

Ch. 4 The Age of Exploration

Lesson 1 European Exploration and Expansion

Review Questions

Directions: Locate each heading below in your textbook. Then use the information under the correct heading and subheading to help you write each answer.

A. Motives and Means

1. Who was Marco Polo, and why was he important?
2. What did Europeans hope to accomplish on their voyages?
3. How were the explorers able to travel such great distances?

B. A Race for Riches

1. Who were two important explorers for Portugal, and what did they accomplish?
2. Who were two important explorers for Spain, and what did they accomplish?

C. The Spanish Empire

1. What factors helped Cortés defeat the Aztec?
2. Who was Francisco Pizarro, and what did he do?

IV. European Rivals

1. Why did the Dutch form the West India Company?
2. Where in North America did the French and the English settle?

Summary and Reflection

Directions: Summarize the main ideas of this lesson by answering the question below.

How did European exploration affect European nations politically and economically?

Lesson 2 The First Global Economic Systems

1. Trade, Colonies, and Mercantilism

A. European colonial _____ helped produce a great increase in European trade, and this growth was a key step in the development of a world _____.

B. According to the theory of _____, which dominated economic thought in the seventeenth century, the _____ of a nation depends on a large supply of gold and silver.

C. When the balance of trade between what a nation _____ and what it exports is favorable, the goods exported are of _____ value than those imported.

D. Colonies were important as sources of raw materials and as _____ for exports of manufactured goods.

2. The Columbian Exchange

A. The exchange of _____ and animals between Europe and _____ significantly changed economic activity in both regions.

B. New food crops supported the growth of _____ and changed people's tastes.

3. European Rivals in the East

A. The _____ dominated the spice trade in the _____ century.

B. In the seventeenth century, the _____ and the _____ established trading posts and forts in India.

4. The Atlantic Slave Trade

A. Plantations that were established in the Americas in the _____ to grow _____ needed many laborers.

B. As many as _____ million enslaved Africans were brought to the Americas between the early 1500s and the late 1800s.

C. Europeans first bought enslaved people from _____ merchants in return for gold and other goods.

D. Until the _____ condemned it in the 1770s, slavery remained largely acceptable in Europe.

Summary and Reflection

Directions: Summarize the main ideas of this lesson by answering the question below.

How did European expansion create the first global economic system?

Lesson 3 Colonial Latin America

Directions: Read each main idea. Use your textbook to supply the details that support or explain each main idea.

A. Main Idea: The political and economic expansion of Spain and Portugal created a complex mix of social classes and people in Latin America.

1. Detail: Social classes in colonial Latin America were based on _____.

2. Detail: _____, Spanish and Portuguese officials born in Europe, were the highest social class and maintained power in colonial Latin America.

3. Detail: _____ were Europeans born in Latin America and their descendants. Several _____ groups were beneath the _____ and the *peninsulares*.

4. Detail: Many social groups, such as the _____ and _____, emerged as a result of the intermarriage between Europeans and Native Americans or Africans.

5. Detail: The Portuguese and Spanish increased their wealth by removing natural resources like _____ and _____ from Latin American land.

6. Detail: Through the _____ system, Spanish landowners forced Native Americans to pay taxes and provide _____.

7. Detail: In Peru, through a system known as the _____, authorities could _____ native peoples to work in silver mines.

B. Main Idea: Portuguese and Spanish rulers exerted authority over their colonies through a bureaucratic system of government and the influence of the Catholic Church.

1. Detail: Portuguese and Spanish monarchies appointed governor-generals, or _____, to help govern their colonies in Latin America.

2. Detail: Determined to _____ the native peoples, Catholic _____ throughout the Spanish Empire brought Native Americans together into missions.

3. Detail: With the establishment of convents, women had an outlet other than marriage; they could become _____.

Summary and Reflection

Directions: Summarize the main ideas of this lesson by answering the question below.

What were the social, economic, and political characteristics of Spanish and Portuguese rule in Latin America?

Content Vocabulary

Directions: Answer each of the following questions. Include in your answers the vocabulary words in parentheses.

1. How did the invention of the caravel make European expansion possible? (**caravel**)

2. How were the conquistadors able to establish their overseas empire? (**conquistador**)

3. Why did European countries establish colonies in the Americas and in the East? (**colony**)

4. What part did trading posts and colonies play in the economic theory of mercantilism? (**mercantilism**)

5. What was the role of plantations in the Columbian Exchange? (**plantations**)

6. How did the Middle Passage affect enslaved Africans? (**Middle Passage**)

7. Describe similarities and differences between the *encomienda* and *mita* labor systems. (**encomienda, mita**)

8. Directions: In the graphic organizer below, write the name of each colonial Latin American social class in order of social standing, from highest at the top to lowest at the bottom: mestizos, creole, mulatto, *peninsulare*. (**mestizo, creole, mulatto, peninsulare**)

a. _____

b. _____

c. _____

d. _____

Academic Vocabulary

Directions: Include in your answers to the questions below the vocabulary words in parentheses.

9. A new word can be added to the English language through a combination of existing words to form a compound word. Usually, a compound word is coined, or created, when there is not already a word to describe an object or action. The term *overseas*—over plus seas—was first used in the 1500s. Why do you think this compound word was created then? (**overseas**)

10. Explain the difference between a *culture* and a *regime*. How did European expansion affect both? (**culture, regime**)

11. Explain how Europeans drafted and pressed Africans and Native Americans into forced labor. (**draft, labor**)

Directions: The prefix *ex-* in *export* means "away" or "outside." The prefix *im-* in *import* means "in" or "into." Thus, the words *export* and *import* are opposite in meaning. Correctly complete each sentence below with the appropriate word, *export* or *import*. Note: Each word can be used as a noun or a verb. (**export**)

12. Horses and cattle were an _____ to the Americas from Europe.

13. A deadly _____ from Europe to the Americas was smallpox.

14. The colonies were considered important for their raw materials they _____ to Europe as well as for the finished European goods that could be sold there as _____.

15. The balance of trade was determined by the difference in value between what Europe _____ from the colonies and what it _____ to the colonies over time.