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- Chapter 13
- The Age of Exploration
- Exploration and Expansion Section 1
- Motives and Means
- For almost a thousand years, Europeans had mostly remained in one area of the world. At end of 15<sup>th</sup> century they set out on a remarkable series of overseas journeys. What caused them to undertake such dangerous voyages to the ends of the earth?
- 1. Had wanted to go to Asia since the days of \_\_\_\_\_.
- 2. \_\_\_\_\_ motive was large, like \_\_\_\_\_ from the Middle East.
- 3. Also wanted to expand because of \_\_\_\_\_ zeal.

Spiritual and secular affairs were connected.

“ \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ ”  
were the chief motives for European expansion, but what made the voyages possible?

- 1. Had reached a level of \_\_\_\_\_ that enabled them to make regular voyages beyond Europe.
  - a. \_\_\_\_\_ -more accurate maps and sea charts were made.
  - b. \_\_\_\_\_ -sailors used this to measure latitude at sea, didn't work well on rough seas.
  - c. \_\_\_\_\_ -Portuguese ship that combined the square sails of Europe with Arab lateen or triangular sails. Also had

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the sternpost rudder and numerous masts of Chinese ships. Could sail better in the\_\_\_\_\_.

- d. European ships had more \_\_\_\_\_like the cannon.
- e. \_\_\_\_\_-determines direction (iron in ships could give a false readings)
- f. \_\_\_\_\_projection-shows longitude and latitude.

2. European monarchs had increased their power and their resources and could focus beyond their borders

- **The Caravel**

- **Marine Knowledge**

- knowledge of the \_\_\_\_\_ and \_\_\_\_\_ - changes in winds and weather, storms approaching or clear, still weather (when to wet down sails to catch even the faintest stirring of the wind)
- knowledge of \_\_\_\_\_, \_\_\_\_\_, and shore conditions
- water depth measured in lengths of six feet called a \_\_\_\_\_ - how deep the water is determines how close to shore a ship could run (relevant since a hole in the bottom of a ship caused by a rock or reef is a bit of a problem; also, getting stuck in the mud or left high and dry on the ebb tide is embarrassing)
- knowledge of \_\_\_\_\_ - which are shore birds and which are sea-going (knowing the difference tells you, generally, whether you are near or far from land)

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- knowledge of \_\_\_\_\_ – land or sea plant (food for fish), this is such and such a plant, this type of fish eats it
- knowledge of \_\_\_\_\_ - certain fish school near land, others in the deep blue sea - fish are an important supplement to the food supplies carried on board on a long sea voyage
- **Skills of the Sailor**
  - setting and trimming sails, maintaining and repairing sails
  - good balance high up on a slick, wet, rounded wooden beam that moves and sways with the constantly rolling deck of the ship
  - fight pirates, enemies, unfriendly natives, sea nymphs, sirens and monsters
  - willingness to take risks, get along with others, endure terrible food and unknown diseases, travel a long way from home for years at a time
- Imagine yourself in the middle of the deep blue sea on a wooden ship only two classrooms long and half a classroom wide, a crew the size of this class, with enough food and water for three weeks; what sort of questions would you need to be able to answer?
  - 1] where are we?
  - 2] what's our course?
  - 3] how fast are we going?
  - 4] which direction are we going?
  - 5] how do we get from where we are to where we are going?
  - 6] what are the dangers? the unknowns?
  - 7] how do we get back on course after a storm?
  - 8] what do we do if we don't reach land at the end of our food and water supply?
- \_\_\_\_\_ - obviously a rather key item - Columbus kept his but turned in a summarized, and apparently highly revised version from

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that kept by his two co-captains, to the King and Queen of Spain (his employers)

- \_\_\_\_\_ - featuring a magnetized needle which would indicate the magnetic north pole
- once you know where you are, can plot a course and follow it by setting sails and steering along an imaginary magnetic line across the open sea to get where you need to go
- A Race for Riches
- 1. Portuguese Explorers

Took the \_\_\_\_\_ in exploration.  
\_\_\_\_\_ lead. He began to probe Africa, a new source of \_\_\_\_\_. Became known as "\_\_\_\_\_" . Led down the coast of Africa and eventually \_\_\_\_\_ went around and onto India. Took control of spice trade. Took control of \_\_\_\_\_, a spice trade port on the Malay Peninsula. Then took control of Moluccas strait. The Portuguese had neither the power, nor desire to \_\_\_\_\_ the Asian regions.

- **Portugal's Voyages to the East** A Race for Riches

## 2. Spanish Explorers

The Spanish sailed westward across the \_\_\_\_\_ to find the route to Asia.  
\_\_\_\_\_ believed he could reach Asia by sailing west. Persuaded \_\_\_\_\_ to finance his mission where he explored \_\_\_\_\_ and the island of \_\_\_\_\_. Called this area the \_\_\_\_\_.

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\_\_\_\_\_ took over exploration searching for El Paso.

a. October 1520-went down coast of South America and passed through a water way (Later called the \_\_\_\_\_) into the Pacific Ocean.

b. Went onto the Philippines, but was killed by Natives, still considered as first person to \_\_\_\_\_ the globe.

- **First Encounter**
- **The Columbian Exchange**
- **Exploring the Americas**
- A Race for Riches

### 3. New Lands to Explore

Both countries feared that the other might claim some of its lands.

\_\_\_\_\_ solved problem with a line of demarcation separating lands, north to south through the Atlantic Ocean, easternmost part of South America. \_\_\_\_\_ of line Portugal, west of line \_\_\_\_\_. Other countries became involved in exploring like \_\_\_\_\_ of England, explored New England coastline. \_\_\_\_\_ and his letters describing the land he saw. He led to the use of the name America. All this became known as the \_\_\_\_\_.

- **Exploring the Americas**
- The Spanish Empire
- \_\_\_\_\_ (Spanish conquerors) established overseas empire.

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- 1. Aztec Civilization Destroyed  
(\_\_\_\_\_)

\_\_\_\_\_ landed at Veracruz and marched to Tenochtitlan. The Aztec leader, \_\_\_\_\_, allowed them into the city because they thought them to be \_\_\_\_\_. Eventually tensions arose and a conflict broke out. The Spanish eventually defeated the Aztec and took their lands.

- **The Conquistadors**

- The Spanish Empire

- 2. Conquest of the Inca

\_\_\_\_\_ arrived in Peru. The Inca Empire experienced an epidemic of \_\_\_\_\_. Pizarro captured \_\_\_\_\_ (Inca Leader). He later executed him and took their land.

- **Why Were the Spanish Victorious?**

- 1
- 2
- 3
- 4
- 5
- 6
- 7

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- The Spanish Empire
- 3. The Columbian Exchange

Much territory in Mexico, Central and South America now belonged to the Spanish. \_\_\_\_\_ were declared to be subjects of Spain. Forced labor, starvation and diseases took their toll on the Indians. Catholic priests converted and baptized many Indians. Spanish established colonies, plantations and ranches to \_\_\_\_\_ products (sugar, cotton, vanilla, livestock, potatoes, cocoa, corn, tomatoes, and tobacco) to Europe. In turn the Spanish were bringing items to the Americas that they did not have. (\_\_\_\_\_) The result was the\_\_\_\_\_.

- European Rivals
- In the 17<sup>th</sup> century the English landed on the Northwestern coast of India and established trade. The Dutch set up the \_\_\_\_\_ took control of trade. The\_\_\_\_\_ set up the West India Company to compete with the Spanish and Portuguese.

French set up the colonies in \_\_\_\_\_ along the St. Lawrence River. \_\_\_\_\_ founded Quebec.

By end of the 17<sup>th</sup> century England had established control over most of the eastern seaboard of\_\_\_\_\_.

- THE ATLANTIC SLAVE TRADE Section 2
- Trade, Colonies and Mercantilism
- In less than 300 years the European age of exploration changed the world. Sometimes led to \_\_\_\_\_ of local civilization. Did produce a new age of commercial capitalism. Europeans established many trading posts, and colonies. Colonies played a key role in mercantilism. \_\_\_\_\_ is a set

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of principles that dominated economic thought in the 17<sup>th</sup> century.

Prosperity of a nation depended on large supply of

\_\_\_\_\_ (Gold and Silver). Nations tried to have a

favorable balance of trade. Governments granted subsidies to new

industries and tried to improve transportation. Placed high

\_\_\_\_\_ on foreign goods. Colonies were a

source of \_\_\_\_\_ and a

\_\_\_\_\_ for finished goods.

- THE ATLANTIC SLAVE TRADE

- 1. The Slave Trade

Primary market for enslaved Africans was Southwest Asia. Eventually plantations were established in the Americas requiring workers, so

\_\_\_\_\_ were shipped to the Americas.

- THE ATLANTIC SLAVE TRADE

- 2. Growth of the Slave Trade

- \_\_\_\_\_ Spanish ship carried the first enslaved Africans directly to the Americas. Became part of the

\_\_\_\_\_ that connected Europe, Africa, and the Americas together. As many as

\_\_\_\_\_ slaves were brought to the Americas.

Many \_\_\_\_\_ along the way. Journey became known as the \_\_\_\_\_.

- THE ATLANTIC SLAVE TRADE

- 3. Sources of Enslaved Africans

Before Europeans arrived in Africa most enslaved persons were

\_\_\_\_\_. Europeans began taking free



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blacks as slaves and in some cases countries were

\_\_\_\_\_ because losing young men.

- Effects of the Slave Trade
- Varied from area to area. The desire of slave traders to provide a constant supply of enslaved persons led to increased \_\_\_\_\_.
- Had devastating effect on places like \_\_\_\_\_. (They kind of lost faith and they gave up, changing their culture) The use of slaves remained an accepted belief in European society.
- Colonial Latin America Section 3
- Colonial Empires in Latin America  
Portugal came to dominate \_\_\_\_\_. Spain controlled the rest of the area.
- 1. Social Classes

Classes were based on privilege. At the top were the

\_\_\_\_\_ -born in Europe, held all important positions.

\_\_\_\_\_ -descendants of European born in Latin America, controlled land and business.

\_\_\_\_\_ -multiracial-European and Native Americans.

\_\_\_\_\_ -were lowest class used for labor until blacks arrived.

\_\_\_\_\_ -mulattos offspring of Africans and Europeans.

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\_\_\_\_\_-offspring of Africans and Natives.

- Colonial Empires in Latin America
- 2. Economic Foundations
- Profit from colonies was key. One source was \_\_\_\_\_.  
\_\_\_\_\_ became a more long lasting and rewarding source of profit. Created a system of large landowners and dependent peasants that remained a lasting feature.  
\_\_\_\_\_ provided another avenue for profit.

- Colonial Empires in Latin America
- 3. State and Church

Communication between Americas and Europe was \_\_\_\_\_. Monarchs could not keep a close eye on empires. Portugal, in Brazil, created a \_\_\_\_\_ to help control the area for the monarch. The Spanish appointed \_\_\_\_\_. Both countries were determined to \_\_\_\_\_ the people in their areas. The Catholic Church provided an outlet other than marriage for \_\_\_\_\_ they could enter convents and become nuns.