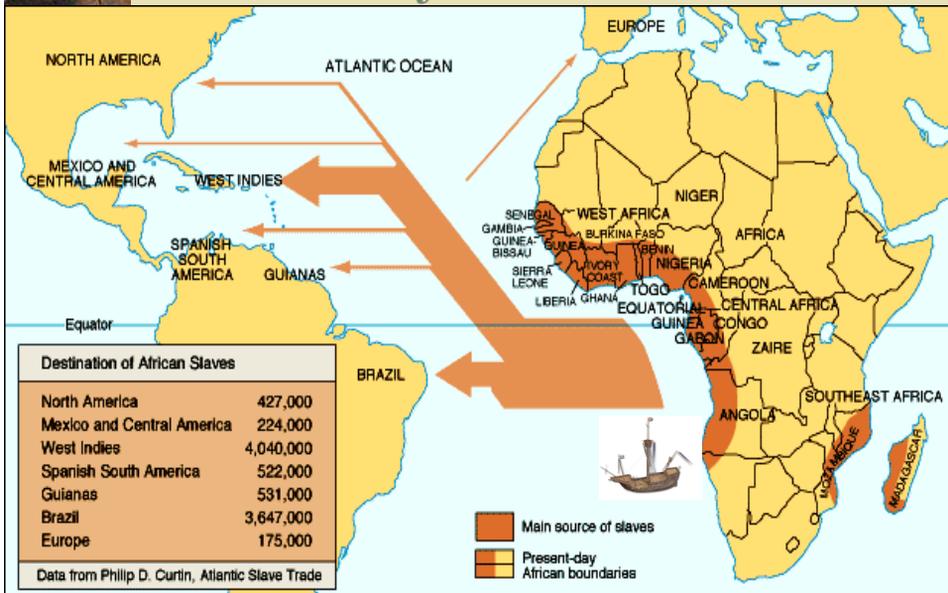
The “Middle Passage”

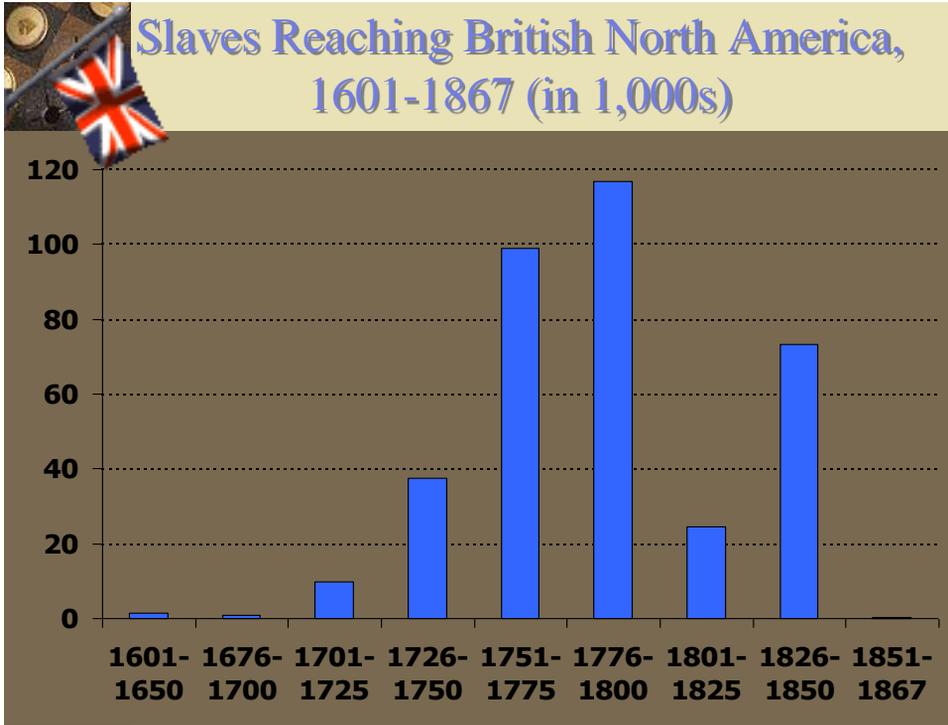


Slaves were kidnapped or exchanged by their own tribal rulers for guns!

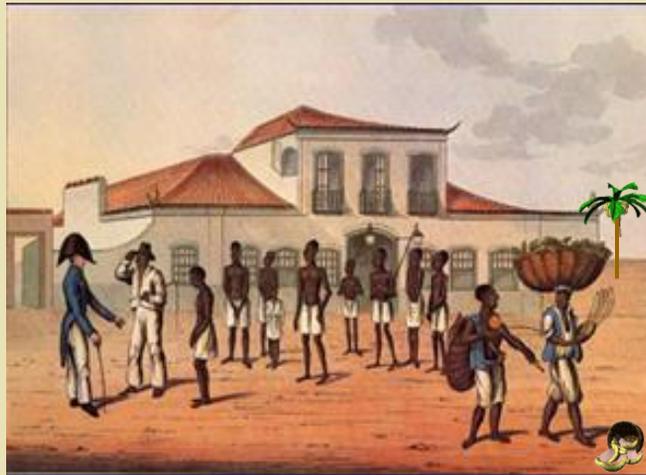


Map of Transatlantic Slave Trade: Major Destinations





Creation of “Plantation Economies” in the Americas



What kinds of raw materials were shipped back to Europe?



The Lasting Effects of the Slave Trade

PREJUDICE

Devaluing a group because of assumed behavior, values, capabilities, etc.

DISCRIMINATION

Policies and practices that harm a group and its members

RACISM

Discrimination against a group assumed to have biological commonality



The Lasting Effects of Slave Trade: The Cultural Construction of RACE

1. CULTURAL CONSTRUCTION

No biological basis, although there is often an assumed biological commonality such as shared genes or “blood”

- ◆ Race categories change over time and vary from place to place

2. GENETIC EVIDENCE

Proves that there are more differences *within* so-called “races” than *between* them



RACE (cont.)

3. PHENOTYPE (physical expression of genes)

Many societies define “race” by phenotype, such as: skin color, hair form, facial features, eye color

But...the lines of distinction are not clear

The MEANING of the phenotypic features is culturally constructed

Reflection/Wrap Up:

What does the Triangular Trade have in common with what we learned about the Columbian Exchange?

