The Atlantic World

The Dark Ages were just that: dark, violent, hard, and full of suffering from the constant warfare that they engaged in, religious turmoil and reform within the Church, and the fatal effects of the Bubonic Plague. By the early 1400s, with improved economies, better working conditions, and expanded trade routes, Europeans were ready to venture beyond their coasts. The Renaissance, rebirth of art and learning, also encouraged a new spirit of adventure and curiosity. This spirit, as well as many other reasons, inspired Europeans to explore the world around them, thus bringing together different people from all around the world, bringing on a change that would alter the course of human interactions and societies. The series of voyages and expeditions made by Europeans to link Europe to the global trade and wealth of the east would be known as The Age of Exploration.

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| **Directions:** Using the following **documents A-I**, answer each set of questions to the best of your ability. There are also some questions based on the text that you must answer. These will help you to better answer the final essay question, so you want to make sure that your answers are CORRECT and THOROUGH. You will be writing a micro-argument based on these documents later in the week. | |
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| **Document A:** This is a primary source document: an excerpt directly from *The Journal of Christopher Columbus* that he kept of his historic voyage from Spain to the Americas. The journal was presented as a gift to King Ferdinand and Queen Isabella. Christopher Columbus is referred to in third person because this specific version was originally copied by a missionary. [**World History: Patterns of Interaction**] | |
| “I, he says, “in order that they might feel great amity towards us, because I knew that they were a people to be delivered and converted to our holy faith rather by love than by force, gave to some among them some red caps and some glass beads… They should be good servants and of quick intelligence, since I see that they very soon say all that is said to them, and I believe that they would easily be made Christians, for it appeared to me that they had no creed. | What do you think is Columbus’s attitude toward the Taino? Point out specific passages in the text using a highlighter. |

→Use the book to define conquistadors.

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| **Document B:** Analyze the chart below from James Kiloran et al., *The Key to Understanding Global History,* Jarrett Publishing. | |
| Many experts now believe that the New World was home to millions of people before Columbus arrived and that most of them died within decades, and not due to fighting, but by diseases. Europeans were already disease-ridden, what with the plague and their naturally unsanitary way of life. By domesticating their animals like pigs, horses, sheep and cattle, they were surrounded by even more germs. As a result, they were exposed to more diseases which they developed immunity over. Contrastingly, the people of the Americas had spent thousands of years physically and biologically isolated from those European diseases like small pox, mumps, measles, whooping cough, cholera, gonorrhea and yellow fever, the Indians were immunologically defenseless. | 1. By how much did the native population decrease between 1518 and 1593?  2. What new diseases were introduced to the Americas?  3. Why were the Native Americans particularly vulnerable?  4. What was the effect of conquest and settlement on the entire native American population?  5. How do you think such a decrease in population would the society and culture of Native Americans? |

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| **Document C:** In 1519, Hernando Cortes entered the Aztec city of Tenochtitlan. The Aztec emperor Montezuma II, believed that the Spaniards were powerful gods whose arrival had been foretold by Aztec priests. He saw Cortes specifically as a god wearing armor and even agreed to give Spaniards a share of the empire’s existing gold supply, but that wasn’t enough. Cortes would later admit that he and his comrades had a “disease of the heart that only gold can cure.” The following account tells of the Aztec’s reaction to the Spaniards as told by Miguel Léon-Portilla in *The Broken Spears: The Aztec Account of the Conquest of Mexico*, 1962. | |
| http://upload.wikimedia.org/wikipedia/commons/3/39/Aztec_smallpox_victims.jpg“[After the Spaniards fled Tenochtitlan after La Noche Triste, a great plague broke out here in Tenochtitlan.] It began to spread during [the month of October] and lasted for seventy days, striking everywhere in the city and killing a vast number of our people. Sores erupted on our faces, our breasts, our bellies; we were covered with agonizing sores from head to foot. The illness was so dreadful that no one could walk or move. The sick were so utterly helpless, they could only lie on their beds like corpses, unable to move their limbs or even their heads. They could not lie face down or roll from one side to the other. If they did move their bodies, they screamed with pain. A great many died from this plague and many others died of hunger. They could not get to search for food and everyone else was too sick to care for them, so they starved to death in their own beds.… Their looks were ravaged, for wherever a sore broke out, it gouged an ugly pockmark in the skin. And a few of the survivors were left completely blind. The first cases were reported outside of the city. By the time the danger was recognized, the plague was so well established that nothing could halt it and spread to all of the region around Lake Texcoco.” | 1. What is it that Hernando Cortes was looking for?  2. What did the natives suffer as a result of their interactions with the Spaniards?  3. Which disease the Aztecs are suffering from do you think the image on the left is depicting?  4. Look to page 556 of the book under the heading “Cortes conquers the Aztecs.” Explain the three factors that played a role in the Spanish conquest of the Aztecs. |

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| **Document D:** Bernal Diaz *The True History of the Conquest of New Spain*, 1517-1519. Translated by Maurice Keantinge, 1800 | |
| Let us state how most of the Indian natives have successfully learned all the Spanish trades…There are gold and silversmiths…and carvers also do the most beautiful work with iron tools…Many sons of chieftains know how to read and write, and to compose books…Now they breed cattle of all sorts, and break in oxen, and plough the land, and sow wheat, and thresh harvest, and sell it, and make bread, and they have planted their lands with all the trees and fruits, such as apples and pears which they hold in higher regard than their native plants, which we have brought from Spain. | 1. What did the natives learn from the Spaniards? |

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| **Document E:** This is an excerpt from a book called “Indians in Latin America,” found in The World Book, 20th century. | |
| “During the early 1500’s, Spain established the encomienda system in Latin America. Under this system, the Spanish king granted colonists the right to collect payments from Indians living in certain areas of land. The Spanish landowners forced the Indians to farm the land or work in mines. Eventually, the colonists claimed to own the land. Thousands of Indians died from overwork and harsh treatment.  Spanish threats to Indian ways of life were not limited to forcing them to work for the colonists’ benefit. The Spaniards also weakened traditional tribal bonds by resettling individual members of tribes far apart so that they would have little contact with one another. In some cases, Indians were moved to specially designed villages where they would be forced to give up their customs so they could be taught Christianity and European customs and manners. During their rule in Latin America, the Spaniards also created a class structure based on race. In general, the Spaniards and their children were the highest class. Mestizos (people of Indian and Spanish descent) and mulattoes (people of African and Spanish ancestry) formed the next class. The lowest class was made up of African slaves and Indians.” | 1. Explain how the Spanish benefitted from the encomienda system?  2. What was Spanish colonization like for the natives and other non-Europeans |

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| **Document F:** Arthur M. Schlesinger, *Columbus on Trial*, 1918 | |
| “European culture, like any other large-scale civilization, has produced its share of monsters and atrocities, but other civilizations in their conquests did not show anything like the concern for moral behavior and treatment of others that Europe did in theory if not always in fact. As Arthur M. Schlesinger, Jr., has rightly pointed out: Whatever the particular crimes of Europe, that continent is also the source—the unique source—of the liberating ideas of the individual liberty, political democracy, the rule of law, human rights, and cultural freedom that constitute our most precious legacy and to which most of the world today aspires. In fact, it was precisely the contact with Americas that stimulated Europe to develop further some of the principles we take for granted today as constituting the basic minimum of human rights and proper international conduct.” | 1. What values or concepts are Europeans credited with bringing to the Americas?  2. How did the exploration strengthen those values in the own homelands?  3. What is the connection between exploration and the development of human rights both in Europe and the Americas? |

→Use page 566 of the book to discuss the FOUR REASONS of African slavery

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| **Define the Atlantic slave trade.** | **Define the triangular trade.** | **Define the middle passage.** |
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| **Document G:** This is a visual from “World History: Patterns of Interaction” |
| 1. What items were transported to Africa and traded for captured Africans?  2. According to the map, which region of the Americas imported the most Africans? Which imported the second most? |

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| **Document H:** Olaudah Equiano [1745-1797] grew up in the West African country of Benin where he was kidnapped by African slave traders. He was then transported to Barbados in 1756, and from there to Virginia. This is an excerpt of his narrative “The Interesting Narrative of the life of Olaudah Equiano” that speaks of the horror of his sea voyage. Note: The diagram below shows how slaves were packed onto the ships. | |
| “I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life, so that, with the loathsomeness of the stench, and crying together, I was not able to eat. I now wished for the last friend, death, to relieve me….The closeness of the place, and the heat of the climate, added to the number in the ship which was so crowded that there was each had scarcely room to turn himself…this produced copious perspiration…and brought on a sickness…of which many died. This wretched situation was again aggravated by the galling of the chains…and the filth of the necessary tubs [privies] into which the children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered the whole scene of horror almost inconceivable.” | 1. Describe conditions in the hold of the ship?  2. If slaves were valuable property, why were they treated so badly on board? |

→Use page 570 to create a **list of the consequences** of the slave trade.

→Define the Columbian exchange.

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| **Document I:** Colonization brought with it an exchange of new items that greatly influenced the lives of people throughout the world and those trade routes came to replace the old Silk Roads. This trans-Atlantic trade network was names Columbian Exchange after Christopher Columbus. The new wealth from the Americans resulted in new business and trade practices in Europe. This is a visual from “World History: Patterns of Interaction” |
| http://cuwhist.files.wordpress.com/2011/01/columbian_exchange.jpg  1. What was beneficial about the Columbian Exchange?  2. What harmful things were also exchanged? |