**Unit 4: Impact of European Exploration**

**Goals of European Exploration:**

* European set out to discover \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and wealth of all kinds
* Once the new world was discovered they began to search for these riches by establishing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were the first European settlers in the Americas
* The main goal of these colonies is to act as a source of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the mother country.

**Spanish Conquest in Mexico:**

* In 1519 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cortes landed in what is today Mexico.
* He was searching for new lands to claim for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He and his followers were called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Cortes and his men quickly reached the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ capital Tenochtitlan and met the Aztec leader \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* They demanded \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and they were given half of what the Aztecs had.
* In 1520 a few of Cortes men killed several \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the Spanish were kicked out.
* Cortes fought back using other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ groups that did not like the Aztec.
* The Spanish also had superior \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* They also had a silent killer, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which killed hundreds of thousands.
* By 1521 the Aztec empire was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Spanish Conquest in Peru:**

* In 1532 a Spanish conquistador named \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pizarro met the Incan emperor Atahualpa and took him prisoner.
* He too demanded \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was given several rooms full of gold and silver.
* After receiving the gold Pizarro’s men \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Atahualpa and then were able to conquer all of the Inca by 1533.

**Impact of Spanish colonies:**

* After conquering the natives the Spanish would force them to work in the system of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* As part of this system the natives \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, ranched, or mined for the Spanish landlords.
* Many were worked to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Other Europeans:**

* By the early 1600s other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ nations had established colonies in the New World.
* The\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ established colonies in North America.
* The Dutch settled in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Just as the Spanish had in Central and South America other European nations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ many natives.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ devastated native tribes. One tribe had 24,000 people at the time of colonization and by 1631 only 750 people remained.

**The Atlantic Slave Trade:**

* The discovery of the new world not only effected the native populations in the Americas but also groups of people in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Spanish and Portugal began the Atlantic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ trade as early as the 1400s.
* By 1650 more than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ African slaves worked on plantations throughout Spanish America.
* The British came to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the slave trade and by 1690. In all the British transported 1.7 million Africans to their colonies in the West Indies.
* The Atlantic slave trade was part of a larger system known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + In this system \_\_\_\_\_\_\_\_\_\_ materials left the Americans and when to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Finished goods then went from Europe to the Americas and Africa. In Africa they were exchanged for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The transportation of the slaves was known as the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The slaves were placed aboard ships and were subject of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and all manners of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that were shipped did not survive the journey.
* The largest portion of slaves went to Central and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. A large portion of those ended up in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* In all \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ slaves were sold to British North America.

**The Columbian Exchange:**

* The global transfer of \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and animals during the colonization period.
* The Columbian exchange gave rise to the system of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This made many individuals as well as nations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The system of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ grew. In this system the colonies act as sources of wealth that feed the mother country.
* A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ class began to develop in Europe because of the economic outcomes of the Columbian exchange.

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| **Items that came from the Americas** | **Items that were introduced to the Americas** |
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