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**Unit 4 Test Recovery -- Document Based Questions and Essay**

**Documents and follow up questions (Part A) = 10 points**

*Part A should be written in clear and complete sentences.*

**Essay (Part B) = 15 points**

**Historical Context:**

At the end of the Middle Ages, Europeans explored the Atlantic Ocean and beyond, traveling through the Pacific and Indian oceans. Their initial goal was to reach India and China to trade. However, after ***The Encounter*** with indigenous peoples of the Americans, the Western European nations of Spain, England, France, and Portugal conquered the Americas and turned them into colonies which had impacts on ***Europeans, Native Americans, and Africans***.

**Task:** Using information from the documents below and your knowledge of social studies, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to

* Discuss how The Encounter impacted Europeans, Native Americans, and Africans.

**In developing your answers to Part III, be sure to keep these general definitions in mind:**

**(a) explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”**

**(b) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”**

**Document 1**

The Conquistadors who invaded the Americas were influenced by the *Reconquista* (reconquest) of Spain from the Muslim Moors who had controlled it since the 700s.

…For Spain, it was an era of Reconquest: 1492 was not only the year of the discovery of America, but also the year the Spanish defeated the last Muslim area of Spain. It had taken nearly eight centuries to defeat the Muslim Moors who conquered Spain in the 700s, and the war of reconquest had drained the royal treasury. But this was a holy war, a Christian war against Islam; in that same year of 1492, 150,000 Jews were expelled from the country….

…Columbus personally directed the military campaign against the natives of Haiti, which he called Española. A handful of cavalry, 200 foot soldiers, and a few specially trained dogs decimated the Indians. More than 500, shipped to Spain, were sold as slaves in Seville and died miserably…before each military action, the captains of the conquest were required to read to the Indians, without an interpreter…a long *Requerimiento* that commanded them to adopt the holy Catholic Faith:

If you do not, or if you maliciously delay in doing, I certify that with God’s help I will advance powerfully against you and make war on you wherever and however I am able, and will subject you to the yoke and obedience of the Church and of their majesties and take your women and children to be slaves, and as such, I will sell and dispose of them as their majesties may order, and I will take your possessions and do you all the harm and damage that I can.

Source: Eduardo Galeano. *Open Veins of Latin America*. New York: Monthly Review Press, 1973 (adapted)

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| **Impacts on Europeans** | **Impacts on Native Americas** |
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**Document 2**

…Weapons they have none, nor are acquainted with them, for I showed them swords which they grasped by the blades, and cut themselves through ignorance. They have no iron, their javelins being without it, and nothing more than sticks, though some have fish-bones or other things at the ends. They are all of a good size and stature, and handsomely formed. It appears to me, that the people are ingenious, and would be good servants and I am of opinion that they would very readily become Christians, as they appear to have no religion. They very quickly learn such words as are spoken to them.

If it please our Lord, I intend at my return to carry home six of them to your Highnesses, that they may learn our language….

…They came to the ship in canoes, made of a single trunk of a tree, wrought in a wonderful manner considering the country; some of them large enough to contain forty or forty-five men, others of different sizes down to those fitted to hold but a single person…They came loaded with balls of cotton, parrots, javelins, and other things too numerous to mention; these they exchanged for whatever we chose to give them. I was very attentive to them, and strove to learn if they had any gold. Seeing some of them with little bits of this metal hanging at their noses, I gathered from them by signs that by going southward or steering round the island in that direction, there would be found a king who possessed large vessels of gold, and in great quantities…I determined to stay here till the evening of the next day, and then sail for the southwest; for according to what I could learn from them, there was land at the south as well as at the southwest and northwest and those from the northwest came many times and fought with them and proceeded on to the southwest in search of gold and precious stones.

# Source: Christopher Columbus, *Journal of Columbus*, (http://www.fordham.edu/Halsall/source/columbus1.asp)

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| **Impacts on Europeans** | **Impacts on Native Americas** |
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**Document 3**

Hernando Cortes was a Spanish Conquistador who defeated the large Aztec Empire in Central Mexico

One conqueror in particular, a former student of law named Hernando Cortez, was possessed by the wildest ambition. He wanted to march deep into the heart of the country [Mexico] and seize all its legendary treasures. In 1519 he left the coast at the head of 150 Spanish soldiers, thirteen horsemen and a few cannons. The Indians had never seen a white man before. Nor had they seen a horse. Horrified by the cannons, they were convinced that the Spanish bandits were powerful magicians, or even gods. Still, they made many brave attempts to defend themselves, attacking the soldiers by day as they marched and in their camp at night. But from the outset Cortez took terrible revenge, setting fire to villages and killing Indians in their thousands.

Before long, messengers came from a mighty king whose country lay further inland. They begged him to turn back and gave him magnificent gifts of gold and feathers of many colours. But the gifts only served to increase his curiosity and greed. So on he marched… forcing many Indians into his army as great conquerors had always done. At last he came to the [Aztec] kingdom of the mighty king who had sent the messengers with their gifts. The king’s name was Montezuma, and his land was called Mexico…Montezuma waited respectfully for Cortez and his small force outside the city, which stood on an island at the center of a great chain of lakes. The Spaniards were astonished when they were led across a long causeway into the city and saw the splendor, beauty and might of this great capital that was as big as any city in Europe. It had wide, straight streets and a great number of canals and bridges. And there were many squares and great marketplaces to which tens of thousands of people came each day to buy and sell.

…according to an ancient saying, white gods, sons of the sun, would one day come from the east to take possession of Mexico, and Montezuma believed the Spaniards to be these gods. In fact they behaved more like white devils. They took advantage of a ceremony in a temple to attack and kill all the Mexican nobility, knowing that they would be unarmed…they burned and destroyed the whole of that magnificent city. And that was only the beginning. There and in other parts of America the Spaniards proceeded to exterminate the ancient, cultivated Indian peoples in the most horrendous way…

Source: E.H. Gombrich. *A Little History of the World*. New Haven, Yale Univeristy Press, 2005 (adapted)

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| **Impacts on Europeans** | **Impacts on Native Americas** |
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**Document 4**

**Common Procedures used by Catholic Friars in Converting Natives in Spanish America**

• Idols, temples, and other material evidences of paganism [non-Christian religions] destroyed by the Spanish

• Permanent churches and monasteries built

• Christian buildings were often constructed on sites of destroyed native temples in order to symbolize and emphasize the substitution of one religion by the other

• Indians were used as construction labor without receiving payment

• In a converted community, services and fiestas were regularly held in the church building

Source: Based on information from Charles Gibson, Spain in America, Harper Torchbooks

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| **Impacts on Europeans** | **Impacts on Native Americas** |
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**Document 5**

...The first was a plague of smallpox, and it began in this manner. When Hernando Cortés was captain and governor, at the time that Captain Pánfilo de Narváez landed in this country, there was in one of his ships a negro stricken with smallpox, a disease which had never been seen here. At this time New Spain was extremely full of people, and when the smallpox began to attack the Indians it became so great a pestilence [disease] among them throughout the land that in most provinces more than half the population died; in others the proportion was little less. For as the Indians did not know the remedy for the disease and were very much in the habit of bathing frequently, whether well or ill, and continued to do so even when suffering from smallpox, they died in heaps, like bedbugs. Many others died of starvation, because, as they were all taken sick at once, they could not care for each other, nor was there anyone to give them bread or anything else. In many places it happened that everyone in a house died, and, as it was impossible to bury the great number of dead, they pulled down the houses over them in order to check the stench that rose from the dead bodies so that their homes became their tombs. This disease was called by the Indians ‘the great leprosy’ because the victims were so covered with pustules [pimples] that they looked like lepers. Even today one can see obvious evidences of it in some individuals who escaped death, for they were left covered with pockmarks...

Source: Elizabeth A. Foster, ed., *Motolinía’s History of the Indians of New Spain,* Greenwood Press, 1977

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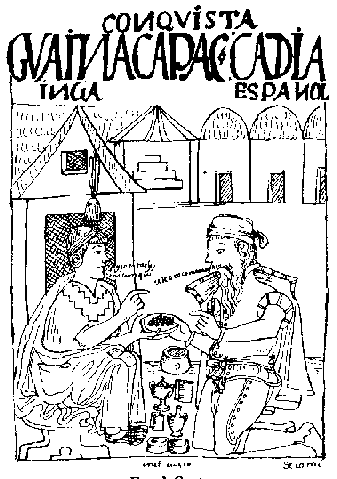
**Document 6a Document 6b**

…Cortes’s second cousin, Francisco Pizarro… landed near Ecuador with a small force in the spring of 1532. His mission…was to snatch South America’s wealth from the mighty Inca Empire of the Sun.

By now small pox had seriously weakened the Inca Empire, killing the emperor Huayna Capac and many of his court in 1526…

It helps explain how with just 106 foot-soldiers, sixty-two cavalry and three cannon, Pizarro defeated an Inca army estimated at some 80,000 strong. Faced with these apparently impossible odds, he borrowed tactics learned from his cousin Cortes and on 16 November, 1532 lured Ataualpa [the Inca king] into a trap...

…By 1546 the ancient Aztec and Inca sources of silver has been discovered by the conquistadors not only in Mexico, but also in Peru. The silver mines of Potosí [in the Andes Mountains, where the Inca ruled] were now being worked by slaves, and vast quantities of new wealth were being shipped back to the growing power of Spain.



A presumed meeting of an Indian and Spaniard in Cuzco. The native asks what Spaniards eat; the answer…is gold and silver.

Steve J. Stern. *Peru’s Indian Peoples and the Challenge of Spanish Conquest*. Madison: University of Wisconsin Press, 1982 (Illustration by Felipe Guaman Poma de Ayala)

Source: Christopher Lloyd. *What on Earth Happened?*

New York: Bloomsbury, 2008

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| **Impacts on Europeans** | **Impacts on Native Americas** |
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**Document 7**

…With Native Americans dying off from devastating new diseases against which they had no inborn immunity…the New World was facing a serious labor shortage...After a few plantations in the Caribbean proved that growing sugar with African slaves would turn a profit, the Spanish crown opened the New World to Portuguese slave traders in 1513.

The Europeans didn’t capture the slaves themselves. Deadly tropical diseases and native kings discouraged Europeans from probing too deeply into the African mainland….

Native Kingdoms like Ashanti, Oyo, and Kongo became profitable middlemen in the slave trade, and their kings grew rich and magnificent off the tribute, taxes, and kickbacks that kept the trade flowing. In return for slaves, Africa got the usual trade goods (copper and brass objects, textiles, pots, kettles, knives, and cowrie shells used as currency) plus some more interesting ones (guns, rum).

…At first, the local Africans traded whatever slaves they had on hand. Most of them were criminals, adulterers, or debtors, but as demand grew, African coastal kingdoms would start new wars specifically to capture prisoners to sell as slaves.

…slaves would be herded back to the coast in coffles (chained caravans) along trails hundreds of miles long, on journeys that often lasted months. Slaves were shackled together at the neck, wrists, or ankles, maybe attached to the man in front of him with a yoke on his neck or to the man beside him with chains on his wrist…

…Because American slaves were usually set to work in the fields, big strong men were the most highly valued. About 90 percent of the slaves shipped to America were adults or teenagers, and men outnumbered women by two to one….

…About half of the slaves died while being marched to the coast or while waiting for a buyer. The survivors of the march would be collected in coastal slave prisons, or barracoons, until a ship came along….

…Typically two to four hundred slaves were carried on each ship. They were chained below decks in pairs, ankle to ankle, wrist to wrist, lying side by side…

Overall, 40 percent of all slaves (4.65 million) were shipped by the Portuguese, and 35 percent (4 million) were sent to the Portuguese colony of Brazil…In the eighteenth century, the British shipped around 2.5 million…Probably 10 to 15 percent of them died in transit, often from dysentery, scurvy, and small pox. The dead were thrown overboard…

Source: Matthew White. *Atrocities: the 100 Deadliest Episodes in Human History*. W.W. Norton, 2012

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| **Impacts on Europeans** | **Impacts on Africans** |
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**Document 8**

The Europeans next made Brazil the center of sugar (with the Catholic Portuguese and the Protestant Dutch battling for control). The British followed by turning Barbados into a sugar island; then the French found rich soil on Hispaniola all over again. The more sugar was planted, the more mills were built to grind it, the more docks were hammered into place to ship sugar, the more enslaved people were brought from Africa to work the plantations…

…In just over one hundred years, between 1701 and 1810, 252,500 enslaved Africans were brought to Barbados – an island that occupies only 166 square miles (making it, today, one of the smallest countries in the world). The English then set out to conquer more sugar islands, starting with Jamaica, which they took from Spain in 1665. In the same period that 252,500 Africans were brought to Barbados, 662,400 Africans were taken to Jamaica…The English were eagerly filling Antigua, Nevis, Saint Kitts, and Montserrat with slaves and sugar mills. They took over much of Dutch Guiana for the same reason.

Seeing the fortunes being made in sugar, the French started their own scramble to turn half of the island of Hispaniola that they controlled (which is now Haiti), as well as Martinique, Guadeloupe, and French Guiana (along the South American coast near Dutch Guiana), into their own sugar colonies, which were filled with hundreds of thousands more African slaves. By 1753, British ships were taking an average of 34,250 slaves from Africa every year, and by 1768, that number had reached 53,100.

Source: Marc Aronson and Marina Budhos. *Sugar Changed the World*. Clarion Books, 2010.

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| **Impacts on Europeans** | **Impacts on Africans** |
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**Document 9**

Hence, enslaves Africans became the specialized large-scale producers of commodities for Atlantic commerce in the Americas, because they did not have the choice available to legally free European migrants at the time. The gold, sugar, cotton, coffee, and other plantation crops produced in Brazil and the Caribbean were produced entirely by Africans and their descendants. The rice, tobacco, and, above all, the cotton produced in the South of the United States were produced by Africans. Even in Spanish America where the forced labor of American Indians was important in silver production, Spanish American gold was produced by Africans; and African labor was not insignificant in silver production.

Source: Joseph E. Inikori. *Africans and the Industrial Revolution in England*. Cambridge University Press, 2002.

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| **Impacts on Europeans** | **Impacts on Africans** |
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**Document 10a**

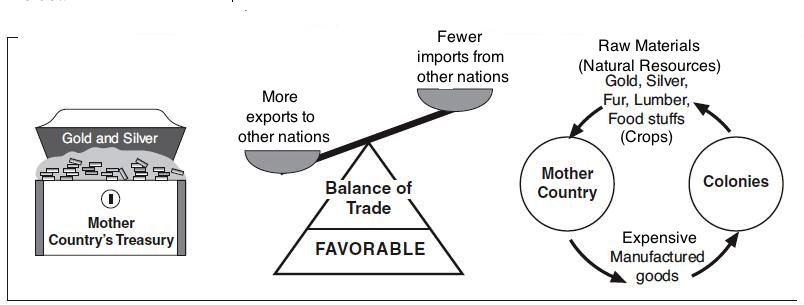
…Mercantilism refers to economic system of the major trading nations during the 16th, 17th, and 18th centuries, based on the premise that national wealth and power were best served by increasing exports and collecting bullion (precious metal) in return. In part, this focus on reserves of gold and silver was because of their importance during times of war… Besides bullion, raw materials for domestic manufacturers were also sought, and duties were levied on the importation of such goods in order to provide revenue for the government…Under mercantilism it was believed that the economic health of a nation could be measured by the amount of precious metal, gold, or silver, which it possessed…

… Though Mercantilism started as to serve Christianity and get hold of the Holy Places, in later period it developed opposition to religion and the church… It was an amoral and exploitative system…

Abdul Azim Islahi, Ph.D. “The Emergence of Mercantilism as a Reaction against Muslim Power: some of the evidences from history”. Munich Personal RePEc Archive (http://mpra.ub.uni-muenchen.de/18384/1/Emergence\_of\_Mercantilism.pdf)

**Document 10b**

**Mercantilism: an economic system of trade between a mother country and its colonies**



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| **Impacts on European Mother Countries**  (England, France, Spain, Portugal, The Netherlands) | **Impacts on European Colonies in North and South America and the Caribbean** |
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**Part B**

**Essay**

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs, and a

conclusion. Use evidence from at least ***four*** documents in the body of the essay. Support your

response with relevant facts, examples, and details. Include additional outside information.

**Historical Context:**

At the end of the Middle Ages, Europeans explored the Atlantic Ocean and beyond, traveling through the Pacific and Indian oceans. Their initial goal was to reach India and China to trade. However, after ***The Encounter*** with indigenous peoples of the Americans, the Western European nations of Spain, England, France, and Portugal conquered the Americas and turned them into colonies which had impacts on Europeans, Native Americans, and Africans.

**Task:** Using information from the documents below and your knowledge of social studies, answer

the questions that follow each document in Part A. Your answers to the questions will help

you write the Part B essay, in which you will be asked to

* Discuss how The Encounter impacted Europeans, Native Americans, and Africans.

**Guidelines**

**In your essay, be sure to**

* Develop all aspects of the task
* Incorporate information from *at least* **four** documents
* Incorporate relevant outside information
* Support the theme with relevant facts, examples, and details
* Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme