

UNIT 1: THE RISE OF DEMOCRATIC IDEAS

Democracy - means "rule by the people"

- more than 2,000 years old, yet still considered the most modern form of govt.
- Greeks introduced the idea around 500 B.C.

The 4 "R"s of Democracy:

1. *Representative government* - elected officials represent the people who elect them
 - if voters disapprove of representatives, they can vote them out of office in the next election
 - people are the highest authority
2. *Rule by Law* - no one is above the law, everyone must obey the law
 - a written constitution serves to establish basic laws by which the people are governed
 - laws give people power and protection
 - laws that may be unjust can be changed (Martin Luther King, Jr., in the civil rights movement)
3. *Rights of the Individual* - each person is important, so each one has the right to make decisions, good or bad
 - civil rights - rights of citizens to be treated equally under the law, equality of opportunity
 - civil liberties - freedom of speech, press, religion, assembly, petition
4. *Reason* - democracies base their decisions on reasoned argument
 - debates in legislatures are aimed at finding the best solutions to problems through exchange of information and opinion

THE MIDDLE AGES - FEUDAL SOCIETY IN EUROPE: 500 A.D. - 1350 A.D.

Feudalism - system of rule by local lords who were bound to a king by ties of loyalty

- brought order out of chaos during the Middle Ages

Knights - mounted warriors who served a lord

Lords - greater nobles

Vassals - lesser lords

- land was granted to knights in exchange for military service to lords + the king

Feudal Manor - lands administered by a lord

Serfs - peasants who were tied to the land of lords

Duties and Obligations:

Lords to Serfs: 1. Protected peasants in time of war (knights) and 2. Provided justice through a manor court

Serfs to Lords: 1. Spent 3 days per week working for the lord (farming land, repairing the castle, digging the moat, etc.); 2. Peasant families paid rent for land they farmed themselves; 3. Paid fees (mill for grain, oven for baking); and, 4. If male head of household died, heirs paid a fee for the right to continue farming the land

Three Field System - a method of crop rotation

- peasants planted winter crop in fall, summer crop in spring
- left 3rd field fallow (allowed soil to rest)
- next year, crops were rotated, with a different field left fallow
- system spread planting/harvesting over the year, didn't wear out the soil - new crops improved diet, reduced risk of starvation

The Catholic Church in the Middle Ages

Importance of the local parish priest:

1. for many, he was their only contact with the church
2. performed mass in the manor
3. helped the sick + poor
4. collected a tithe (church tax)
5. served as a teacher (if he could read or write)

Church had power within the social structure of feudalism:

1. kings + nobles enlisted educated clergy in their courts (they had major influence in political affairs)
2. Church controlled huge tracts of land (land = power)
3. high church officials were often feudal lords
4. the route to salvation was achieved through the seven sacraments (sacred rites administered through the parish priest)

religious orders - groups of monks and nuns who dedicated their lives to God

- they helped improve medieval life:
1. monastery farms used new agricultural techniques
 2. some orders cared for the sick, orphans, the homeless

The Black Death - bubonic plague (carried by fleas on rats) - deadly disease that killed about one third of the people in western Europe in the 1300s

- farms were abandoned, trade collapsed, medieval economy in ruins

The Crusades

crusade - a military expedition against enemies of the church

- Pope Urban II called for the First Crusade in 1095 after Seljuk Turks took control of Palestine - Pope wanted to rescue the Holy Land from Muslims (he'd heard stories of Muslims attacking Christians)
- knights were eager to fight:
 1. Pope promised them salvation, excused them from some taxes and debts
 2. they heard of riches in the Holy Land
 3. some dreamed of carving out their own kingdoms in the Holy Land
- brutalities of the crusades - knights killed Muslim and Jewish men, women and children when taking Jerusalem
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- effect on Jewish communities - Jews accused of killing Christian children, mobs attacked Jewish neighborhoods, Jews were prevented from owning land, forced out of most trades

The Fourth Crusade - crusaders attacked Constantinople in 1204 (Venice's main trade rival) results:

1. seriously weakened the Byzantine Empire
2. attack on Constantinople diverted attention away from the Holy Land
3. high ideals of early crusades gave way to greed

crusades helped Europe emerge from the Middle Ages:

1) shipbuilding; **2)** trade with the Middle East; and, **3)** increased travel helped expand Europeans' view/knowledge of other lands/people/cultures

The Hundred Years' War: 1337-1453 - France vs. England

Eleanor of Aquitaine (France) married Henry II (England) - this brought vast French lands under English control - when Edward III of England claimed the French throne in 1337, war broke out

- new weapons introduced during this war
- 1. longbow - knocked knights off their horses
- 2. gunpowder - used in cannon - destroyed walls of fortified castles and towns

Joan of Arc (1412-1431) - in 1429, she told French King Charles VII that heavenly voices had told her to lead French army against England - her faith and patriotism inspired the French to new victories

- **1431**- Joan was captured by Burgundians (French who were loyal to England), turned over to the English, tried for heresy, and burned at the stake

Effects of the 100 Years' War:

France - emerged from war with a growing sense of national pride

- strong loyalty to the king (Louis XI)
- king gained power to raise taxes, kept a standing army (no longer had to depend on lords' knights)

England - kings now devoted full attention to England

- parliament (legislature) bargained for additional rights in exchange for approving new taxes

The Decline of Feudalism in Europe:

1. strong rulers emerged to protect people + provide good govt. - the need for a warrior class (knights) disappeared
2. growth of towns + money economy hurt feudal nobles
3. many nobles died in battle during 100 Yrs.' War
4. effect of longbow/gunpowder in warfare
5. taxes -> \$ -> kings' standing armies

UNIT 1, SECTION 2: THE RENAISSANCE - 1350-1600

The Italian City-States - the Renaissance (or "rebirth") began in Italy, then spread to the rest of Europe

Why Italy? - Ren. marked by a new interest in ancient Roman culture

- northern city-states (Florence, Milan, Venice, Genoa) were prosperous trade/manufacturing centers
- a wealthy, powerful merchant class promoted cultural rebirth - they had economic/political power, stressed education, spent lavishly on the arts

Florence and the Medicis - the Medici family (successful bankers)

- used their wealth to influence the culture and politics of Florence
- the family became a patron (financial supporter) of the arts

What Was the Renaissance?

A New Worldview - creative Renaissance artists were spurred by a reawakened interest in the classical learning of ancient Greece and Rome

- **medieval scholars** - focused on life and death
- **Renaissance thinkers** - explored the richness/variety of human experience in the "here and now" - they also emphasized individual achievement - the ideal was a person with talent in many fields (a "Renaissance man/woman")
- **Ren.** supported a spirit of adventure/curiosity (explorers, artists, scientists, writers all had this spirit)
- **humanism** - movement focused on worldly subjects rather than the religious issues that occupied medieval thinkers

A Golden Age in the Arts

Humanist Concerns - Ren. artists portrayed religious figures set against Greek/Roman backgrounds - painters produced portraits of well-known figures of the day (showing an interest in individual achievement)

Donatello sculpted a life-size statue of a soldier on horseback (1st such figure since ancient times)

- **New Techniques** - perspective - by making distant objects smaller than those close to the viewer, artists could paint scenes that seemed 3-D
- **Women Artists** - some women became professional artists (Italian noblewoman
- **Sofonisba Anguissola** was court painter for King Phillip II of Spain)
- **Architecture** - architects rejected the Gothic style of the Middle Ages - they used arches, columns and domes like the Greeks and Romans
- **Filippo Brunelleschi** created Florence's majestic dome

3 Geniuses of Renaissance Art

- **Leonardo da Vinci** (1452- 1519) - artist who also studied botany, anatomy, optics, music, architecture, engineering - painted the *Mona Lisa*, *The Last Supper*
- **Michelangelo** (1475-1564) - sculptor, painter, engineer, architect, poet - sculpted *David*, *Pieta* - painted the ceiling of the Sistine Chapel at the Vatican in Rome (took 4 years), designed the dome for St. Peter's Cathedral (world's largest church) in Rome (a model for the U.S. Capitol building)
- **Raphael** (1483-1520) - painted *The School of Athens*, many portrayals of Mother Mary and Christ

Italian Renaissance Writers

Baldassare Castiglione - wrote the handbook *The Book of the Courtier* - described the manners, skills, learning and virtues that a member of the court should have - the ideal courtier was a well-educated, well-mannered aristocrat who mastered many fields, from poetry to music to sports - said that men and women should have different ideals

Niccolo Machiavelli - published *The Prince* in 1513 - a guide to rulers on how to gain and maintain power - he stressed that the "end justifies the means" (rulers should use whatever methods necessary to achieve their goals) - getting results is more important than keeping promises - his work continues to spark debate because it raises important questions about the nature of govt. and the use of power

THE RENAISSANCE MOVES NORTH

Artists of the Northern Renaissance

Albrecht Durer - German artist who traveled to Italy in 1494 to study techniques of the Italian masters - known for his engravings (artist etches a design on a metal plate with acid; plate is then used to make prints) - helped spread Italian Renaissance ideas through his art and essays - became known as the "German Leonardo"

- **Jan and Hubert van Eyck** - Flemish painters who developed oil paint
- **Pieter Bruegel** - Flemish artist who used vibrant colors to portray lively scenes of peasant life
- **Peter Paul Rubens** - blended realistic tradition of Flemish painters with classical themes and artistic freedom of the Italian Ren.

Northern Humanists

Erasmus - Dutch priest who called for a translation of the Bible into everyday language of ordinary people - said an individual's duties were to be open-minded and of good will toward others.

Thomas More - English humanist who pressed for social reform - wrote *Utopia* - in this book, he describes an ideal society in which men and women live in peace and harmony; everyone is productive and educated, and justice is used to end crime rather than to eliminate the criminal

Francois Rabelais - French humanist who wrote books in which his characters were used to offer opinions on serious subjects like religion and education

William Shakespeare - most influential English poet and playwright of the Renaissance

- between 1590 and 1613, he wrote 37 plays
- wrote about young people in love (*Twelfth Night*), power struggles of English kings (*Richard III*), the love of two people crushed by powerful forces (*Romeo and Juliet*)
- 1,700 English words (many of which are commonly used today) appeared for the first time in his works

Miguel de Cervantes - Spanish author who wrote *Don Quixote* (novel about a foolish but idealistic knight, Don Quixote, and his faithful servant, Sancho Panza) - made fun of the romantic notion of medieval chivalry

The Printing Revolution

Johann Guttenberg - 1456 - printed the first complete edition of the Bible using the first printing press in Mainz, Germany - by 1500, more than 20 million volumes had been printed

- immense changes resulted from this revolution:
 1. printed books were much cheaper than hand-written ones
 2. more people could afford them -> more learned to read -> readers gained access to a
 3. broad range of knowledge -> helped contribute to the religious turmoil of the 1500s

THE PROTESTANT REFORMATION

Abuses in the Church

- involvement in worldly affairs
- Church had fought long, costly wars to protect the Papal states from invasion
- popes lived a lavish lifestyle, spent enormous amounts on art (patron of the arts)
- to pay for these expenses, Church increased fees for baptisms, marriages and funerals
- sale of indulgence - the reduction of punishment a sinner would suffer in purgatory

Luther's Protest

Martin Luther - German monk who started the Protestant Reformation

- **Johann Tetzel** - German priest - said that people who bought indulgences would get into heaven (so would their dead relatives) – this angered Luther - led him to draw up 95 Theses, or arguments against the Church, in 1517- posted on door of Wittenburg's All Saints Church
- **95 Theses** called for the Church to reform (change) its corrupt policies
- **3 main ideas:** 1. a sinner is saved by faith alone 2. the Bible, not the pope, is the true authority in the Church 3. read the Bible for yourself
- **Church's reaction:** Luther excommunicated by Pope Leo X in 1521
- Luther called to the **Diet of Worms** - meeting with Holy Roman Emperor Charles V - told to recant, or give up his views - he refused
- **many supported his cause** - German princes stopped the flow of taxes to Rome, seized Church lands
- **The Peasants' Revolt** - 1524 - attacked Church + nobles, demanded end to serfdom - Luther against it (denounced violence)

The Peace of Augsburg - 1555 - after wars between German princes and the HRE, Charles V signed an agreement with princes: each could choose which religion (Catholic or Lutheran) would be followed in his lands - northern German states became Lutheran, south remained Catholic

John Calvin - French priest and reformer who started Calvinism (started in Geneva, Switzerland) - believed in predestination - idea that God had chosen who would gain

salvation - world made up of saints and sinners - Calvinists believed in living good lives to prove that they were chosen for salvation

Spread of Calvinism - spread to Germany, France, Netherlands, England, Scotland - led to bloody religious wars across Europe

John Knox - Scottish Calvinist preacher who helped overthrow Mary, Queen of Scots (Catholic monarch) - set up the Scottish Presbyterian Church

Henry VIII (1491-1547) - member of the Tudor royal family - "Defender of the Faith" (Catholicism) - hated Martin Luther

His Six Wives:

1. **Catherine of Aragon** (Ferdinand + Isabella's daughter) - she and Henry had a daughter, Mary Tudor, but never had a son (he wanted a male heir)
 - Pope denied his request for an annulment - Parliament took English church from the pope's control, placed it under Henry's rule
 - 1534 - Act of Supremacy - made Henry VIII leader of the Church of England (later called the Anglican Church) Catholics who denounced the act were executed for treason (e.g., Thomas More)
2. **Anne Boleyn** - had daughter, Elizabeth I - Anne accused of adultery - beheaded
3. **Jane Seymour** - had only male heir, Edward VI (she died soon after giving birth)
4. **Anne of Cleves** - German princess - not a good match - divorced her
5. **Catherine Howard** - committed adultery – beheaded
6. **Catherine Parr** - outlived Henry VIII (he died in 1547) - son Edward VI became king at age 10 - his advisers brought Protestant reforms to England

Mary Tudor - became queen when Edward died in his teens - she was a devout Catholic, ordered hundreds of Protestants to be burned at the stake ("Bloody Mary")

Elizabeth I - became queen in 1558 upon her half-sister's death - known for her careful dealings with Parliament - "religious compromise" - she accepted a middle ground between Protestant and Catholic practices - she helped keep many Catholic traditions, but made England a firmly Protestant nation

The Catholic Reformation

As Protestant Reformation spread across northern Europe, Catholic Church responded with their own ref. (also known as the Counter Reformation) - 1530s-1540s - Pope Paul III set out to revive moral authority of the Church, appointed reformers to end Church corruption

The Council of Trent - 1545 - held many meetings for almost 20 years:

1. reaffirmed traditional Catholic views 2. reformed Church finances 3. established schools to create a better-educated clergy who could challenge Protestant teachings

- by 1600, reforms did slow the Protestant tide and returned some areas to the Church
- Europe still remained divided into a Catholic south and a Protestant north

The Inquisition - to deal with Protestant threat, the Church used secret testimony, torture and execution to root out heresy - a list of banned books was created (some were those written by Luther and Calvin)

Widespread Persecution

Witch Hunts - 1450-1750 - tens of thousands of Europeans died as victims

- people at the time saw a link between magic and heresy - in troubled times, many look for **scapegoats** (people on whom they can blame their problems) - persecution of witches occurred during wars of religion (Catholics vs. Protestants)

Jews and the Reformation

- strong pressure on Jews (a religious/cultural minority) to convert to Catholicism
- by 1516, city govt. in Venice ordered all Jews to live in a separate quarter of the city, called a **ghetto** (from the Italian word for copper/iron foundry)
- many Jews expelled from European lands, many forced to live in walled ghettos

WORLD HISTORY
UNIT 1, SECTION 2 STUDY GUIDE:
THE RENAISSANCE & THE PROTESTANT REFORMATION

Answer the following questions **on a separate sheet** in **sentence or note form**.

1. What and when was the Renaissance?
 2. Who painted the ceiling of the Sistine Chapel?
 3. Who painted the *Mona Lisa* and *The Last Supper*?
 4. What **two** political ideas did Machiavelli propose in *The Prince*?
- Identify and describe the accomplishments of the following Northern Renaissance artists and writers:
5. Albrecht Durer
 6. Jan and Hubert van Eyck
 7. Pieter Bruegel
 8. Peter Paul Rubens
 9. Erasmus
 10. Thomas More
 11. Rabelais
 12. Shakespeare
 13. Cervantes
 14. Define the term **humanism**.
 15. Who invented moveable type in 1455 and the printing press in 1456? What was the first book published using this technology?
 16. Explain **two** ways in which the printing press affected Europe during the Renaissance.
 17. Define the term **indulgence**.
 18. Describe **three** major teachings of Martin Luther.
 19. Why did Calvin believe people should lead good lives?
 20. To what parts of Europe did Calvinism spread? Who brought Calvinism to Scotland?
 21. What were **three** Church reforms proposed by the Council of Trent?
 22. By 1600, what part of Europe was mostly **Protestant**? What part was mostly **Catholic**?
 23. Why did Henry VIII quarrel with the pope?
 24. What action did the king take following this disagreement?
 25. Why was Mary Tudor nicknamed "Bloody Mary"?
 26. What religious policy did Elizabeth I follow? Explain this policy.

WORLD HISTORY UNIT 1, SECTION 3: EXPLORATION

Excerpts from *A People's History of the United States* by Howard Zinn

Columbus, the Indians, and Human Progress

Arawak men and women, naked, tawny, and full of wonder, emerged from their villages onto the island's beaches and swam out to get a closer look at the strange big boat. When Columbus and his sailors came ashore, carrying swords, speaking oddly, the Arawaks ran to greet them, brought them food, water, gifts. He later wrote of this in his log:

They... brought us parrots and balls of cotton and spears and many other things, which they exchanged for the glass beads and hawks' bells. They willingly traded everything they owned... They were well-built, with good bodies and handsome features... They do not bear arms, and do not know them, for I showed them a sword, they took it by the edge and cut themselves out of ignorance. They have no iron. Their spears are made of cane... They would make fine servants... With fifty men we could subjugate them all and make them do whatever we want.

These Arawaks of the Bahama Islands were much like Indians on the mainland, who were remarkable (European observers were to say again and again) for their hospitality, their belief in sharing.

Columbus wrote:

As soon as we arrived in the Indies, on the first Island which I found, I took some of the natives by force in order that they might learn and might give me information of whatever there is in these parts.

The information that Columbus wanted most was: Where is the gold? He had persuaded the king and queen of Spain to finance an expedition to the lands, the wealth, he expected would be on the other side of the Atlantic – the Indies and Asia, gold and spices. For, like other informed people of his time, he knew the world was round and he could sail west in order to get to the Far East.

So, approaching land, they were met by the Arawak Indians, who swam out to greet them. The Arawaks lived in village communes, had a developed agriculture of corn, yams, cassava. They could spin and weave, but they had no horses or work animals. They had no iron, but they wore tiny gold ornaments in their ears.

This was to have enormous consequences: it led Columbus to take some of them aboard ship as prisoners because he insisted that they guide him to the source of the gold. He then sailed to what is now Cuba, then to Hispanola (the island which today consists of Haiti and the Dominican Republic). There, bits of visible gold in the rivers, and a gold mask presented to Columbus by a local Indian chief, led to wild visions of gold fields.

Columbus' report to the Court in Madrid was extravagant. He insisted he had reached Asia (it was Cuba) and an island off the coast of China (Hispanola). His descriptions were part fact, part fiction:

Hispanola is a miracle. Mountains and hills, plains and pastures, are both fertile and beautiful... the harbors are unbelievably good and there are many wide rivers of which the majority contain gold... There are many spices, and great mines of gold and other metals...

The Indians, Columbus reported, "are so naïve and so free with their possessions that no one who has not witnessed them would believe it. When you ask for something they have, they never say no. To the contrary, they offer to share with anyone..." He concluded his report by asking for a little help from their Majesties, and in return he would bring them from his next voyage "as much gold as they need... and as many

slaves as they ask.” He was full of religious talk: “Thus the eternal God, our Lord, gives victory to those who follow His way over apparent impossibilities.”

Because of Columbus’ exaggerated report and promises, his second expedition was given seventeen ships and more than twelve hundred men. The aim was clear: slaves and gold. They went from island to island in the Caribbean, taking Indians as captives. But as word spread of the Europeans’ intent they found more and more empty villages. On Haiti, they found that the sailors left behind at Fort Navidad had been killed in a battle with the Indians, after they had roamed the island in gangs looking for gold, taking women and children as slaves for sex and labor.

Now, from his base on Haiti, Columbus sent expedition after expedition into the interior. They found no gold fields, but had to fill up the ships returning to Spain with some kind of dividend. In the year 1495, they went on a great slave raid, rounded up fifteen hundred Arawak men, women, and children, put them in pens guarded by Spaniards and dogs, then picked the five hundred best specimens to lead onto ships. Of those five hundred, two hundred died en route. The rest arrived alive in Spain and were put up for sale by the archdeacon of the town, who reported that, although the slaves were “naked as the day they were born,” they showed “no more embarrassment than animals.” Columbus later wrote: “Let us in the name of the Holy Trinity go on sending all the slaves that can be sold.”

But too many of the slaves died in captivity. And so Columbus, desperate to pay back dividends to those who had invested, had to make good his promise to fill the ships with gold. In the province of Cicao on Haiti, where he and his men imagined huge gold fields to exist, they ordered all persons fourteen years or older to collect a certain quantity of gold every three months. When they brought it, they were given copper tokens to hang around their necks. Indians found without the copper token had their hands cut off and bled to death.

The Indians had been given an impossible task. The only gold around was bits of dust garnered from the streams. So they fled, were hunted down with dogs, and were killed.

Trying to put together an army of resistance, the Arawaks faced Spaniards who had armor, muskets, swords, horses. When the Spaniards took prisoners they hanged them or burned them to death. Among the Arawaks, mass suicides began, with cassava poison. Infants were killed to save them from the Spaniards. In two years, through murder, mutilation, or suicide, half of the 250,000 Indians on Haiti were dead.

When it became clear that there was no gold left, the Indians were taken as slave labor on huge estates, known later as *encomiendas*. They were worked at a ferocious pace, and died by the thousands. By the year 1515, there were perhaps fifty thousand Indians left. By 1550, there were five hundred. A report of the year 1650 shows none of the original Arawaks or their descendants left on the island.

The chief source – and, on many matters the only source – of information about what happened on the islands after Columbus came is Bartolome de las Casas, who, as a young priest, participated in the conquest of Cuba.

Endless testimonies... prove the mild and pacific temperament of the natives... But our work was to exasperate, ravage, kill, mangle and destroy; small wonder, then, if they tried to kill one of us now and then... The admiral, it is true, was blind as those who came after him, and he was so anxious to please the King that he committed irreparable crimes against the Indians...

Las Casas tells how the Spaniards “grew more conceited every day” and after a while refused to walk any distance. They “rode the backs of Indians if they were in a hurry” or were carried on hammocks by Indians running in relays. “In this case they also had Indians carry large leaves to shade them from the sun and others to fan them with goose wings.”

Total control led to total cruelty. The Spaniards “thought nothing of knifing Indians by tens and twenties and of cutting slices off them to test the sharpness of their blades.” Las Casas tells how “two of these so-called Christians met two Indian boys one day, each carrying a parrot; they took the parrots and for fun beheaded the boys.”

The Indians’ attempts to defend themselves failed. And when they ran into the hills they were found and killed.

When he arrived on Hispanola in 1508, Las Casas says, “there were 60,000 people living on this island, including the Indians; so that from 1494 to 1508, over three million people had perished from war, slavery, and the mines. Who in future generations will believe this? I myself writing it as a knowledgeable eyewitness can hardly believe it...”

Thus began the history, five hundred years ago, of the European invasion of the Indian settlements in the Americas. That beginning, when you read Las Casas – even if his figures are exaggerations (were there 3 million Indians to begin with, as he says, or 250,000, as modern historians calculate?) – is conquest, slavery, death. When we read the history books given to children in the United States, it all starts with heroic adventure – there is no bloodshed – and Columbus Day is a celebration.

WORLD HISTORY

“COLUMBUS, THE INDIANS, AND HUMAN PROGRESS”

QUESTIONS

Answer the following questions on a separate sheet of paper using COMPLETE SENTENCES.

1. Describe Columbus’ initial encounter with Native Americans. How does he view these people?
2. What is the goal of Columbus’ voyage?
3. How do the Europeans treat the Native Americans? (give at least two specific examples)
4. What long-term impact will the discovery of the New World have on the Native Americans?

WORLD HISTORY
UNIT 1, SECTION 3: EXPLORATION
“The Death and the Triumph of Magellan”

And now Magellan abruptly changed course and sailed southwest across the Atlantic from the bulge of Africa to the bulge of Brazil. With fair winds the crossing took 70 days. His lookouts sighted Pernambuco – today’s Recife – on November 29, and Magellan swiftly sailed south 2,000 miles along the Brazilian coast to the snug, almost landlocked bay of present-day Rio de Janeiro. Here the flotilla paused to take on water and fresh provisions.

The Guarani Indians were friendly and eager to barter with these strange visitors. The members of the expedition got some remarkable bargains, as Pigafetta reported. “The people of this place gave for a knife or a fishhook five or six fowles, and for a comb a brace of geese. For a small mirror or a pair of scissors they gave as many fish as ten men could have eaten.” Pigafetta got the best bargain of all: “And for a king of playing cards, of the kind used in Italy, they gave me five fowles, and even thought they had cheated me.”

The Indians, Pigafetta recorded, “sleep in nets of cotton, which they call in their language *Amache*” – the word has come down to us as hammock – and traveled in dugout canoes holding 30 or 40 men. The observant Pigafetta noted that “both men and women are in the habit of painting themselves with fire” – that is, tattooing – and went naked except for “a ring surrounded by the largest parrot feathers, with which they cover the part and backside only. Which is a very ridiculous thing.”

With horrified fascination, the chronicler described how the Indians “eat the flesh of their enemies, not as being good for food, but from custom. They do not eat the whole body of the man taken but eat it piece by piece. They cut him up in pieces, which they put to dry in the chimney, and every day they cut of a small piece and eat it with their ordinary food to call mind their enemies.”

The explorers remained in Rio for almost two weeks, and then on December 26, well furnished with fresh provisions, Magellan’s flotilla sailed out of the bay and cruised on down the coast for another 400 miles. Magellan noted that the coastline tended westward as well as south; he interpreted this as a sure sign that he would eventually find a strait leading west into the mysterious ocean Balboa had called the South Sea. Magellan joyously believed he had found the strait when he came upon a vast estuary, today known as the Rio de la Plata. But on a two-day sail west along its course brought him to fresh water and disappointment: the “strait” was only a large river winding down to the Atlantic.

Magellan sent a well-armed landing party ashore to capture some of the Indians who had come down to the shore to gawk at the ships. But try as they might, his men were unable to capture a single Indian. The tall, fleet Indians easily outran the stumpy Europeans, for as Pigafetta noted, “they make more ground in one pace than we could in a leap.”

At this point in the voyage, Magellan and his navigators calculated that they were at lat. 35 degrees S, more than 2,000 miles below the equator, deeper into the New World than any explorers had ever sailed before. The farther south they journeyed, the greater grew the fear and grumbling among the men, particularly the Spaniards. But Magellan pushed inexorably on. On February 3, 1520, he turned his back on a headland he had christened Monte Vidi – today’s Montevideo – and headed down along the coast to a place he named Bahio de los Patos, literally Duck Bay. The explorers had found their first penguins – flightless birds of a species that one day would be called Magellanic penguins, the most northerly representatives of a family widely distributed through Antarctica. Pigafetta reported that “we loaded all the ships with them in an hour. And these goslings are black and have feathers over their whole body of the same size and fashion, and they do not fly, and they live on fish. And they were so fat that we did not pluck them but skinned them, and they have a beak like a crow’s.”

It was now March, and the weather turned ominously colder as the Southern winter drew near. Still they sailed on, until they had reached a latitude “of 49 degrees toward the Antarctic Pole,” as Pigafetta recorded. Here, on the afternoon of March 31, Magellan led his flotilla into a harbor on the southern coast of today’s Argentina; he named the place Port St. Julian. As soon as ships were safely at anchor, Magellan announced to his officers and men that this cold, desolate, windy spot – more than halfway from the equator to the South Pole

– would be their home for five months while they waited out the South American winter. He added that he was putting all hands on reduced rations.

There was an immediate clamor of protest. A spokesman for the crew angrily told Magellan that they had followed his commands for six long months, endured the savage storms of Africa, and had then crossed the Atlantic to a forsaken world that grew less and less hospitable the farther into it they penetrated. A number of men had already died from cold. They now believed Magellan was leading them all to their deaths. There was no passage from the Atlantic to the Indies. They would all perish on some icy rock. They demanded to return home.

But Magellan would not turn back. Endure the winter, he promised, and fame and wealth would be theirs.

Magellan's pledge stiffened the spines of many of the seamen. But it had no effect on five of his officers – all Spaniards – whose smoldering hatred for their Portuguese leader was about to burst into flame.

On the night of April 1, only a day after Magellan's speech, Gaspar Quesada, captain of the *Concepcion*, with two of his officers and some 30 still-disaffected crewmen, stole aboard the *San Antonio*, surprising her Portuguese captain, Alvaro de Mesquita, and clapped him in irons. When the *San Antonio*'s second officer defied the mutineers, Quesada murdered him with furious stabs of his dagger. The mutineers speedily disarmed the rest of the crew, and the ship was theirs.

As all this was transpiring aboard the *San Antonio*, another Spaniard, Luis de Mendoza, captain of the *Victoria*, sided with the mutineers. At the same time, the insolent Juan de Cartagena, whom Magellan had arrested, was freed by the mutineers and put in command of the *Concepcion*. When Magellan awoke in his flagship on the morning of April 2, three of his five ships were in the hands of rebellious officers. He remained in command only of his own *Trinidad* and the *Santiago*, the fleet's smallest vessel, captained by the Portuguese Joao Serrao, brother of one of Magellan's oldest friends.

It was by far the most desperate moment of a torment-filled journey that had already taken more than five times as long as Columbus' first voyage of discovery. The odds were strong that the mutineers would execute Magellan. At the very least, they would force him to sail back to Spain, a captive in chains certain to endure slander and disgrace, his great dream forever shattered.

Magellan responded to the threat with cool daring. Quesada afforded him his first opportunity to counterattack by sending a skiff across from the *San Antonio* bearing a letter demanding that they immediately set sail for Spain. Magellan agreed to a parley – on the *Trinidad*. Quesada, fearing a trick, sent the skiff back again with a refusal.

But now as the boat drew up to the *Trinidad*, on a side screened from the *San Antonio*'s view, Magellan ordered his men to seize the craft and imprison its oarsmen. He quickly put six of his own men, led by the fleet's chief marshal, Gonzalo Gomez de Espinosa, into the skiff; concealed in their clothes were long daggers. At the same time, Magellan ordered 15 more armed men into his own ship's boat, which also lay on the far side of the *Trinidad*, hidden from sight of the mutineers.

Rather than attack the *San Antonio* at once, Magellan decided to move first against Mendoza's *Victoria*. From the skiff, Espinosa waved a letter as his five companions rowed rapidly across the distance separating the two vessels. As they reached the *Victoria*, Mendoza allowed them to come alongside and clamber aboard. It was reported that Mendoza smiled derisively upon reading Magellan's letter, which summoned him to the flagship. If so, the mutineer's mirth was short-lived, for Espinosa, obeying Magellan's order, whipped out his hidden dagger and plunged it into Mendoza's throat. Espinosa and his followers were now in danger from the other mutineers aboard the *Victoria*. But hardly had the mortally wounded Mendoza fallen than the 15 men in the *Trinidad*'s boat arrived and swarmed over the *Victoria*'s side with muskets and swords. In the face of such strength, the *Victoria*'s mutineers surrendered.

With that, the advantage swung to Magellan, three ships to two, and as night fell, he ranged the *Victoria*, *Trinidad* and *Santiago* across the mouth of the harbor to block the remaining mutineers' escape. Soon after midnight, Quesada in the *San Antonio* bore down on Magellan's flagship as if to make a run for the open sea. As he drew near, Quesada shouted orders from the *San Antonio*'s quarter-deck for the crew to open fire. No

one obeyed. On the *Trinidad*, Magellan gave the word, and the flagship's guns spewed flame. It only remained to send a boarding party to the *San Antonio* and place the hapless Quesada in chains.

Only the *Concepcion* was left now and its temporary commander, Juan de Cartagena, surrendered the next morning.

Magellan's justice was swift and brutally instructive. Mendoza's body was taken ashore and accorded the ceremonial butchery metered out to traitors in the 16th Century, being hacked into four pieces. Quesada, who had murdered the mate of the *San Antonio*, was decapitated and also quartered. Juan de Cartagena, twice a mutineer, was not executed. Magellan condemned him to be marooned on the desolate Argentine shore when the flotilla departed; he was never seen or heard of again.

Magellan found 40 crewmen guilty of treason and sentenced them to death. But then, after allowing them to agonize briefly, he pardoned the lot, along with two officers who had taken minor parts in the uprising. It was brilliant psychology. Magellan's leniency turned the guilty men into devoted cohorts who would follow him to the ends of the earth – which is where Magellan took them.

WORLD HISTORY

Reading Questions for “The Death and the Triumph of Magellan”

Answer the following questions on a separate piece of paper using **COMPLETE SENTENCES**.

1. How long did it take Magellan's ships to cross the Atlantic Ocean? Where did they land to take on fresh food and water?
2. Where does the word “hammock” come from?
3. Why was it not possible for Magellan's men to capture any of the Indians that they encountered? What does this say about the physical abilities of the natives as compared to that of the Europeans?
4. Why did Magellan's Spanish officers mutiny against him?
5. What did Magellan do to the leaders of the mutiny? What does this say about the power of a ship captain on the high seas?
6. What was “brilliant” about the way that Magellan handled the 40 crewmen who also took part in the mutiny?

UNIT 1, SECTION 3: THE AGE OF EXPLORATION

Europeans Explore the Seas

- during the Crusades, many luxury goods came from Asia to Europe - Mongol empire - united much of Asia in the 1200s-1300s - more goods flowed to Europe
- Black Death, breakup of Mongol empire disrupted trade, but by the 1400s, more trade goods came to Europe, especially spices (cinnamon, cloves, nutmeg, pepper) - used as a food preservative/flavor enhancer, used in making medicines and perfumes
- Spice Islands (located in present-day Indonesia) - main source of spices for Europeans

Motives

1. **desire for wealth** - Europeans wanted direct access to the riches of Asia - Portugal, then Spain, sought a sea route to Asia that bypassed the Med. Sea
2. **religion** - many Christians wanted to continue a crusade against Muslims, wished to spread their religion to other lands
3. **curiosity/adventure** - the Renaissance spirit fired people's desire to learn more about lands beyond Europe

Improved Technology

- **cartographers** (mapmakers) - created more accurate maps and sea charts
- **astrolabe** - navigational tool used to determine latitude at sea
- **caravel** - large ship used by the Portuguese - combined square (European) sails with triangular (Arab) sails, rudder and masts of Chinese ships - added weaponry (cannon)

Portugal Sails Eastward

- by the 1400s, Portugal led the way in exploration

Mapping the African Coast

Henry the Navigator - Prince Henry of Portugal - gathered scientists, cartographers, other experts - trained captains, crews for long voyages - sent ships to explore the west coast of Africa

- 1488 - **Bartholomeu Dias** rounded the Cape of Good Hope (southern tip of Africa)
- opened the way for a sea route to Asia

On To India

Vasco da Gama - 1497 - sailed around Cape of Good Hope, reached India in 10 months

- disastrous voyage home - many sailors died of thirst, hunger and scurvy (disease caused by lack of vitamin C)
- he brought back spices from India, returned in 1502 - Portuguese seized key ports around the Indian Ocean, created a vast trading empire

Columbus Sails to the West

Christopher Columbus - navigator from Genoa, Italy - planned to sail west, hoped to find a shortcut to Asia

- Portugal wouldn't fund his voyage, but he persuaded Ferdinand & Isabella of Spain to finance his trip - they were seeking new sources of wealth and eager to spread Christianity
- Aug. 3, 1492 - began voyage heading west across the Atlantic with 3 ships: the Nina, the Pinta, and the Santa Maria - spotted land on Oct. 12 (Bahamas) - called the natives Indians because he thought he was in the Indies (islands of SE Asia) - after returning to Spain and making 3 more voyages, he remained convinced he had reached Asia (many began to realize he'd reached new continents unknown to Europeans)

Line of Demarcation

Portugal & Spain - both laid claims to lands explored by Columbus - to keep the peace, Pope Alexander VI set a Line of Demarcation dividing the non-European world into two zones: trading/exploring rights west of the line -> Spain - east of the line -> Portugal - recognized by both countries in the Treaty of Tordesillas - 1494

Naming the "New World"

- 1507 - a German cartographer, reading reports written by Italian sailor Amerigo Vespucci, labeled the new region America - islands explored by Columbus in the Caribbean were called the West Indies

The Search Continues

Vasco Nunez de Balboa (Spain) - 1513 - crossed isthmus of Panama, came to a huge body of water he called the South Sea

Juan Ponce de Leon (Spain)- 1513 - was searching for the legendary Fountain of Youth, discovered Florida (Spain settlements began as a result)

Ferdinand Magellan (Spain) - 1519 - his 5 ships sailed around South America - put down at least two mutinies - 1520 - faced brutal storms rounding the continent - strait became known as the Strait of Magellan - entered Balboa's South Sea, renamed it the Pacific ("peaceful") Ocean

Circumnavigating the Globe

- most of Magellan's crew wanted to return home, but he wanted to push on to the Spice Islands - took 4 months to cross the Pacific - 1521 - reached the Philippines - Magellan was killed there after getting involved in a local conflict - one ship, 18 sailors made it back to Seville, Spain on Sept. 8, 1522 (3 years after voyage began) - first crew to circumnavigate (sail around) the world

Sir Francis Drake (England) - first navigator to survive a voyage around the world (1577-1580) - an explorer/pirate - brought gold/riches back to Queen Elizabeth I

Searching for a Northwest Passage

- English, Dutch, and French searched the coast of North America for a northwest passage to Asia
- passage never found, but exploration led to new claims in the New World:

1. **John Cabot** (sailed for England) - found rich fishing grounds off Newfoundland (Canada), claimed for England
2. **Jacques Cartier** (France) - explored St. Lawrence River
3. **Henry Hudson** (sailing for the Dutch) - explored the Hudson River

WORLD HISTORY
“MARCO POLO” VIDEO QUESTIONS

1. Was Marco Polo the first to travel to China?
2. What was the Polo’s family business?
3. While in prison, who recorded Polo’s adventures?
4. To which Mongol leader was Marco Polo an aide?
5. What was another name for China?
6. What desert was a grueling obstacle to entering China?
7. How long did it take Polo and his family to reach Khan’s court?
8. What was the name of Kublai Khan’s court?
9. What characteristics made Polo a successful emissary for Kublai Khan?
10. Describe Kublai Khan’s advanced communication system.
11. How long did Polo stay in China?
12. What navigational tool did the Chinese invent?
13. How did Polo perceive the people of Venice upon his return?
14. What was the most fascinating book of the 13th century?
15. Why haven’t Marco Polo’s travels been immortalized in statues and monuments like other explorers?
16. Who was inspired by Polo’s reports of great wealth in the East?
17. How did Polo’s reports differ from the Columbus made of his encounters with the natives?
18. What was Polo’s last benevolent action?
19. What is the best story of Marco Polo on his death bed?

AFTER VIEWING: What is the lasting impact of Marco Polo’s journey? (at least 3 complete sentences – answer using the back side of page)

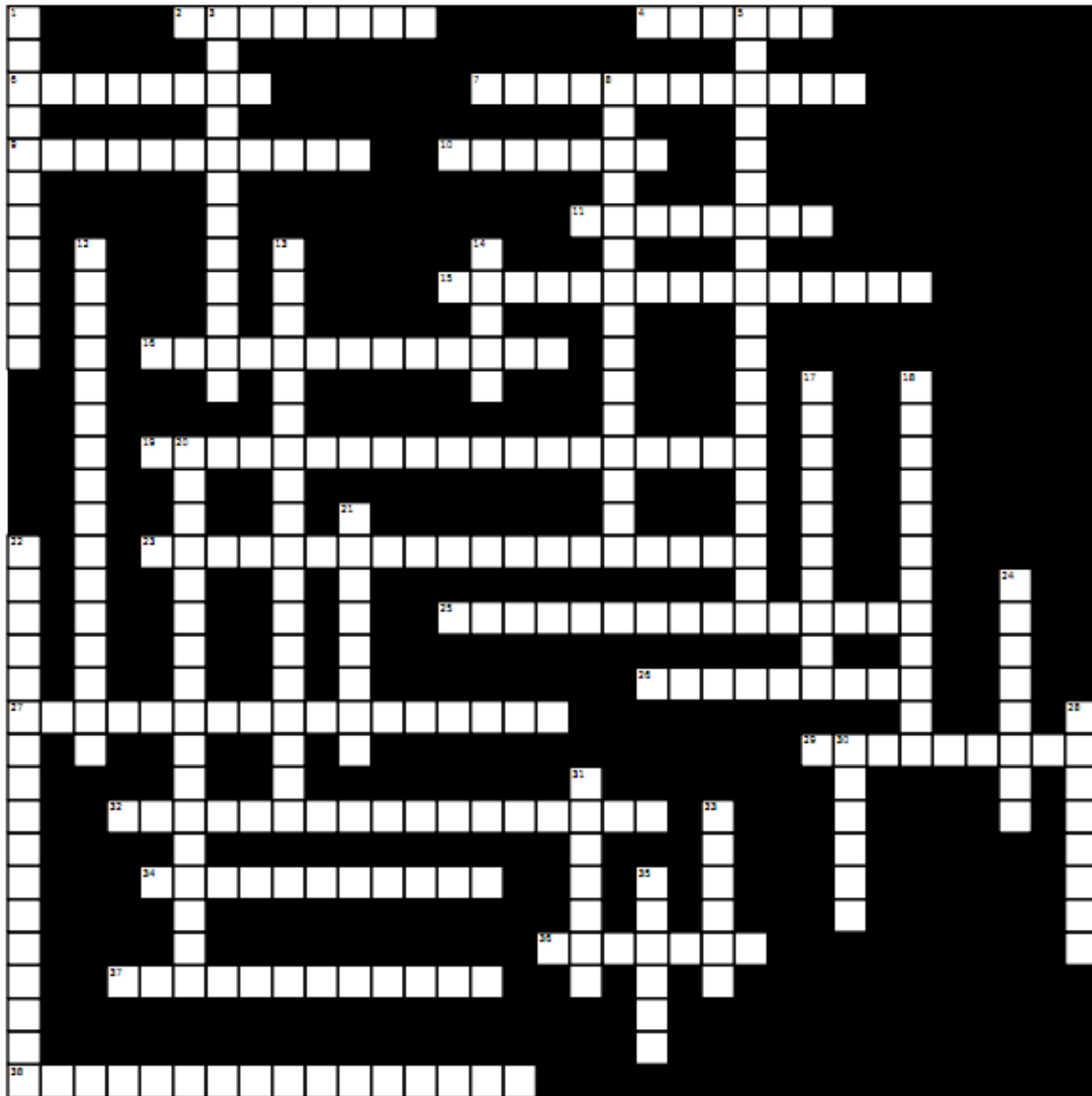
WORLD HISTORY
“COLUMBUS” VIDEO QUESTIONS

1. What was Columbus hoping to find when he set sail from Spain in 1492?
2. When and where was Columbus born?
3. Into which social class did Columbus' family fit?
4. How old was he when he was first sent to sea?
5. What happened to him when he was 25?
6. Which Europeans had already made it to America before Columbus?
7. Why did Columbus have to go to Spain with his idea about sailing west?
8. Why were Ferdinand and Isabella too busy to help Columbus when he first came to them in 1486?
9. What did Columbus promise to bring to Spain as a result of his voyage?
10. Name the three ships of Columbus.
11. Why didn't his crew mutiny against him?
12. Who claimed credit for first spotting land? Why?
13. Where did Columbus land? Where did he think he was?
14. Why did Columbus look down on the Indians?
15. What was the main priority of Columbus?
16. Explain how the term “Indian-giver” originated.

17. How large was the second voyage of Columbus and what was its goal?
18. What happened to the Spaniards left behind from the first voyage?
19. Why was the reputation of Columbus ruined as a result of his second voyage?
20. Who did Columbus have to use as a crew on his third voyage?
21. Why was Columbus imprisoned in 1500?
22. When was his fourth and final voyage?
23. How did Columbus get the natives in Jamaica to feed his crew?
24. What did Columbus ask to be buried with?
25. In what year did Columbus die? How old was he?
26. Who got most of the credit for finding the Americas?
27. Where is Columbus buried?

AFTER VIEWING: Columbus is in many ways a tragic figure in history. Explain how his own mistakes caused much of the tragedy that befell him. (at least 4 complete sentences – answer below or on a separate sheet)

AGE OF EXPLORATION CROSSWORD PUZZLE



Across

- 2 queen who funded Columbus' voyage
- 4 found a body of water he called the South Sea
- 6 name given to Spanish province in New World (modern-day Mexico)
- 7 conquered the Aztecs in 1521
- 9 lands granted to Spanish settlers in the colonies
- 10 ship that used European, Arab, and Chinese technologies
- 11 he wanted a profitable spice trade empire for Portugal
- 15 rounded the Cape of Good Hope in 1488
- 16 sea route from Africa to the Americas; many died on the voyage
- 19 Italian navigator; searched for shortcut to Asia
- 23 agreement by Spain and Portugal to respect each other's trading/exploring rights
- 25 first explorer to survive a voyage around the world
- 26 a guarantee against loss or harm
- 27 his crew was first to circumnavigate the globe
- 29 used by navigators to determine latitude at sea
- 32 private trading company, sold shares to investors
- 34 sailed around Africa, reached India in 10 months
- 36 "peaceful" name Magellan gave to Balboa's South Sea
- 37 a nation should import more than it exports to build its gold/silver supply
- 38 English, Dutch and French searched for this shortcut to Asia

Down

- 1 searched for the Fountain of Youth
- 3 SE Asia archipelago; source of great wealth for traders in the 1400s
- 5 Spanish missionary who protested the abuses of Native Americans
- 8 New World maps were named for this Italian explorer
- 12 conquered the Incas in 1535
- 13 made it illegal to enslave Indians
- 14 expelled all foreigners (except the Dutch) in 1639
- 17 one of Columbus' three ships from his first voyage
- 18 merchant willing to take financial risks in the hope of making large profits
- 20 sent Portuguese ships to explore the west coast of Africa
- 21 led the way in exploration during the 1400s
- 22 Pope set this to keep the peace between Spain and Portugal
- 24 Las Casas suggested that they be used as slaves in the Spanish colonies
- 28 besides wealth and curiosity, another motive for exploration
- 30 caused by lack of Vitamin C
- 31 money used for investment
- 33 discovery of diamonds and emeralds here brought more Portuguese settlers
- 35 used for making medicines and perfumes

Trade in the East and the Americas

Portuguese East Empire - King John wanted a profitable spice trade empire

- Why did they want to control the East Indies?
 1. **Christian crusade** (they attacked Arab ships and merchants)
 2. **Spices** (they controlled trade in the Spice Islands through most of the 1500s)

competition - in 1595, the Dutch began attacking Portuguese trading stations and ships in the East Indies - by the 1600s, they had replaced the Portuguese as the dominant power in the region

England and France - established trading outposts in India

China and Japan - they saw Europeans as barbarians and had grown tired of

missionaries - aside from guns and precious metals, Europeans had few goods that

Asians wanted - 1639 - Japan began to expel all foreigners - only the Dutch could send one ship a year to trade at the port of Nagasaki

Spain and the Americas

- 1519 - **Hernan Cortes** - Spanish conquistador (conqueror) - wanted gold - landed in Mexico and quickly made alliances with native tribes who hated the Aztecs
- 600 soldiers (with 16 horses and a few cannons) marched toward the Aztec capital, Tenochtitlan (present-day Mexico City)
- **King Montezuma** soon agreed to become a subject of the Spanish king - 1520 - Aztecs revolted, Cortes attacked and destroyed the capital in 1521 - Aztecs were conquered
- **Francisco Pizarro** - Spanish conquistador who arrived in Peru in 1532 - Inca empire was politically unstable following a civil war - Pizarro took advantage of this weakness by capturing their ruler, Atahualpa, then executing him and other govt. officials - without rulers, Incas couldn't fight effectively - Spanish conquered Incas in 1535

Why were the Spanish conquistadors so successful in defeating the Aztecs and Incas?

1. advanced weapon technology
2. horses (they frightened the natives)
3. disease
4. Spanish won allies by playing on old hatreds among rival Indian groups

The Treatment of Native Americans

in the 1500s, Spanish maintained strict control over their vast empire (stretched from California to South America) - most important of its five provinces were New Spain (Mexico) and Peru

encomiendas - lands granted to Spanish settlers in the colonies - settlers would demand labor from any natives living on the land (many forced to work in silver mines in some areas) - those who refused to work were killed - disease, starvation and cruel treatment led to many deaths among natives

Catholic missionaries (in the New World to convert the natives to Christianity) condemned this treatment of Indians

Bartolome de Las Casas - Spanish missionary who protested the abuses and demanded that Spain focus on converting the natives

New Laws of the Indies - 1542 - illegal to enslave Indians, natives given right to own cattle and raise crops - Spain was too far away, couldn't effectively enforce the laws, abuses continued

plantation - large estate operated by the landowner and farmed by workers living on it

Las Casas - believed it was immoral to enslave Indians, so he suggested that Africans be imported to the New World (thought they could better withstand hard labor in the hot climate)

The Slave Trade

- **The Middle Passage** - sea route from Africa to the Americas - slaves suffered brutal hardships on the voyage, many died of disease and malnutrition
- 1530s - Spanish began bringing Africa slaves to the Americas, led to great profits for the Spanish and the Portuguese in their colonies

The Portuguese in Brazil

- **natives**, African slaves worked on sugar plantations
- **discovery** of emeralds and diamonds brought new Portuguese settlers to farm and trade

A Commercial Revolution in Europe

- **capital** - money used for investment
- **capitalist** - person who invests in business in order to make a profit
- **charter** - authorization that gave a trading company the exclusive right to trade in a particular area
- **domestic system** - merchant paid peasants in the countryside to do work such as spinning and weaving, thus bypassing guild regulations
- **entrepreneur** - merchant willing to take financial risks in the hope of making large profits
- **insurance** - a guarantee against loss or harm
- **joint stock company** - private trading company in which shares are sold to investors to
- **finance** business ventures
- **mercantilism** - economic philosophy maintaining that a nation's economic strength depends on its gold and silver treasure - to build this supply, a nation should export more goods than it imports

WORLD HISTORY
UNIT 1, SECTION 3: THE AGE OF EXPLORATION
MAP ACTIVITY

INSTRUCTIONS: Refer to the map on **pages 366 and 367** of your textbook to help you answer the following questions and perform the following tasks.

1. On the map on the reverse side of this page, locate and label the following items:

North America	West Indies
South America	Ming Empire
Asia	Aztec Empire
Europe	Inca Empire
Africa	Ottoman Empire
Australia	Mughal Empire
Pacific Ocean	Atlantic Ocean
Indian Ocean	East Indies

2. Use different **COLORED PENCILS** to shade in the following countries:

England Portugal Spain Netherlands

3. Use colors that match those in #2 above to indicate the exploration routes taken by the following men.
EACH EXPLORER WHO SAILED FOR SPAIN MUST HAVE A DIFFERENT LINE (SOLID, DOTTED, DASHED):

Columbus Cabot da Gama Magellan Hudson Balboa

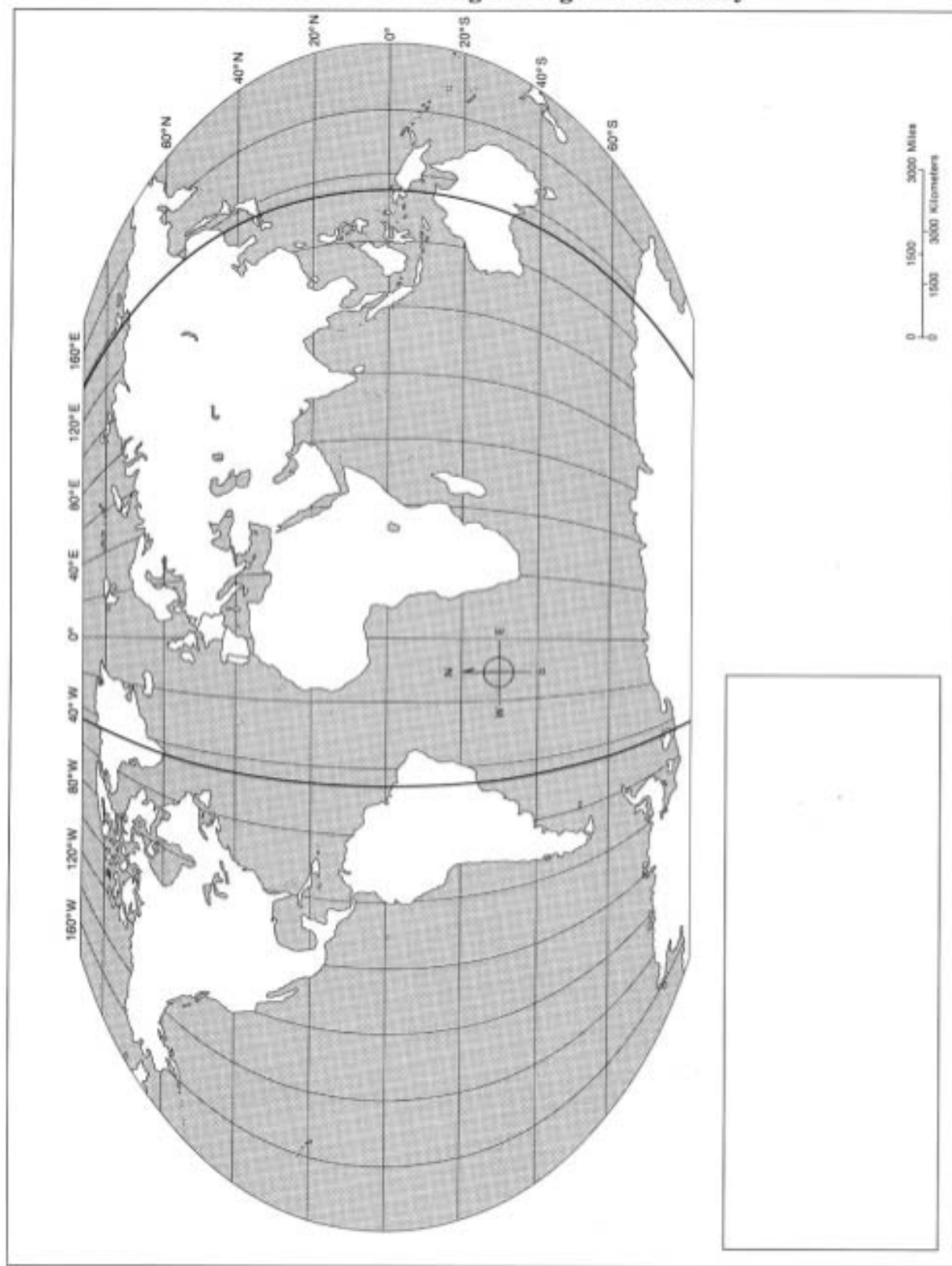
4. Create a key in the blank box that explains the colors that you used in #2 and #3 above.

5. Besides Vasco da Gama, who explored for Portugal? _____

6. Describe the areas that these two men explored. _____

7. Is it correct to say that the European explorers “discovered” the Americas?
Explain.

26 The World During the Age of Discovery



WORLD HISTORY
UNIT 1, SECTION 3: THE AGE OF EXPLORATION
STUDY GUIDE

DIRECTIONS: Answer the following questions on a **separate sheet** in **note, bullet or sentence form**.

1. Identify **three** motives for Europeans to explore the seas.
2. Name **at least two advances in technology** that made sea travel easier.
3. Who was Henry the Navigator? How did he contribute to the advancement of exploration?
4. Explain the accomplishments of each of the following explorers:
 - a) Batholomeu Dias
 - b) Vasco da Gama
 - c) Christopher Columbus
 - d) Vasco Nunez de Balboa
 - e) Juan Ponce de Leon
 - f) Ferdinand Magellan
 - g) Sir Francis Drake
 - h) John Cabot
 - i) Jacques Cartier
 - j) Henry Hudson
5. What was the Northwest Passage?
6. Which nation controlled the East Indies in the 1500s? Which nation controlled this region in the 1600s?
7. By the 1600s, what was the attitude of China and Japan toward Europeans?
8. What decision did Japan make in 1639?
9. Describe the actions of the following conquistadors:
 - a) Hernan Cortes
 - b) Francisco Pizarro
10. Identify **four** reasons why the Spanish conquistadors were so successful in defeating the Aztecs and Incas.
11. Identify the following:
 - a) encomiendas
 - b) Bartolome de las Casas
 - c) New Laws of the Indies
 - d) plantation
 - e) Middle Passage
12. Define the following terms:
 - a) capital
 - b) charter
 - c) domestic system
 - d) entrepreneur
 - e) insurance
 - f) joint stock company
 - g) mercantilism