

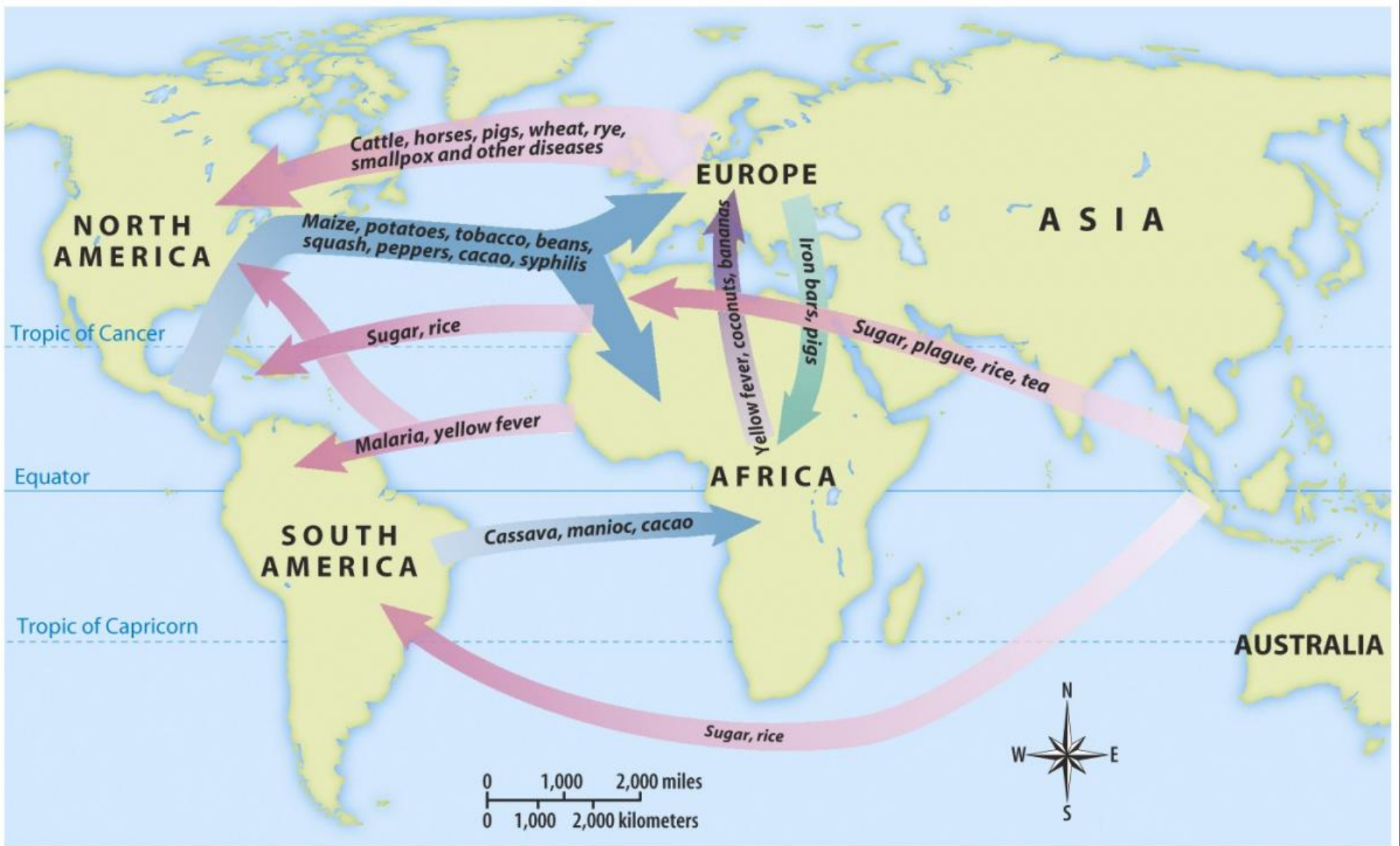
# WARM UP

- ① Explain the Columbian Exchange in your own words:
- ② List at least 5 things moving from the Old World to the New World:
- ③ List at least 5 things moving from the New World to the Old World:
- ④ What “thing” exchanged during the Columbian Exchange caused the most devastation to the native people.

# THE COLUMBIAN EXCHANGE & COLONIZATION

# After Columbus

- I. After Columbus' journey to the new world people, goods and disease began moving between them
- II. Columbus' journey began the trading of these things known as the COLUMBIAN EXCHANGE

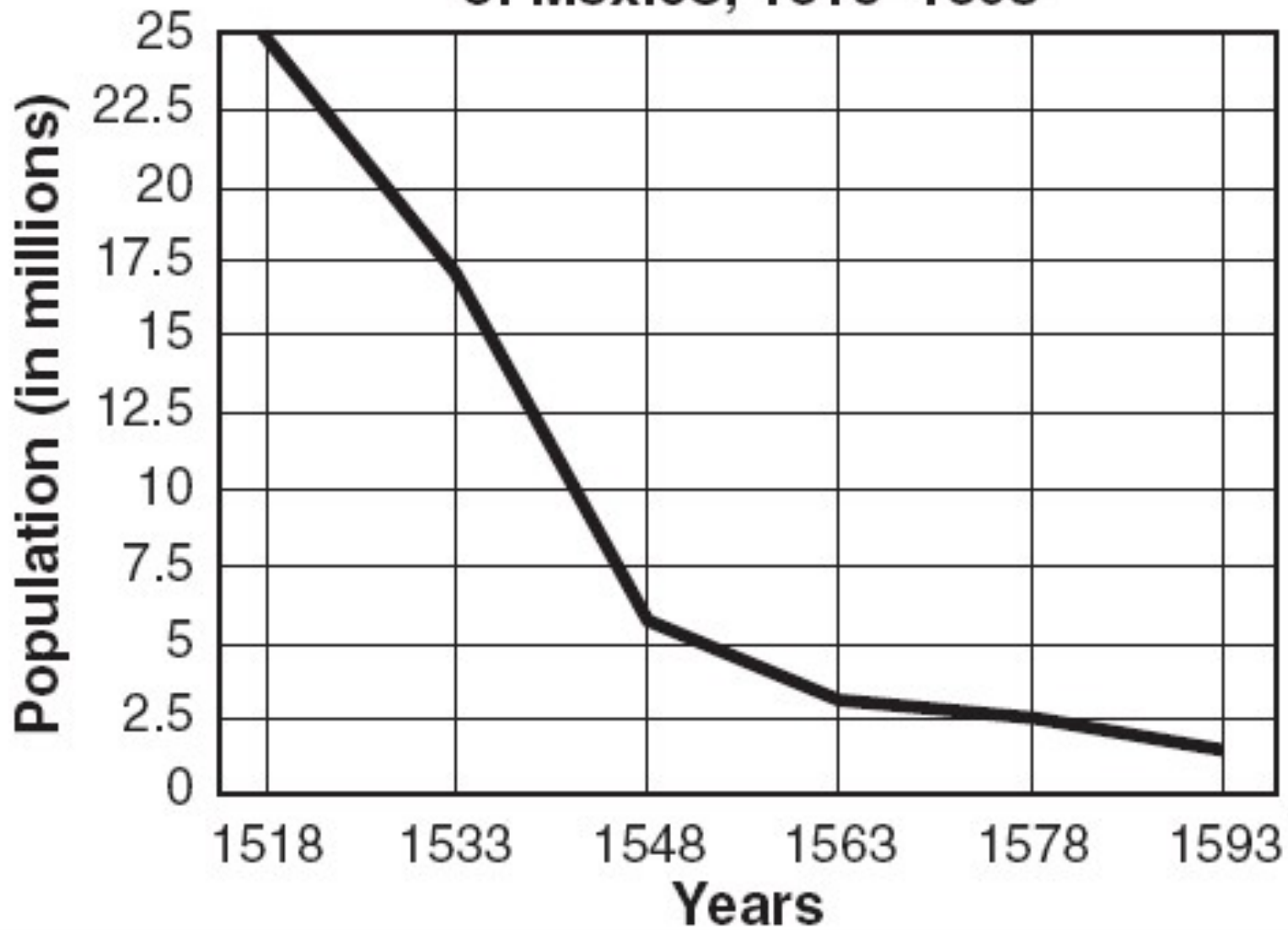


# Spanish Conquests in Mexico

## I. Conquistadors

- A. Conquered the Native American population in South & Central America
- B. Conquest was aided by **superior weapons** & Native American **allies**
- C. European **diseases** wiped out large numbers of Aztecs

## Estimated Native American Population of Mexico, 1518–1593



Source: James Killoran et al., *The Key to Understanding Global History*, Jarrett Publishing (adapted)

# Hernando Cortes



- I. Conquered the Aztec Empire (1519–1521)
- II. Defeated Montezuma
- III. Stole gold
- IV. Millions of natives killed by smallpox
- V. Governor of Mexico



# Francisco Pizarro

- I. Conquered the Incas
- II. Held Atahualpa, the Inca ruler, prisoner
- III. Once he controlled the area, he exploited the Incas: taxes, labor in mines





## **Reasons for the Spanish victories over the Native Americans.**

1. Superior **military** technology
2. **Division & discontent** among the Indians
3. **Disease** brought by the Europeans
4. Many Indians thought that the disasters they suffered marked the end of the world

# Spain's Pattern of Conquest

- A. Spanish colonization is all about the money
- B. Spanish conquistadors needed free labor to ensure they made the most money
- C. **Encomienda system**—Spanish force Native Americans to work for them as slaves
  - 1) Ensured high profits
  - 2) Claimed they were civilizing the savages

# ENCOMIENDA

TRIBUTE LABOR SYSTEM – NATIVE PEOPLES WERE REQUIRED TO GIVE LABOR TO THE EUROPEAN SETTLERS



# Spanish Conquest

- I. Empire extends into North America
  - A. Juan Ponce de Leon claimed Florida
  - B. Francisco Vasquez de Coronado: traveled in Arizona, New Mexico, Texas, etc
  - C. Many missionaries settled in today's U.S.



# The Atlantic Slave Trade

1500s – 1800s

- I. European nations soon begin colonizing territories in the new world in an attempt to gain wealth and power
- II. The majority of labor in the new world was slave labor by Native Americans
  - A. Diseases soon spread to these native people and the population was soon too small to meet the labor demands of the Europeans
- III. European nations began importing African slaves to meet the labor demands of the European nations
  - A. This is the birth of the American slave trade



## Africans:

1. Were **immune** to most European diseases
2. Had no friends or family in the Americas to help them **resist** or **escape** enslavement
3. Provided a permanent source of **cheap labor** – even their children could be held in bondage
4. Many had worked on **farms** in their native lands

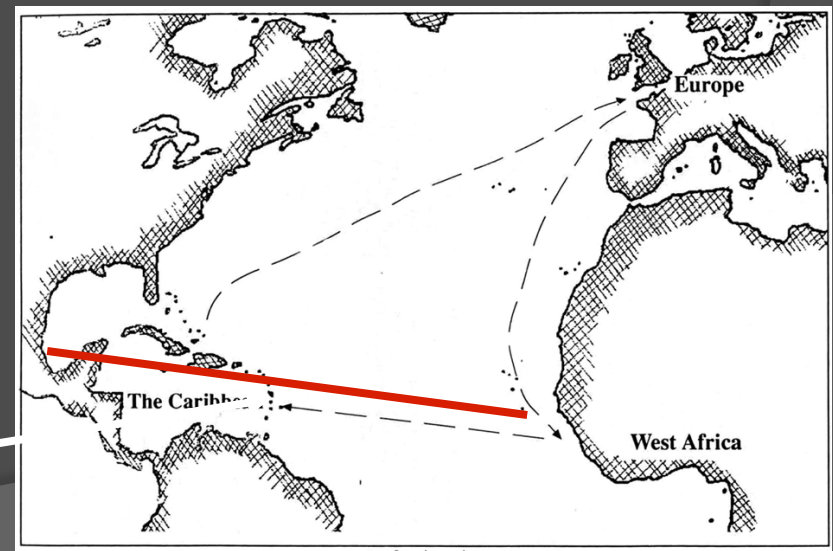




# The Middle Passage

- I. The journey from Africa to the Americas was called the **Middle Passage** b/c it was the 2<sup>nd</sup> leg of a trade route known as the Triangular Trade

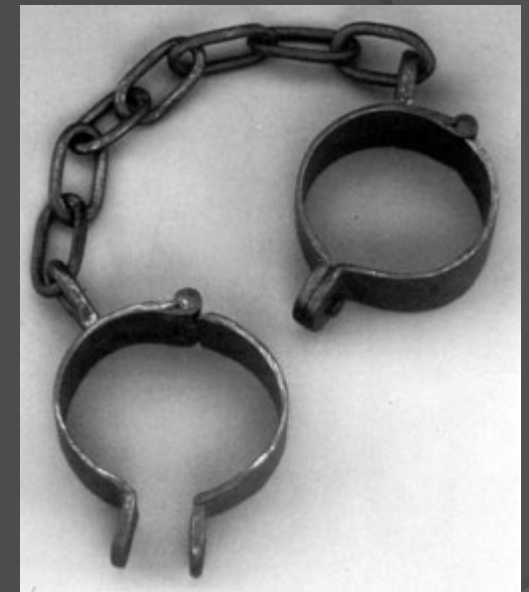
The Middle  
Passage

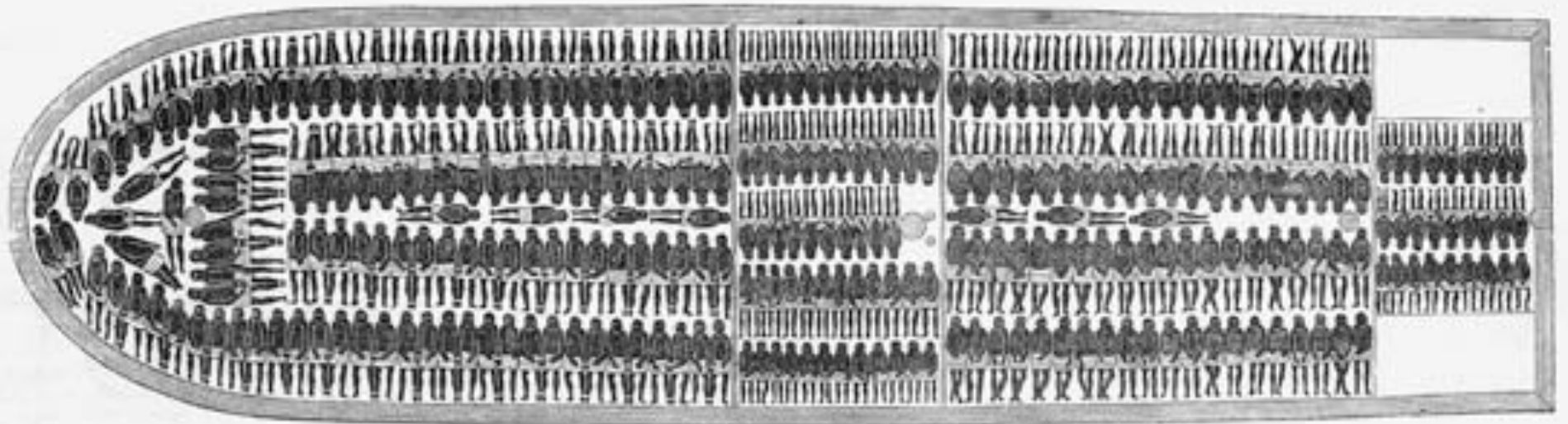


# The Middle Passage

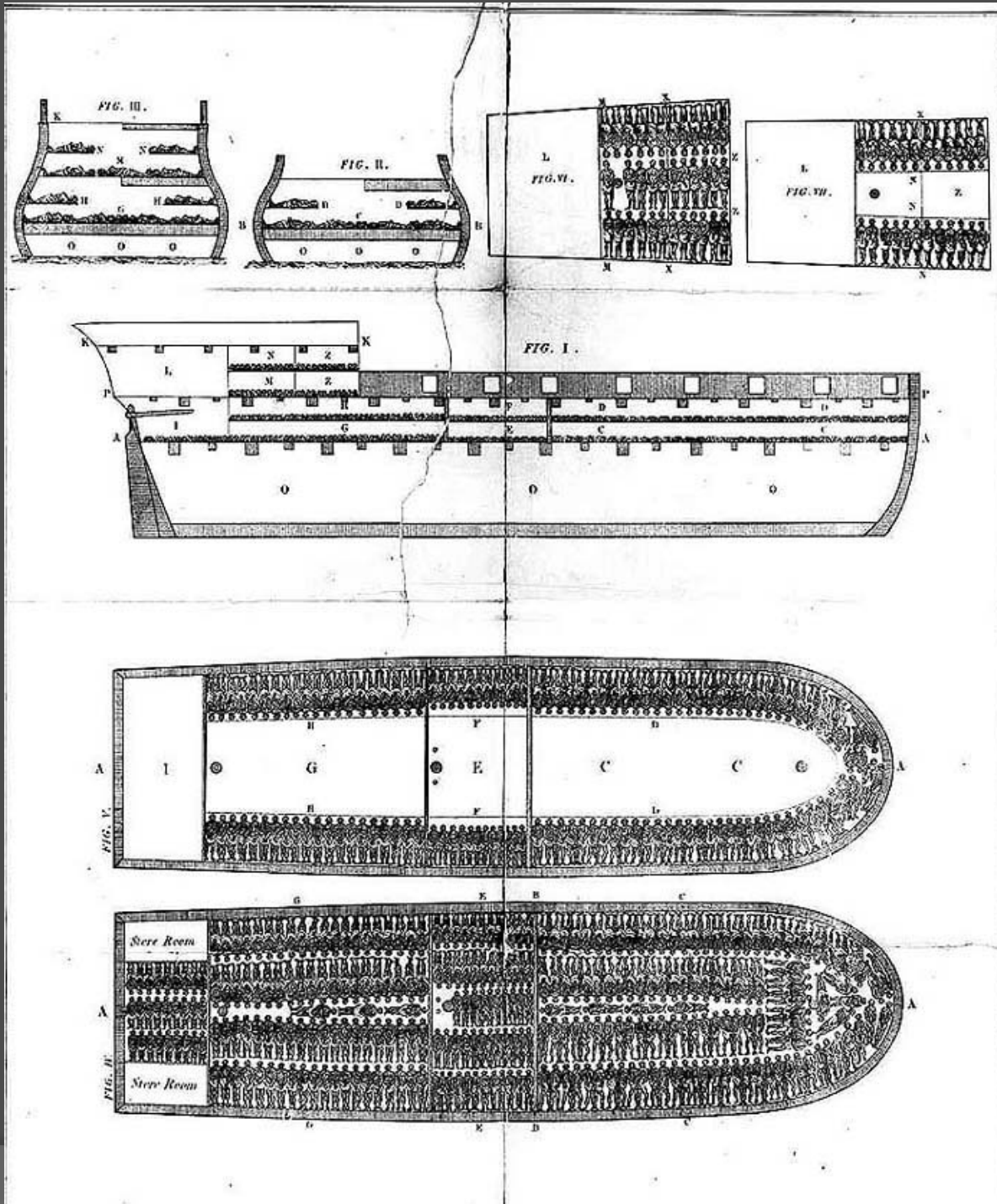
Once purchased, Africans were packed below the decks of slave ships & forced to experience unimaginable hardships as they were transported across the **Atlantic Ocean**

- A. 20% of Africans died
- B. Length of trip
- C. No movement
- D. No bathroom
- E. Very little food
- F. Disease
- G. Poor medical care
- H. Suicide
- I. Trauma
- J. Cruelty
- K. Dangers – i.e., storms, pirate raids, mutinies





(Vue de la laticie lante d'un nostre nequier.)

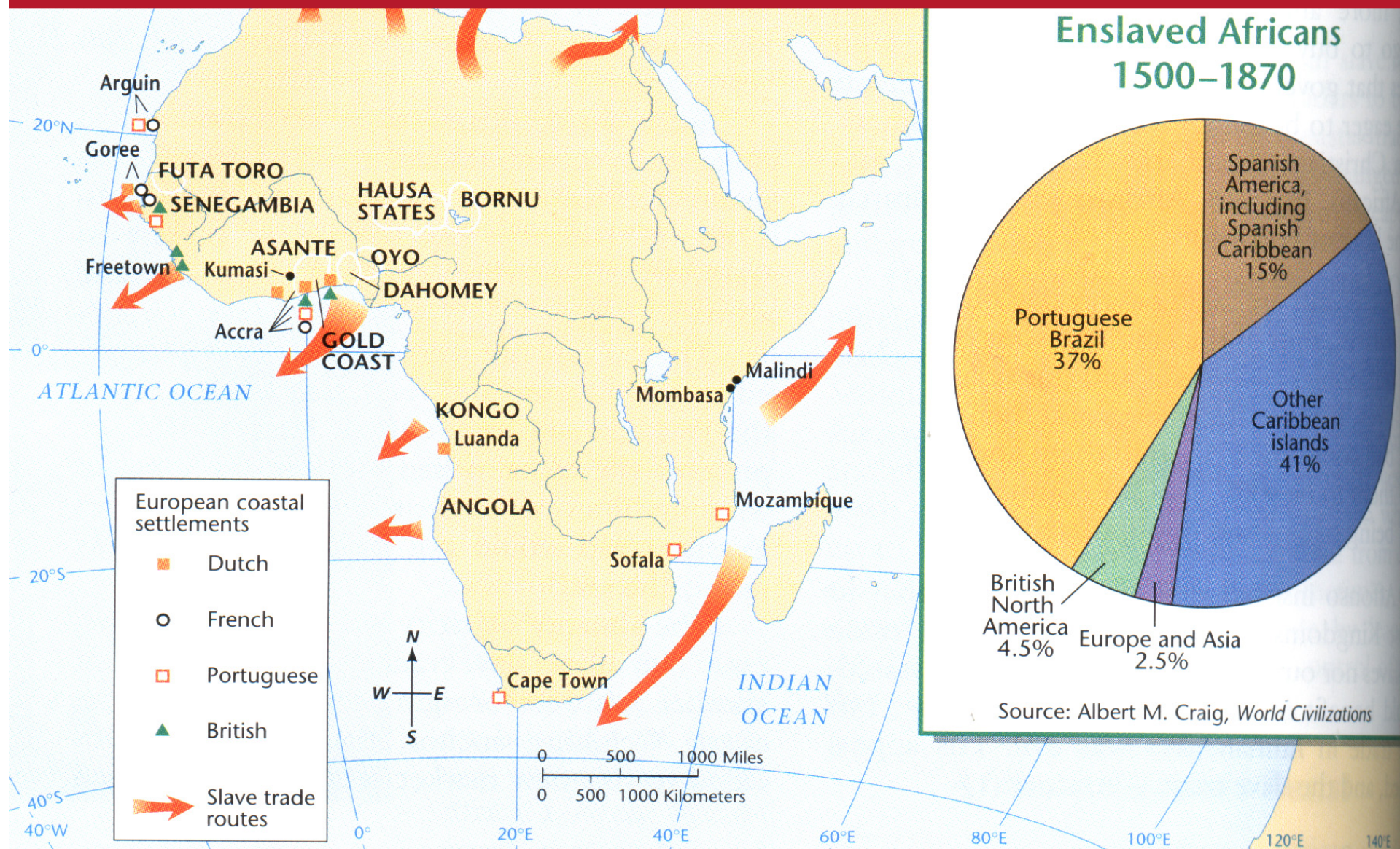


# African Slavery





Historians think that about 2,000 African slaves were sent to the Americas in the 1500s. By the 1800s, when the slaves trade ended, the level had increased to about 12 million.





Charlestown, July 24th, 1769.

TO BE SOLD,

On THURSDAY the third Day  
of AUGUST next,

A CARGO

OF

NINETY-FOUR

PRIME, HEALTHY

NEGROES,

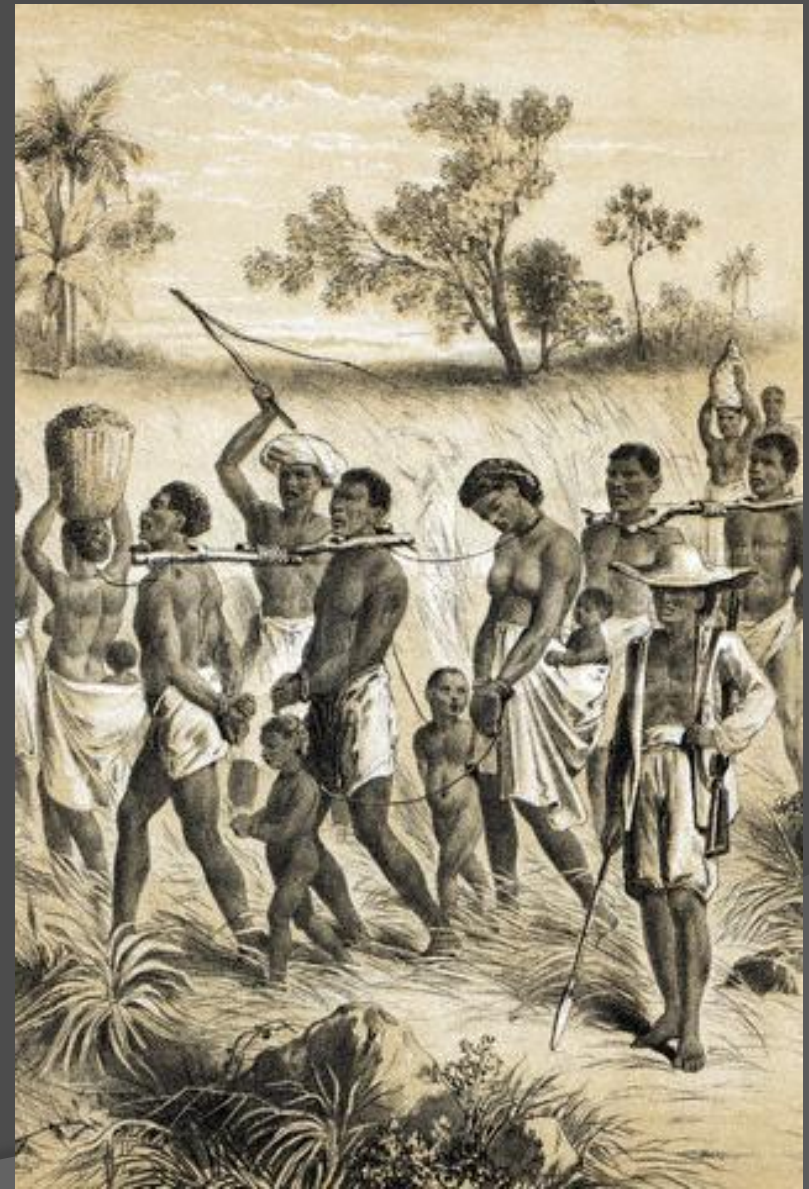
CONSISTING OF

Thirty-nine MEN, Fifteen BOYS,  
Twenty-four WOMEN, and  
Sixteen GIRLS.

JUST ARRIVED,

In the Brigantine *DEMBIA*, *Francis*  
*Bare*, Master, from SIERRA-  
LEON, by

DAVID & JOHN DEAS.






# Consequences of the African Slave Trade

- I. African families torn apart
- II. African culture lost generations of members
- III. Through the skills and labor of African slaves, the economy of the Americas prospered

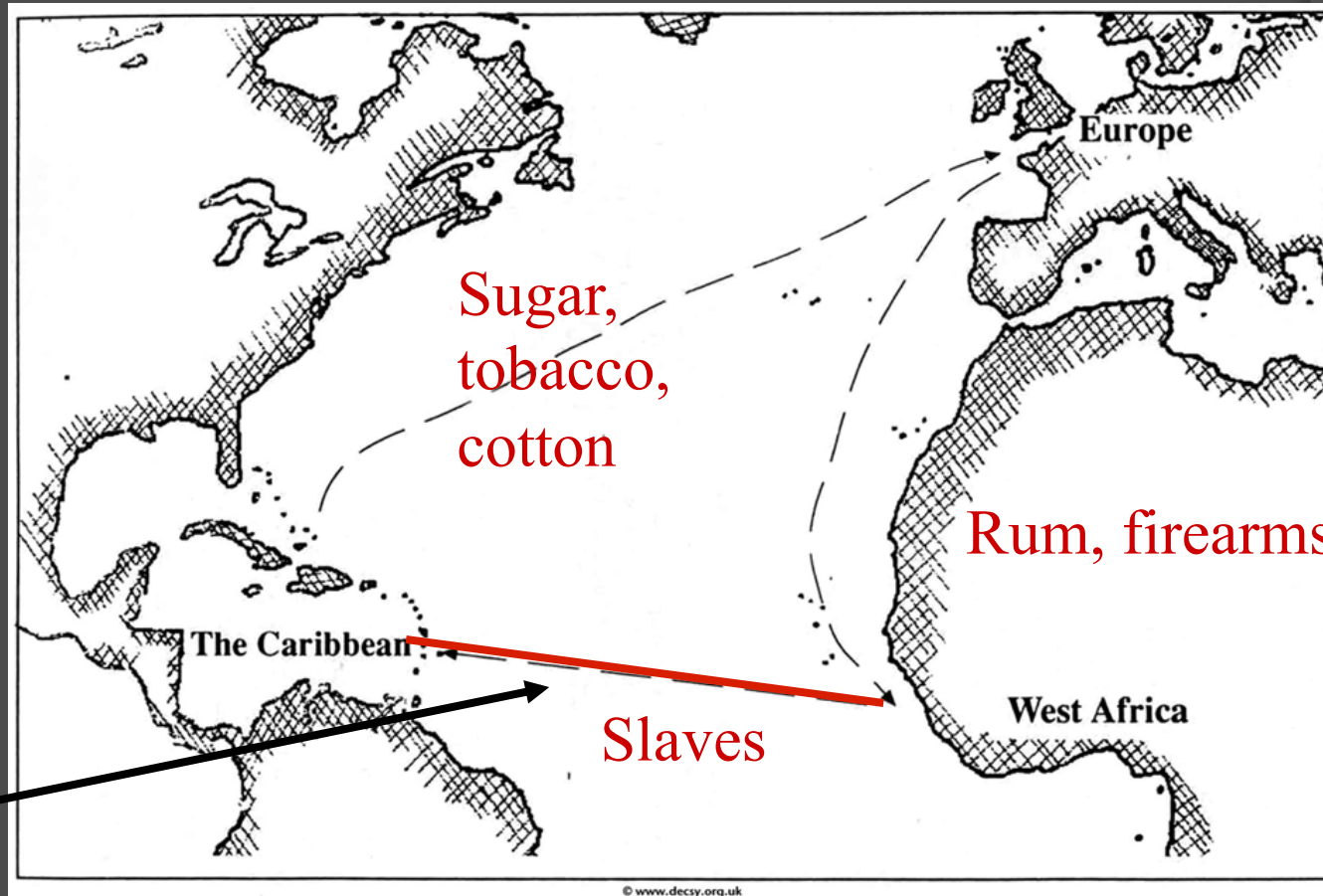
**TO BE SOLD**, on board the  
Ship *Bance-Island*, on tuesday the 6th  
of *May* next, at *Ashley-Ferry*; a choice  
cargo of about 250 fine healthy



**NEGROES**,  
just arrived from the  
Windward & Rice Coast.  
—The utmost care has  
already been taken, and  
shall be continued, to keep them free from  
the least danger of being infected with the  
**SMALL-POX**, no boat having been on  
board, and all other communication with  
people from *Charles-Town* prevented.  
*Austin, Laurens, & Appleby.*

*N. B.* Full one Half of the above Negroes have had the  
**SMALL-POX** in their own Country..

# The Triangular Trade



Those that survived the horrific journey led a life of forced labor in the American colonies

# Triangular Trade

- I. Europe, Africa and the Americas began a system of triangular trade
  - A. Each continent was a corner of the triangle
  
- II. Triangular trade made all three size economically wealthy and powerful
  - A. Especially Europe who gained the most from this system of trade

# Triangular Trade

## I. Europe

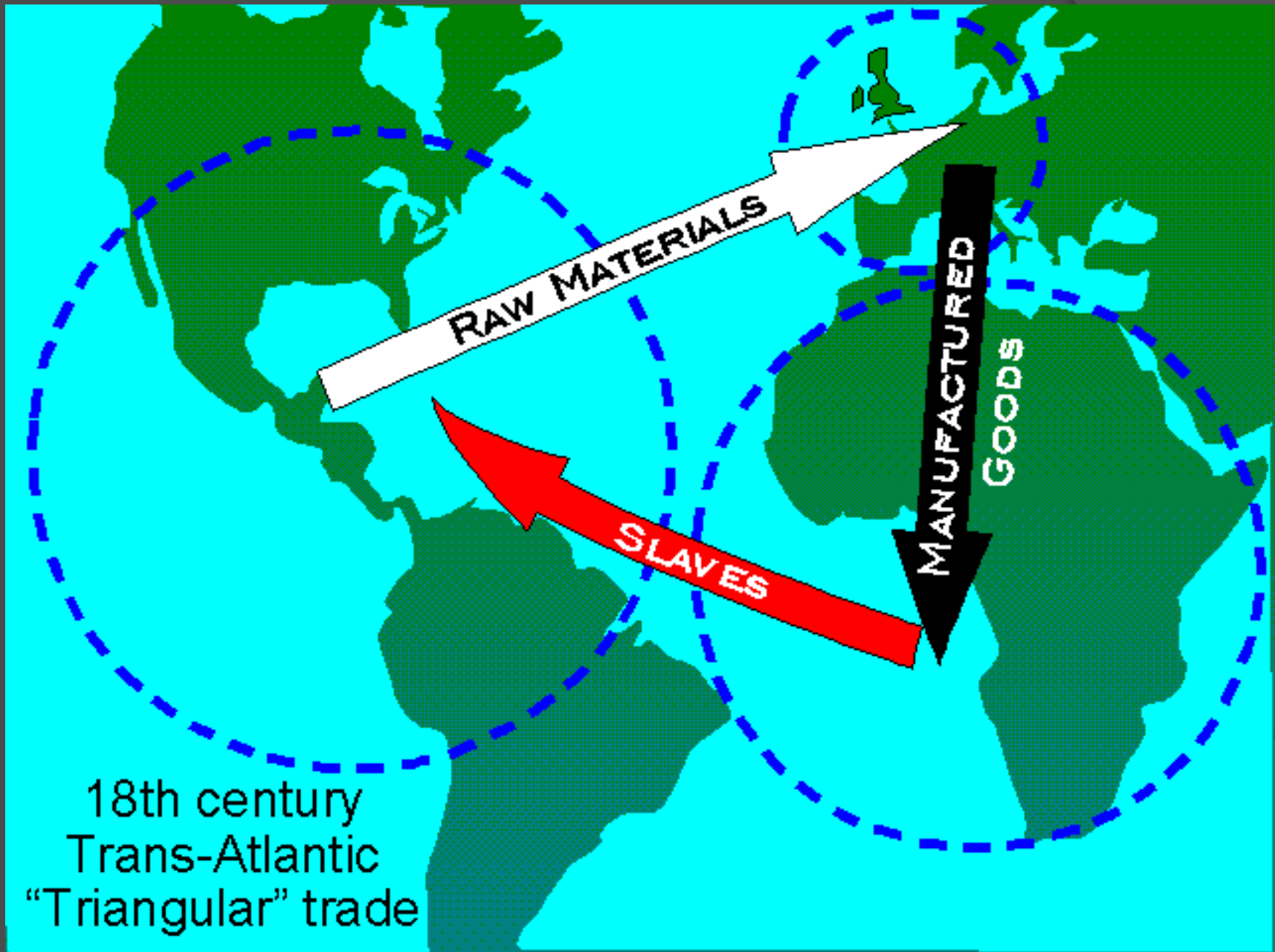
- A. Sent: manufactured goods, guns, weapons, products made by craftsmen
- B. Received: Raw materials for manufacturing, sugar, timber, iron ore

## I. Africa

- A. Sent: African slaves, people, workforce
- B. Received: manufactured goods from Europe, weapons, products, MONEY

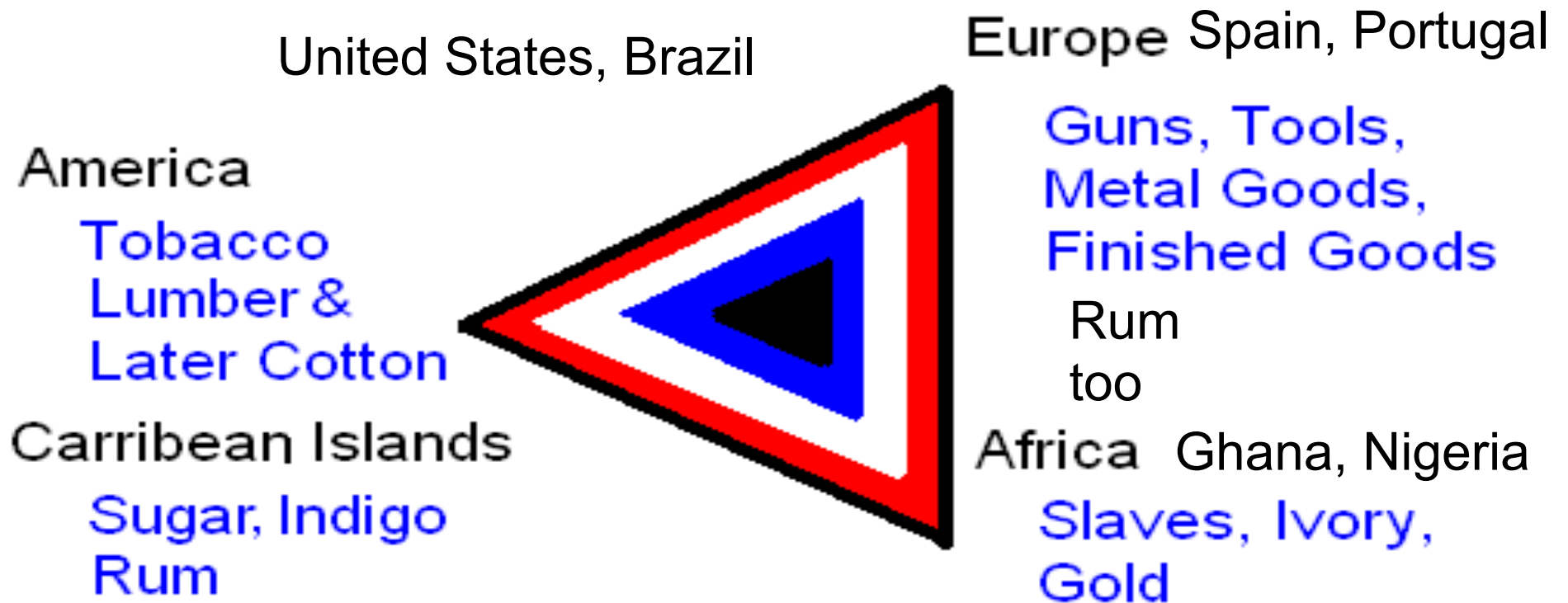
## I. America/ Caribbean

- A. Sent: Raw materials, timber, iron ore, gold, sugar
- B. Received: African slaves needed for production of raw materials



18th century  
Trans-Atlantic  
"Triangular" trade

# Triangular Trade



# The Columbian Exchange & Global Trade

## Definition

**Columbian Exchange** — widespread exchange of crops, animals, diseases, culture, and ideas between the Eastern (**Old World**) and Western (**New World**) hemispheres

## I. Columbus' Role

- A. -When Columbus returned to Spain in 1493, he brought with him plants and animals that he had found in the Americas
- B. -Later that year, Columbus returned to the Americas with a collection of European plants and animals
- C. -With these acts, Columbus began a vast global exchange that would profoundly affect the world
- D. -Because this exchange began with Columbus, we call it the 'Columbian Exchange'

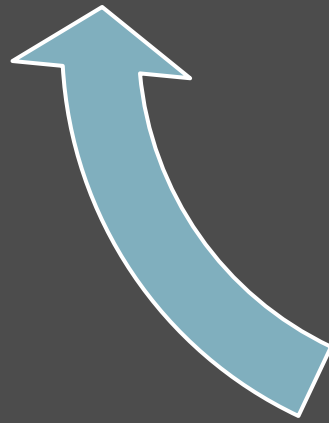


# The Columbian Exchange

Disease:  
smallpox-  
killed  
Natives



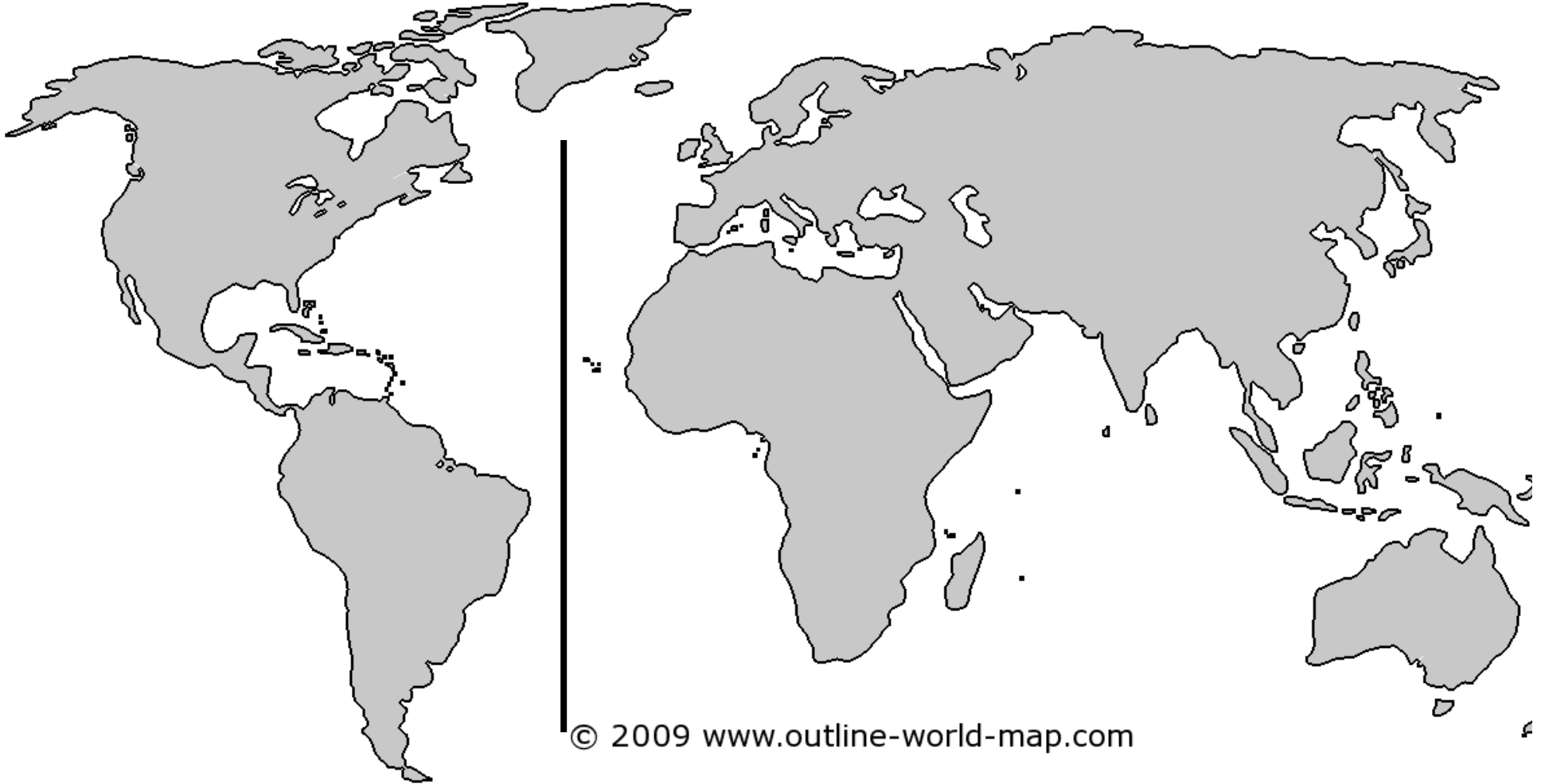
Plants, animals,  
and foodstuffs



Migration of  
people (voluntary  
and involuntary)

**NORTH AND SOUTH AMERICA**  
**THE NEW WORLD**

**EUROPE, AFRICA and ASIA**  
**THE OLD WORLD**



© 2009 [www.outline-world-map.com](http://www.outline-world-map.com)

These items came from  
North or South America

These items came from  
Europe, Africa, or Asia

Avocado

Beans

Bananas

Cabbage

Cashews

Chocolate

Chicken

Citrus

Corn

Guinea pig

Coffee

Cows

Peanuts

Pineapple

Garlic

Grapes

Potatoes

Pumpkin

Horses

Lettuce

Rubber

Silver

Onion

Peaches

Sunflower

Tobacco

Pigs

Rats

Tomatoes

Turkey

Rice

Sheep

Vanilla

Smallpox

Sugar

Pumpkin (squash)

Tea

Wheat

Black pepper

Slaves



# THE COLUMBIAN EXCHANGE

## From the Americas

### Animals

- guinea pigs
- llamas
- turkeys

### Plants

- avocados
- beans
- cashews
- chili peppers
- chocolate
- corn
- papayas
- peanuts
- pecans
- pineapples
- potatoes
- rubber
- squash
- strawberries
- sweet potatoes
- tobacco
- tomatoes
- vanilla



## From Europe, Africa, and Asia

### Animals

- cattle
- chickens
- donkeys
- goats
- horses
- housecats
- mice and rats
- pigs
- rabbits
- sheep

### Plants

- bananas
- black pepper
- citrus fruits
- coffee
- garlic and onions
- lettuce
- peaches and pears
- sugar
- wheat, rye, and oats

### Diseases

- cholera
- influenza
- malaria
- measles
- smallpox

In your chart, note the origins of the different items.  
Which 5 do you think had the most significant impact?



# Impact of the Columbian Exchange

- I. *The Columbian Exchange greatly affected almost every society on earth:*
- II. Sparked the **migration** of millions of people
- III. Diseases **depopulated** many cultures; however, contact between the two hemispheres circulated a wide variety of new **crops** and **livestock** that, in the long term, increased the **world population**
- IV. The exchange transformed **ways of life** (e.g., new foods became staples of human diets)
- V. Europeans needed **labor** to farm land, which led to the **encomienda** system and **slavery**

# Columbus' Long-Term Impact on the World

- I. *Discovered two new continents* – Europeans didn't know that North & South America existed
- II. *Cartography* – Columbus forced mapmakers to re-do all maps of the world (the world was NOT flat)
- III. *The Columbian Exchange* – Established a permanent relationship between Europe & the Americas
- IV. *The Spanish Empire* – Claimed the Americas for the Spanish empire
- V. *Controlled the Atlantic Ocean* – As a result of his exploration, Spain dominated the Atlantic Ocean



# Changing Economies

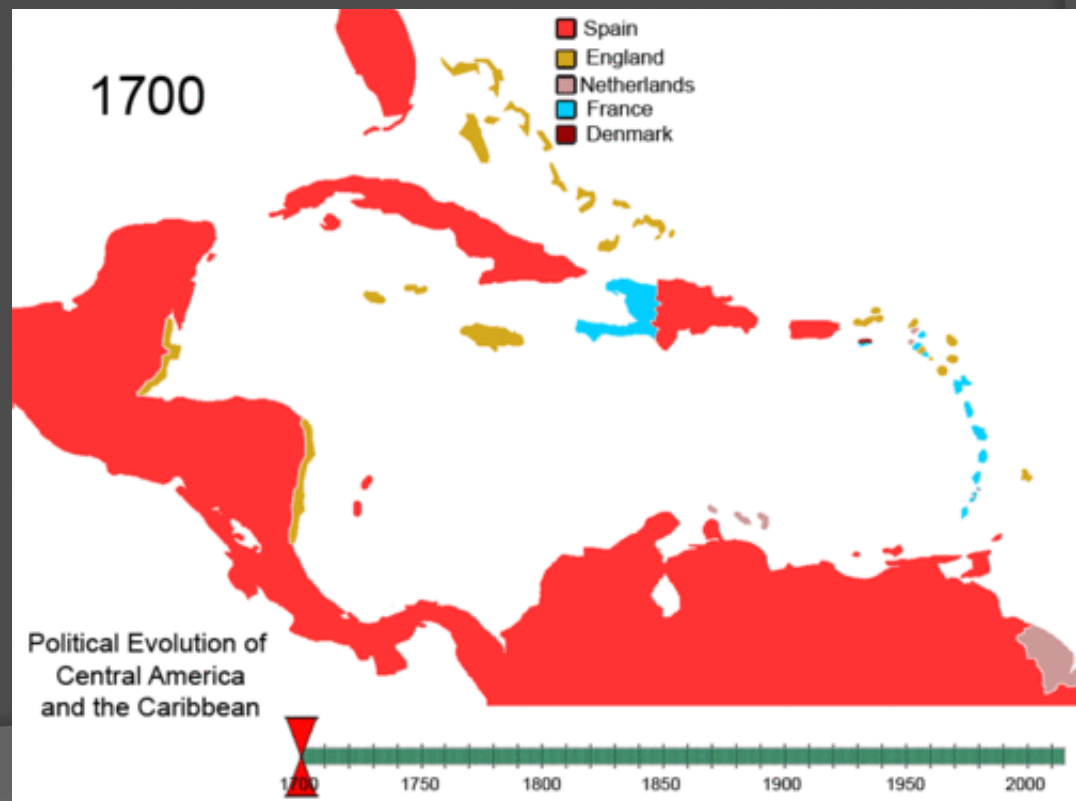
- I. Wealth from Americas, growth of trade changes business in Europe
- II. New economic system—**capitalism**—based on private property, profit
- III. Inflation occurs: prices rise when supply is less than demand

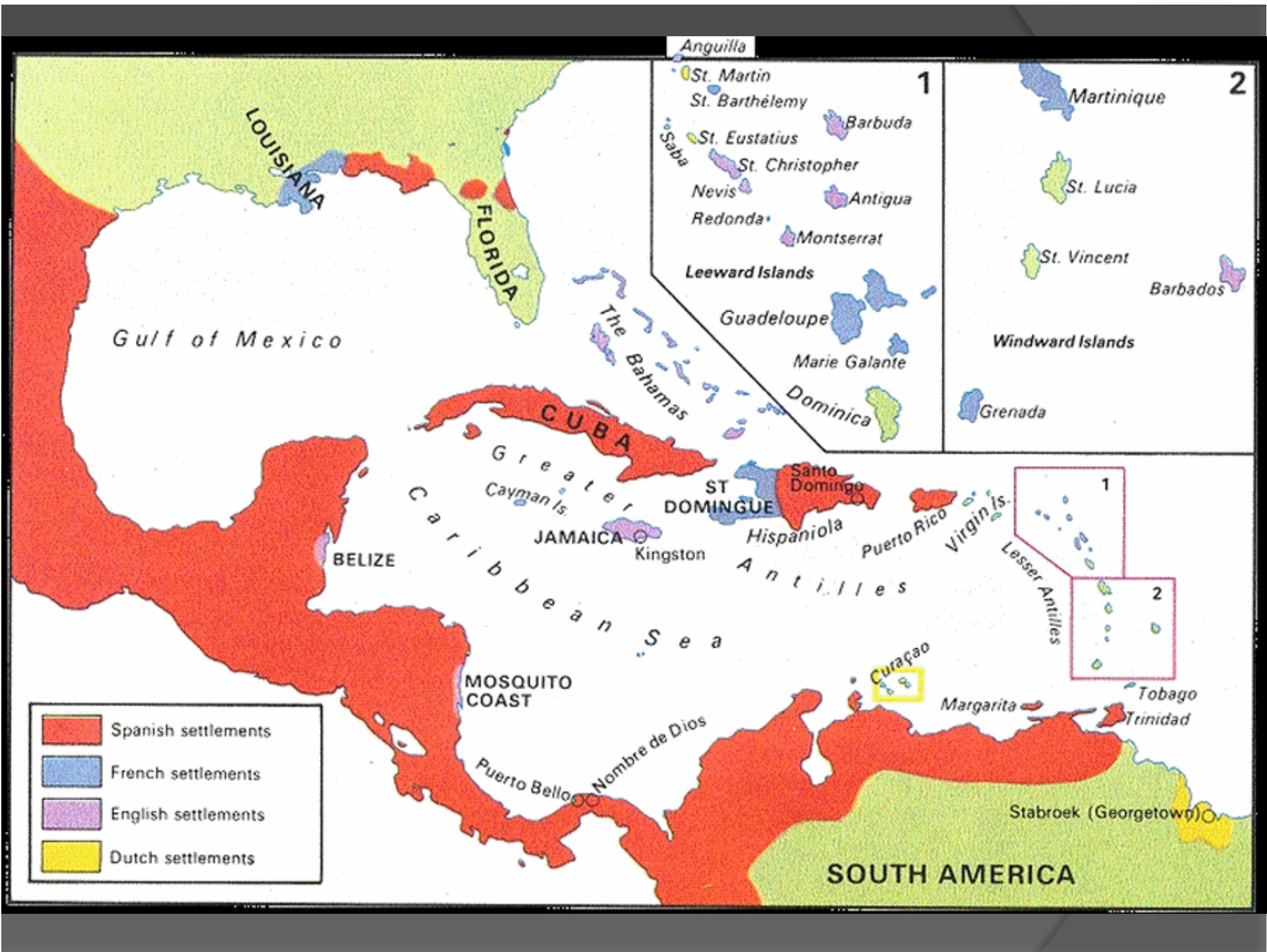
# New Economic Policy

- I. Policy of **mercantilism** emphasizes national wealth as source of power
  
- II. 2 Ways to get wealth:
  - A. Gather gold, silver
  - B. Favorable balance of trade: nation sells more goods than it buys
  
- III. Colonies provide: gold, raw materials used to make goods(cotton), and market to sell goods

# Colonizing the Caribbean

- I. European nations start colonies in the Caribbean
- II. Large cotton and sugar plantations work by slaves









# DO NOW

- ① Create an episode map on the age of exploration...
- ② I am aware you have not ever done one of these... We will do it together the first time...

