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| 1. Describe trade patterns and routes in the Mediterranean from the twelfth century to the early sixteenth century. Be sure to mention which countries dominated trade at different times.   |  |  | | --- | --- | | *ANSWER:* | *Answer would ideally include: Trade Routes and Patterns:* From the twelfth through the fifteenth centuries, merchants and bankers in the Italian cities of Venice, Genoa, and Pisa dominated trade between Europe and Asia and Africa. During this period, traders transported goods such as spices, silk, carpets, ivory, and gold on overland routes across the Asian continent and into the Mediterranean, from which they were then funneled through the rest of Europe. *Dominant Countries:* In the middle of the fifteenth century, due to a variety of causes, Portugal began to devote more energy and wealth to geographic exploration of the Atlantic coast of Africa and initiated trade with African kingdoms. Portuguese merchants used sailing routes to trade iron, weapons, and textiles for gold, slaves, and ivory. By 1480, Portuguese explorers began a conscious search for a sea route to Asia, and after Vasco da Gama successfully sailed to India in 1498, the Portuguese controlled a large commercial empire in India, Indonesia, and China. This empire broke the monopoly of the old Mediterranean trade with the East. | |

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| 2. Briefly explain the Reconquest and its significance to the Portuguese exploration of Africa, led by Prince Henry the Navigator.   |  |  | | --- | --- | | *ANSWER:* | *Answer would ideally include: The Reconquest:* The Reconquest was a centuries-long drive to expel Muslims from the Iberian Peninsula, which was propelled by religious zeal among Christians. As a Christian kingdom, Portugal cooperated with Spain in the Reconquest. Religious zeal also justified expansion into what the Portuguese considered heathen lands. *Significance:* Prince Henry the Navigator sponsored expeditions of the coast of Africa. He collected the latest information about sailing techniques and geography, supported new crusades against Muslims, sought fresh sources of trade to fatten Portuguese pocketbooks, and pushed explorers to go farther still. Portuguese navigation of the African coast taught sailors the techniques that would eventually allow them to sail around the Cape of Good Hope and led to the development of the caravel. | |

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| 3. Identify and discuss how African slavery came to be associated with plantation labor on the Cape Verde Islands.   |  |  | | --- | --- | | *ANSWER:* | *Answer would ideally include: Portuguese Trade Posts:* Portuguese merchants encountered fierce resistance from Africans whenever they tried to venture from the coast to the continent's interior. They consequently decided that it was more profitable to focus on developing peaceful coastal trading posts rather than attempt violent conquest and colonization farther inland. One of these efforts was Portugal's development of sugar plantations on Africa's Cape Verde Islands, which depended on African slave labor. | |

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| 4. What impact did Columbus's journeys have on Europeans' understanding of the world's geography?   |  |  | | --- | --- | | *ANSWER:* | *Answer would ideally include: Geography and Economy:* Columbus's journeys demonstrated to Europeans that it was possible to sail from Europe to the western rim of the Atlantic and to return to Europe. They also made it clear that beyond the western shores of the Atlantic were lands that, up to that point, had been entirely unknown by Europeans. Columbus's journeys and belief in the existence of a passage to the East Indies also acted as a catalyst for other countries to invest in exploration and seafaring, which added to the discovery of more new cultures and natural resources, eventually paving the way for global trade routes. | |

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| 5. Identify three key factors that enabled Cortés to conquer the Mexica and gain control of the Mexica Empire's capital.   |  |  | | --- | --- | | *ANSWER:* | *Answer would ideally include: Warfare:* The Spanish fought with iron and steel weapons against the Mexicans' stone, wood, and copper. The Spaniards' concept of war was total victory, while the Mexicans sought surrender. *Infection:* Smallpox arrived in Mexico with Cortés; thousands died and others were too sick to fight. *Politics:* Cortés reinforced his army with thousands of Indian allies who were eager to seek revenge against the Mexica. | |

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| 6. Why did the Spanish monarchy insist on having northern outposts in Florida and New Mexico?   |  |  | | --- | --- | | *ANSWER:* | *Answer would ideally include: Expanding the Empire:* The Spanish monarchy insisted on maintaining outposts in Florida and New Mexico so that there would be some tangible evidence of its claims on North America and so that Spanish ships might have some protection from the pirates and privateers waiting along the southeastern coast for an opportunity to steal Spanish treasure. In addition, the land in New Mexico was rumored to contain legendary treasures. | |

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| 7. Cite two reasons why Spain was able to conquer as much land and as many people as it did in order to become the dominant colonial power in the Americas during the sixteenth century.   |  |  | | --- | --- | | *ANSWER:* | *Answer would ideally include: Focus on Colonization:* Spain was able to conquer the amount of land and the number of people it did because the other strong European powers focused on either trade with the East Indies or conflicts within Europe. Although Portugal claimed Brazil under the Tordesillas Treaty, it was much more concerned with exploiting its hard-won trade with the East Indies than in colonizing the New World. England and France were absorbed by domestic and diplomatic concerns in Europe and did not develop much interest in America until the end of the century. *System of Encomienda:* In theory, the Spanish system of *encomienda*, which distributed conquered towns to the conquistadors, was meant to create a reciprocal relationship. In reality, the system gave the *encomendero* total control over Indian labor, which became Spain's most important treasure. | |

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| 8. Two Spanish groups became critical of the *encomienda* system and were influential in abolishing its early form in 1549. Identify both groups, cite their major criticisms, and explain the results of their criticism.   |  |  | | --- | --- | | *ANSWER:* | *Answer would ideally include: Missionaries:* The missionaries who traveled to the New World to convert Indians to Christianity were horrified by their brutal mistreatment by the Spanish. They argued to the Spanish crown that the cruelty made it difficult for priests to convert the Indians to Christianity. The missionaries softened few hearts among the *encomenderos*, but they did win some sympathy from the Spanish crown. *Spain's Royal Officials:* The royal officials believed that the brutality of the *encomenderos* stemmed from their unchecked autonomy. They moved to abolish encomienda in an effort to replace old conquistadors with royal bureaucrats as the rules of New Spain. In 1549 the Spanish imposed a reform called the *repartimiento.* Although it did not challenge the principle of forced labor or prevent the Spanish from mistreating Indians, it limited the labor an *encomendero* could command from his Indians to forty-five days per year from each adult male. | |

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| 9. Briefly explain results of the gender imbalance among Spanish immigrants in the New World during the sixteenth century.   |  |  | | --- | --- | | *ANSWER:* | *Answer would ideally include: Gender Imbalance:* For most of the sixteenth century, Spanish men vastly outnumbered Spanish women in the New World. As a result of this imbalance, Europeans never made up more than 1 or 2 percent of the total population of New Spain, and that small elite minority ruled an almost totally Indian population. The imbalance also led to frequent intermarriage between Spanish men and Indian women, which created a steep social hierarchy defined by perceptions of national origin and race. *Peninsulares,* or Spanish natives, occupied the highest position in the social hierarchy; *creoles,* the children of *peninsulares,* sat below them but were also part of the white elite; *mestizos,* the offspring of Spanish men and Indian women, comprised 4 percent to 5 percent of the population, worked as artisans or overseers, and lived fairly well; and Indians occupied the enormous bottom segment of the social pyramid. | |

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| 10. Explain the model of exploration that sixteenth-century Spain set for France and England and discuss those two countries' attempts at exploration in the New World.   |  |  | | --- | --- | | *ANSWER:* | *Answer would ideally include: Model:* Based on the Spanish example of conquest and colonization in the New World, England and France both desired to explore the Americas to find a hidden passageway to the East Indies, expand their influence in Europe, or find amazing treasures and wealth. *France:* France initiated several unsuccessful voyages to find a Northwest Passage to the East. Although Jacques Cartier was able to voyage up the St. Lawrence River and establish a French colony there in 1541, the effort to form a French settlement was ultimately unsuccessful. *England:* In the 1570s England also sponsored unsuccessful efforts to locate a Northwest Passage to China. English efforts to establish settlements in Newfoundland and Roanoke Island (off present-day North Carolina) also failed. | |