

Unit 4: Transoceanic Interconnections Study Guide

c. 1450 - 1750

Topic 4.1 Technological Innovations from 1450 - 1750

Learning Objective Explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750.	Historical Developments Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation. The developments included the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns—all of which made transoceanic travel and trade possible. Innovations in ship design: <ul style="list-style-type: none">• Caravel• Carrack• Fluyt European technological developments influenced by cross-cultural interactions with the Classical, Islamic, and Asian worlds: <ul style="list-style-type: none">• Lateen sail• Compass• Astronomical charts	<ol style="list-style-type: none">1. Describe technological diffusions that occurred in the 1450-1750 time period. Name the technology, its origins, and where it diffused. Astrolabe → Islamic Stern postr rudder → China Magnetic Compass → China Lateen sail → Islamic2. Describe new technologies of the 1450 - 1750 time period and specific examples of how they facilitated patterns of trade and travel from 1450 to 1750. Mariner's compass3. What is a lateen sail and why was it significant in the 1450-1750 time period? Allows sailors to sail against the wind.4. What is a caravel and why was it significant in the 1450 to 1750 time period? Small ship used for exploration (Columbus' ships were caravels)5. Making connections: Give an example of technology in the 1750-1900 time period that facilitated trade and travel during that later time period.

Topic 4.2 Exploration: Causes and Events from 1450 to 1750

Learning Objective Describe the role of states in the expansion of maritime exploration from 1450 to 1750.	Historical Developments New state-supported transoceanic maritime exploration occurred in this period.	<ol style="list-style-type: none">6. What specific states supported maritime exploration in this time period? Give specific examples of states and what they did to support exploration. Portugal - Prince Henry's School of Navigation (Dias and De Gama)
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		Spain - Columbus to the New World England - Set up colonies in Americas (mercantilism) French - Fur trappers in Canada Dutch - Joint Stock Companies
Fren	Historical Developments Portuguese development of maritime technology and navigational skills led to increased travel to and trade with Africa and Asia and resulted in the construction of a global trading-post empire . Spanish sponsorship of the voyages of Columbus and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade Northern Atlantic crossings were undertaken under English, French, and Dutch sponsorship, often with the goal of finding alternative sailing routes to Asia.	7. What were the economic factors that drove maritime exploration by Europeans? Mercantilism→ they wanted to mine for silver and grow cash crops on the areas they colonized → SILVER BECOMES GLOBAL CURRENCY 8. What were some of the economic outcomes of European maritime exploration (positive and negative). Europe will become wealthy from Americas and use native/africans for free labor 9. Describe the difference between the trading-post empire established by the Portuguese in the Indian Ocean and the colonies they established in the New World. Trading Post Empires stayed mostly on the coast of Africa and India Colonies in Americas were also settler colonies (Europeans moved to live)

Topic 4.3 Columbian Exchange		
Learning Objective Explain the causes of the Columbian Exchange and its effects on the Eastern and Western	Historical Developments The new connections between the Eastern and Western Hemispheres resulted in the exchange of new plants, animals, and diseases, known as the Columbian Exchange .	10. Describe the Columbian Exchange. Exchange of plants, animals, and diseases between the OLD WORLD (Afro-Eurasia) and NEW WORLD (Americas)

<p>Hemispheres.</p>	<p>European colonization of the Americas led to the unintentional transfer of disease vectors, including mosquitoes and rats, and the spread of diseases that were endemic in the Eastern Hemisphere, including <u>smallpox</u>, measles, and malaria. Some of these diseases substantially reduced the indigenous populations, with catastrophic effects in many areas.</p> <p>American foods became staple crops in various parts of Europe, Asia, and Africa. <u>Cash crops</u> were grown primarily on <u>plantations</u> with <u>coerced labor</u> and were exported mostly to Europe and the Middle East.</p> <p>Afro-Eurasian fruit trees, grains, sugar, and domesticated animals were brought by Europeans to the Americas, while other foods were brought by African slaves</p> <p>Domesticated animals:</p> <ul style="list-style-type: none"> • Horses • Pigs • Cattle <p>Foods brought by African slaves:</p> <ul style="list-style-type: none"> • Okra • Rice <p>Populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops.</p>	<p>11. What factors caused the Columbian Exchange? Columbus bringing disease and animals from the Old World</p> <p>12. Describe the impact of the Columbian Exchange on the Western Hemisphere (New World). Include both positive and negative outcomes. OW → NW: Disease (pop decreases initially), horses, pigs/cows, sugarcane (will be grown by slaves)</p> <p>13. Describe the impact of the Columbian Exchange on the Eastern Hemisphere (Old World). Include both positive and negative outcomes. NW → OW: potatoes, corn, manioc (population increase) tobacco</p>
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Topic 4.4 Maritime Empires Established		
<p>Learning Objective</p> <p>Explain the process of <u>state building</u> and expansion among various empires and states in the period from 1450 to 1750.</p>	<p>Historical Developments</p> <p>Europeans established new trading posts in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks. Some Asian states sought to limit the disruptive economic and cultural effects of European-dominated long-distance trade by adopting restrictive or <u>isolationist trade</u> policies.</p> <p>Asian states that adopted restrictive or</p>	<p>14. Describe European trading posts in Africa. Trading post empires that will stay on the coast → slavery will soon become the main things europeans want to trade for</p> <p>15. Describe the isolationist policies of China and Japan. Why did they enact these policies? What were the long-term outcomes? Protect their culture from European dominance → its does protect their culture (Tokugawa in Japan and the Qing in China), but they will decline technologically compared to Europe</p>

	<p>isolationist trade policies:</p> <ul style="list-style-type: none"> • Ming China • Tokugawa Japan <p>Driven largely by political, religious, and economic rivalries, European states established new maritime empires, including the Portuguese, Spanish, Dutch, French, and British.</p> <p>The expansion of maritime trading networks fostered the growth of states in Africa, including the Asante and the Kingdom of the Kongo, whose participation in trading networks led to an increase in their influence</p>	<p>16. Describe European maritime empires:</p> <ol style="list-style-type: none"> Portuguese: Prince Henry's School of Navigation Spanish: Columbus and Spanish control most of Latin America Dutch: VOC → Dutch East India Company (Joint Stock Company) French: Fur trappers in Canada British: Setup Colonies in North Americas <p>17. How did the Asante benefit from participation in trading networks in this time period?</p> <p>Asante will trade slaves for guns with the Spanish and Portuguese</p>
<p>Learning Objective</p> <p>Explain the continuities and changes in economic systems and labor systems from 1450 to 1750.</p>	<p>Historical Developments</p> <p>Despite some disruption and restructuring due to the arrival of Portuguese, Spanish, and Dutch merchants, existing trade networks in the Indian Ocean continued to flourish and included intra-Asian trade and Asian merchants.</p> <p>Indian Ocean Asian merchants:</p> <ul style="list-style-type: none"> • Swahili Arabs • Omanis • Gujaratis • Javanese <p>Newly developed colonial economies in the Americas largely depended on agriculture, utilized existing labor systems, including the Incan mit'a, and introduced new labor systems including chattel slavery, indentured servitude, and encomienda and hacienda systems.</p>	<p>18. What continuities in economic and labor systems existed in the 1450 to 1750 time period?</p> <p>Encomienda Mit'a</p> <p>19. What changes in economic and labor systems existed in the 1450 to 1750 time period?</p> <p>Chattel Slavery</p> <p>20. Describe colonial economies in this time period.</p> <p>Mercantilism</p> <p>21. What is the mit'a system and how was it exploited by the Spanish empire?</p> <p>Incan Labor system that Spanish will use to mine and grow cash crops like suga cane</p> <p>22. What factors drove the demand for chattel slavery?</p> <p>Death of native population and demand for cash crops like sugar, tobacco, and cotton</p> <p>23. Describe indentured servitude. Who were typically indentured servants in this time period and how would that change in the 1750-1900 time period?</p> <p>Voluntarily giving up your freedom for a period of time to do labor (usually</p>

		<p>to get to the New world from Europe)</p> <p>24. What is the encomienda? Labor system the Spanish used on the native americans in</p> <p>25. What is a hacienda? Spanish plantation</p>
<p>Learning Objective</p> <p>Explain changes and continuities in systems of slavery in the period from 1450 to 1750.</p>	<p>Historical Developments</p> <p>Slavery in Africa continued in its traditional forms, including incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean regions.</p> <p>The growth of the plantation economy increased the demand for slaves in the Americas, leading to significant demographic, social, and cultural changes.</p>	<p>26. What were the impacts the trans-Atlantic slave trade on West Africa? Wealth for trading nations, and gender ratio was off due to so many men being taken</p> <p>27. What were the impacts of the trans-Atlantic slave trade on the Americas? Free labor to create cash crops \$\$\$</p> <p>28. How was the use of slavery in this time period different from slavery in previous periods of history? Ownership as property chattel</p>

Topic 4.5 Maritime Empires Maintained and Developed

<p>Learning Objective</p> <p>Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.</p>	<p>Historical Developments</p> <p><u>Mercantilist policies</u> and practices were used by European rulers to expand and control their economies and claim overseas territories. <u>Joint-stock companies</u>, influenced by these mercantilist principles, were used by rulers and merchants to finance exploration and were used by rulers to compete against one another in global trade.</p> <p>Economic disputes led to rivalries and conflict between states.</p> <p>Competition over trade routes:</p> <ul style="list-style-type: none"> • Muslim–European rivalry in the Indian Ocean • Moroccan conflict with the Songhai Empire 	<p>29. Describe mercantilism. Economic system focused on getting the Mother Country wealthy through goods produced by a colony. The goal was to export these goods for money (they would tax imports)</p> <p>30. How did joint-stock companies allow European states to consolidate and maintain power in their colonies? Govts and private citizens could invest in joint-stock companies like the British East India Company and Dutch East India Company to colonize areas in order to get luxury goods.</p> <p>31. Describe the Moroccan conflict with the Songhai Empire.</p>
<p>Learning Objective</p> <p>Explain the continuities</p>	<p>Historical Developments</p> <p>The Atlantic trading system involved the</p>	<p>32. Explain the first global economy embodied by the trade in silver. Silver becomes the global currency</p>

<p>and changes in networks of exchange from 1450 to 1750.</p>	<p>movement of goods, wealth, and labor, including slaves.</p> <p>The new global circulation of goods was facilitated by chartered European monopoly companies and the global flow of silver, especially from Spanish colonies in the Americas, which was used to purchase Asian goods for the Atlantic markets and satisfy Chinese demand for silver. Regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic and regional shipping services developed by European merchants.</p> <p>Peasant and artisan labor continued and intensified in many regions as the demand for food and consumer goods increased.</p> <p>Increased peasant and artisan labor:</p> <ul style="list-style-type: none"> • Western Europe— wool and linen • India—cotton • China—silk 	<p>33. Explain the role that chartered European monopoly companies (such as the British East India Company) in facilitating the global circulation of goods. Their empire was so huge that they could circulate goods worldwide.</p> <p>34. What continuities in networks of exchange existed in relation to the 1200 to 1450 time period? Indian Ocean Trade Basin was still used</p> <p>35. What changes in networks of exchange existed in relation to the 1200 to 1450 time period? Europeans began eclipsing Muslims in the Indian Ocean Trade Basin Triangular Trade was used in the Atlantic</p>
<p>Learning Objective</p> <p>Explain how political, economic, and cultural factors affected society from 1450 to 1750.</p>	<p>Historical Developments</p> <p>Some notable gender and family restructuring occurred, including demographic changes in Africa that resulted from the slave trades.</p> <p>The Atlantic trading system involved the movement of labor—including slaves—and the mixing of African, American, and European cultures and peoples, with all parties contributing to this cultural synthesis.</p>	<p>36. Describe the casta system that was a result of the Atlantic trading system. It was based on the level of European-ness IN SOUTH AMERICA Peninsulares - born in Europe (100% euro) Creoles - born in New World (100% euro) Mestizos - part Native part Euro Mulatto - part African part Euro Natives Africans</p>
<p>Learning Objective</p> <p>Explain the similarities and differences in how various belief systems affected societies from 1450 to 1750.</p>	<p>Historical Developments</p> <p>In some cases, the increase and intensification of interactions between newly connected hemispheres expanded the reach and furthered development of existing religions, and contributed to religious conflicts and the development of syncretic belief systems and practices.</p>	<p>37. Describe cultural syncretism that occurred as a result of the Atlantic trading system. Santeria (Cult of Saints) - mixture of African Yoruba and Catholicism Voodoo/Vodun - mixture of african animism and Catholic</p>

Topic 4.6 International and External Challenges to State Power from 1450 to 1750

Learning Objective Explain the effects of the development of state power from 1450 to 1750	Historical Developments State expansion and centralization led to resistance from an array of social, political, and economic groups on a local level. Local resistance: <ul style="list-style-type: none">• Pueblo Revolts• Fronde• Cossack revolts• Maratha conflict with Mughals• Ana Nzinga's resistance (as ruler of Ndongo and Matamba)• Metacom's War (King Philip's War) Slave resistance challenged existing authorities in the Americas. Slave resistance: <ul style="list-style-type: none">• The establishment of Maroon societies in the Caribbean and Brazil• North American slave resistance	38. Give examples of how state expansion and centralization led to resistance from groups on a local level. Ana Nzinga's resistance (as ruler of Ndongo and Matamba) FOUGHT AGAINST THE SLAVE TRADE
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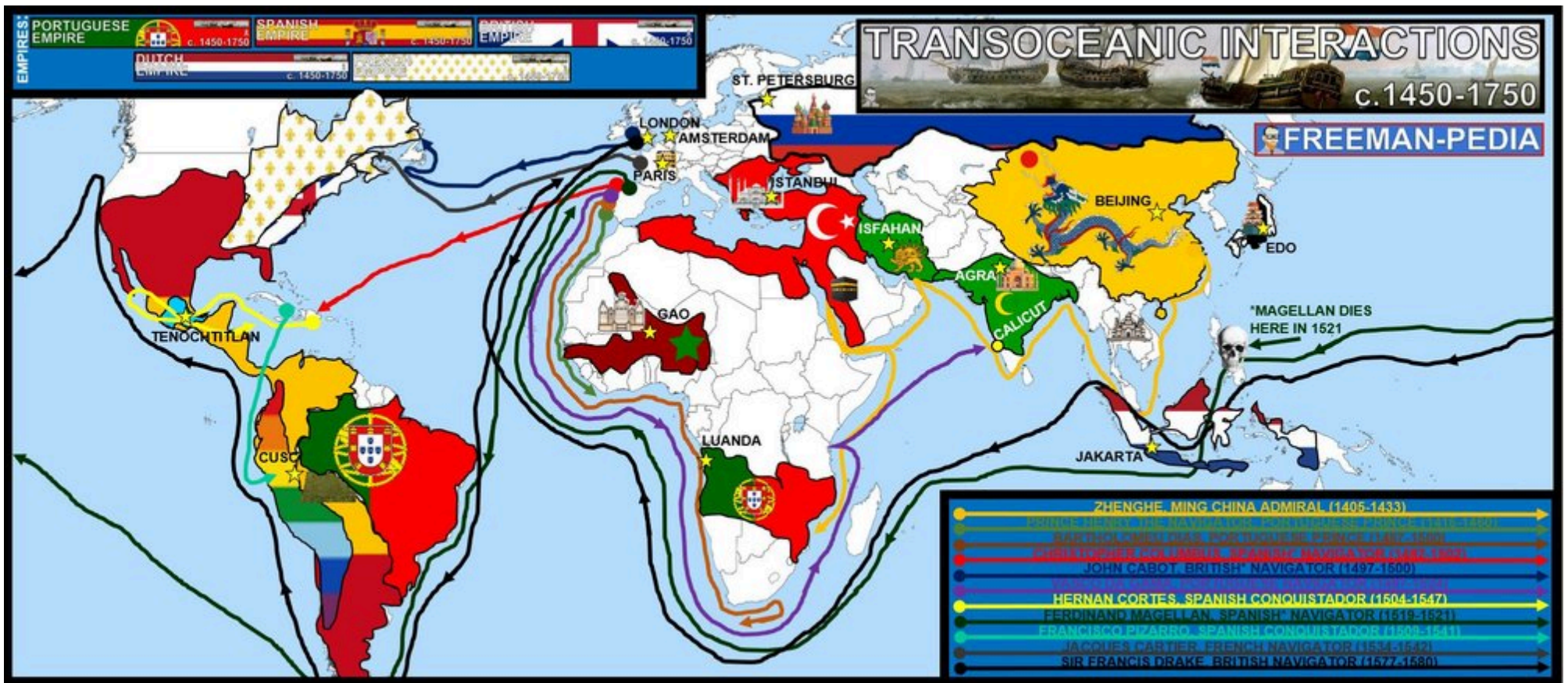
Topic 4.7 Changing Social Hierarchies from 1450 to 1750

Learning Objective Explain how social categories, roles, and practices have been maintained or have changed over time.	Historical Developments Many states, such as the Mughal and Ottoman empires, adopted practices to accommodate the ethnic and religious diversity of their subjects or to utilize the economic, political, and military contributions of different ethnic or religious groups. In other cases, states suppressed diversity or limited certain groups' roles in society, politics, or the economy. Differential treatment of groups in society, politics, and the economy: <ul style="list-style-type: none">• Expulsion of Jews from Spain and Portugal; the acceptance of Jews in the Ottoman Empire• Restrictive policies against Han Chinese in Qing China• Varying status of different classes of women within the Ottoman Empire	39. How did the Ottoman and Mughal Empires attempt to accommodate the ethnic and religious diversity of their empires? 40. Give an example of a society that gave differential treatment to a group or groups within their empire.
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	<p>Imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites, including in China with the transition to the Qing Dynasty and in the Americas with the rise of the Casta system.</p> <p>The power of existing political and economic elites fluctuated as the elites confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.</p> <p>Existing elites:</p> <ul style="list-style-type: none"> • Ottoman timars • Russian boyars • European nobility 	
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Topic 4.8 Continuity and Change from 1450 to 1750	
<p>Learning Objective</p> <p>Explain how economic developments from 1450 to 1750 affected social structures over time.</p>	<p>Review: Unit 4 Key Concepts</p> <ul style="list-style-type: none"> • The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world. <ul style="list-style-type: none"> ◦ Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation. ◦ The developments included the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns—all of which made transoceanic travel and trade possible. • Although the world's productive systems continued to be heavily centered on agriculture, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes. <ul style="list-style-type: none"> ◦ The demand for labor intensified as a result of the growing global demand for raw materials and finished products. Traditional peasant agriculture increased and changed in nature, plantations expanded, and the Atlantic slave trade developed and intensified • Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated. <ul style="list-style-type: none"> ◦ Economic disputes led to rivalries and conflict between states.

Maritime Empires & Influences, 1450 - 1750
<p>Image via Freemanpedia Unit 4</p>



Unit 4: Transoceanic Interconnections (1450-1750) Context Practice

Instructions: Write a contextual statement for each of the prompts below. This will not only help you review content from Unit 4 (1450-1750), but also help you practice writing context statements which, if done successfully, can earn you one point on both the DBQ and LEQ essays.

To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.

The final sentence of your context should narrow down to the topic of the prompt, tying your contextual statement to your thesis statement.

Prompt 1: Evaluate the extent to which technology facilitated changes in patterns of trade and travel in the 1450 to 1750 time period.

Prompt 2: Evaluate the extent to which state expansion supported maritime exploration in the 1450 to 1750 time period.

Prompt 4: Evaluate the extent to which the Columbian Exchange impacted societies of the Western Hemisphere during the 1450 to 1750 time period.

Prompt 5: Evaluate the extent to which labor systems changed in the 1450 to 1750 time period.

Prompt 6: Evaluate the extent to which economic developments from 1450 to 1750 affected social structures over time.