

14 – Exploration

Key Concept 1.4: Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

- I. European nations were driven by commercial and religious motives to explore overseas territories and establish colonies.
 - A. European states sought direct access to gold and spices and luxury goods as a means to enhance personal wealth and state power.
 - B. The rise of mercantilism gave the state a new role in promoting commercial development and the acquisition of colonies overseas.
 - C. Christianity served as a stimulus for exploration as governments and religious authorities sought to spread the faith and counter Islam, and as a justification for the physical and cultural subjugation of indigenous civilizations.
- II. Advances in navigation, cartography, and military technology allowed Europeans to establish overseas colonies and empires.
 - **Compass, stern-post rudder, portolani, quadrant and astrolabe, lateen rig**
 - **Horses, guns and gunpowder**
- III. Europeans established overseas empires and trade networks through coercion and negotiation.
 - A. The Portuguese established a commercial network along the African coast, in South and East Asia, and in South America.
 - B. The Atlantic nations of France, England, and the Netherlands followed by establishing their own colonies and trading networks to compete with Portuguese and Spanish dominance.
 - C. The competition for trade led to conflicts and rivalries among European powers.
- IV. Europe's colonial expansion led to a global exchange of goods, flora, fauna, cultural practices, and diseases, resulting in the destruction of some indigenous civilizations, a shift toward European dominance, and the expansion of the slave trade.
 - A. The exchange of goods shifted the center of economic power in Europe from the Mediterranean to the Atlantic states and brought the latter into an expanding world economy.
 - B. The exchange of new plants, animals, and diseases — the Columbian Exchange — created economic opportunities for Europeans and facilitated European subjugation and destruction of indigenous peoples, particularly in the Americas.
 - **From Europe to the Americas: Wheat, Cattle, Horses, Pigs, Sheep, Smallpox, Measles**

- **From the Americas to Europe: Tomatoes, Potatoes, Squash, Corn, Tobacco, Turkeys, Syphilis**

- C. Europeans expanded the African slave trade in response to the establishment of a plantation economy in the Americas and demographic catastrophes among indigenous peoples.

Key Concept 1.1: The worldview of European intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world

- III. The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals.
 - C. Mannerist and Baroque artists employed distortion, drama, and illusion in works commissioned by monarchies, city-states, and the church for public buildings to promote their stature and power.
 - **El Greco, Artemisia Gentileschi, Gianlorenzo Bernini, Peter Paul Rubens**

Key Concept 1.5: European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures.

- I. Economic change produced new social patterns, while traditions of hierarchy and status persisted.
 - A. Innovations in banking and finance promoted the growth of urban financial centers and a money economy.
 - **Double-entry bookkeeping, Bank of Amsterdam, The Dutch East India Company, The British East India Company**
 - B. The growth of commerce produced a new economic elite, which related to traditional elites in different ways in Europe's various geographic regions.
 - **Gentry in England, Nobles of the robe in France, Town elites (bankers and merchants), Caballeros and hidalgos in Spain**
 - C. Hierarchy and status continued to define social power and perceptions in rural and urban settings.
- II. Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter rural production and power.
 - A. Subsistence agriculture was the rule in most areas, with three-crop field rotation in the north and two-crop rotation in the Mediterranean; in many

- cases, farmers paid rent and labor services for their lands.
- B. The price revolution contributed to the accumulation of capital and the expansion of the market economy through the commercialization of agriculture, which benefited large landowners in western Europe.
- **Enclosure movement, Restricted use of the village common, Free-hold tenure**
- C. As western Europe moved toward a free peasantry and commercial agriculture, serfdom was codified in the east, where nobles continued to dominate economic life on large estates.
- D. The attempts of landlords to increase their revenues by restricting or abolishing the traditional rights of peasants led to revolt.
- III. Population shifts and growing commerce caused the expansion of cities, which often found their traditional political and social structures stressed by the growth.
- D. Population recovered to its pre–Great Plague level in the 16th century, and continuing population pressures contributed to uneven price increases; agricultural commodities increased more sharply than wages, reducing living standards for some.
- E. Migrants to the cities challenged the ability of merchant elites and craft guilds to govern and strained resources.
- **Sanitation problems caused by overpopulation, Employment, Poverty, Crime**
- F. Social dislocation, coupled with the weakening of religious institutions during the Reformation, left city governments with the task of regulating public morals.
- **New secular laws regulating private life, Stricter codes on prostitution and begging, Abolishing or restricting Carnival, Calvin’s Geneva**
- V. The family remained the primary social and economic institution of early modern Europe and took several forms, including the nuclear family.
- A. Rural and urban households worked as units, with men and women engaged in separate but complementary tasks.
- B. The Renaissance and Reformation movements raised debates about female roles in the family, society, and the church.
- **Women’s intellect and education, Women as preachers, La Querelle des Femmes**
- C. From the late 16th century forward, Europeans responded to economic and environmental challenges, such as the “Little Ice Age,” by delaying marriage and childbearing, which restrained population growth and ultimately improved the economic condition of families.
- IV. Popular culture, leisure activities, and rituals reflecting the persistence of folk ideas reinforced and sometimes challenged communal ties and norms.
- A. Leisure activities continued to be organized according to the religious calendar and the agricultural cycle and remained communal in nature.
- **Saint’s day festivities, Carnival, Blood sports**
- B. Local and church authorities continued to enforce communal norms through rituals of public humiliation.
- **Charivari, Stocks, Public whipping and branding**
- C. Reflecting folk ideas and social and economic upheaval, accusations of witchcraft peaked between 1580 and 1650.

Major Themes and BIG Questions

Essay Topics:

- What were the causes and features of the Commercial Revolution? How did the Commercial Revolution impact European society politically, economically, and socially between 1500-1700?
- Analyze the role that knowledge, politics and technology played in European exploration between 1450 and 1700.
- Compare and contrast the European “Old Imperialism” in Africa and Asia with the European domination of the New World between 1450 and 1700.
- Analyze causes for the rise of the Spanish Empire and features of Spain’s rule in the New World.

- Analyze the impact of the Columbian Exchange on European society.
- Analyze factors that enabled Europeans to dominate world trade between 1500 and 1700.

Essential Questions:

Exploration:

- How did the Mongols, Zheng He, the India trade cities and African states contribute to global trade networks?
- What role did the Ottomans play in the European desire for new trade routes?
- How did Genoa and Venice impact exploration?
- What were the central causes of European Expansion?

- What new and old inventions aided explorers in charting new seas and lands?
- What role did Prince Henry the Navigator play in exploration?
- What technological and economic advantages did the English and Dutch have over the Portuguese?
- Compare and contrast the French and English settlements in North America with those of the Spanish and Portuguese in South America.
- What was the *encomienda* system and what was its impact on the South American economy & society?
- What were the differing views on labor in the Americas?
- Discuss the difference in the way women, children and slaves were treated in the colonies.
- Explain the flow of goods back and forth between the New and Old World with the Columbian Exchange.
- How were slavery and sugar intertwined in the New World?
- What impact did the discovery of Silver have on Spain and the rest of Europe?
- How did world trade affect Portugal, Spain and the Dutch?

- What was the "price revolution" also sometimes called the "market revolution"?
- What is a joint-stock company and what role did they play in the Age of Exploration?
- What is mercantilism? How is it fundamentally different from capitalism? What is bullion, or bullionism?

The Transformation of Europe:

- How did Europeans justify enslavement of Africans?
- How did science change the way people viewed race?
- How did Montaigne's view of cultures differ from most Europeans?
- Compare and contrast the Elizabethan Age and the Jacobean Age.
- What was the nuclear family and how did it differ from earlier society?
- How did increasing urbanization impact life in the cities?
- In what areas did governments feel they needed to place regulation on public morals?

[reformatted from Angelee Rusk, Erie High School, CO]

VOCABULARY

[How many of these can you remember?]

- | | |
|---|--|
| <input type="checkbox"/> Age of Exploration | <input type="checkbox"/> mercantilism |
| <input type="checkbox"/> New World | <input type="checkbox"/> bullionism |
| <input type="checkbox"/> Gold, God, Glory | <input type="checkbox"/> El Greco |
| <input type="checkbox"/> missionaries | <input type="checkbox"/> Artemisia Gentileschi |
| <input type="checkbox"/> cartography | <input type="checkbox"/> Gian Bernini |
| <input type="checkbox"/> navigational advances | <input type="checkbox"/> Peter Paul Rubens |
| <input type="checkbox"/> Columbian Exchange | <input type="checkbox"/> gentry |
| <input type="checkbox"/> African slave trade | <input type="checkbox"/> nobles of the robe |
| <input type="checkbox"/> commercial capitalism | <input type="checkbox"/> town elites |
| <input type="checkbox"/> family banking houses | <input type="checkbox"/> caballeros and hidalgos |
| <input type="checkbox"/> Amsterdam | <input type="checkbox"/> enclosure movement |
| <input type="checkbox"/> price revolution | <input type="checkbox"/> freehold tenure |
| <input type="checkbox"/> compass | <input type="checkbox"/> <i>La Querelle des Femmes</i> |
| <input type="checkbox"/> stern-post rudder | <input type="checkbox"/> Saint's day festivities |
| <input type="checkbox"/> portolani | <input type="checkbox"/> Carnival |
| <input type="checkbox"/> quadrant | <input type="checkbox"/> blood sports |
| <input type="checkbox"/> astrolabe | <input type="checkbox"/> charivari |
| <input type="checkbox"/> lateen rig | <input type="checkbox"/> skepticism |
| <input type="checkbox"/> horses | <input type="checkbox"/> cultural relativism |
| <input type="checkbox"/> guns | |
| <input type="checkbox"/> triangular trade | |
| <input type="checkbox"/> smallpox | |
| <input type="checkbox"/> double-entry bookkeeping | |
| <input type="checkbox"/> Bank of Amsterdam | |
| <input type="checkbox"/> The Dutch East India Company | |
| <input type="checkbox"/> The British East India Company | |
| <input type="checkbox"/> merchant class | |
| <input type="checkbox"/> joint stock company | |