

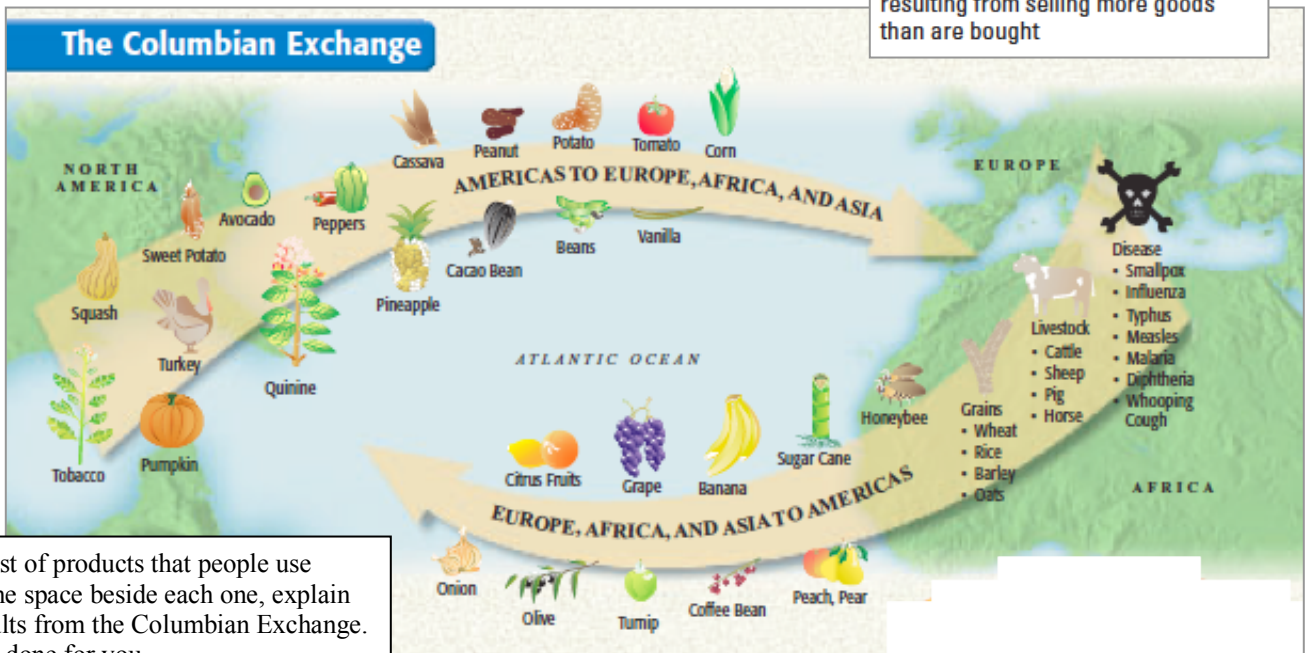
The Columbian Exchange and Global Trade

Name: _____ hr: ____
 Date: _____ due on: _____

THE COLUMBIAN EXCHANGE--WHAT WAS IT?

There was constant movement of people and products from Europe and Africa to the Americas. The large-scale transfer of foods, plants, and animals was called the Columbian Exchange. Important foods such as corn and potatoes were taken from the Americas to Europe, Africa, and Asia. Some foods moved from the Old World to the New. Bananas, black-eyed peas, and yams were taken from Africa to the Americas. Cattle, pigs, and horses had never been seen in the Americas until the Europeans brought them. Deadly illnesses also moved to the Americas. They killed a large part of the Native American population. **1. WHAT DID THE COLUMBIAN EXCHANGE TAKE FROM THE AMERICAS, AND WHAT DID IT BRING?**

TERMS AND NAMES
Columbian Exchange Global transfer of foods, plants, and animals during the colonization of the Americas
capitalism Economic system based on private ownership and the investment of wealth for profit
joint-stock company Company in which people pooled their wealth for a common purpose
mercantilism Economic policy of increasing wealth and power by obtaining large amounts of gold and silver and selling more goods than are bought
favorable balance of trade Condition resulting from selling more goods than are bought



Here is a list of products that people use today. In the space beside each one, explain how it results from the Columbian Exchange. The first is done for you.

Dutch chocolate	chocolate came from the Americas; Holland is in Europe
a. Italian tomato sauce	
b. Florida oranges	
c. Colombian coffee	
d. Irish potatoes	
e. French vanilla	
f. woolen Navajo blankets	
g. Texas beef steak	

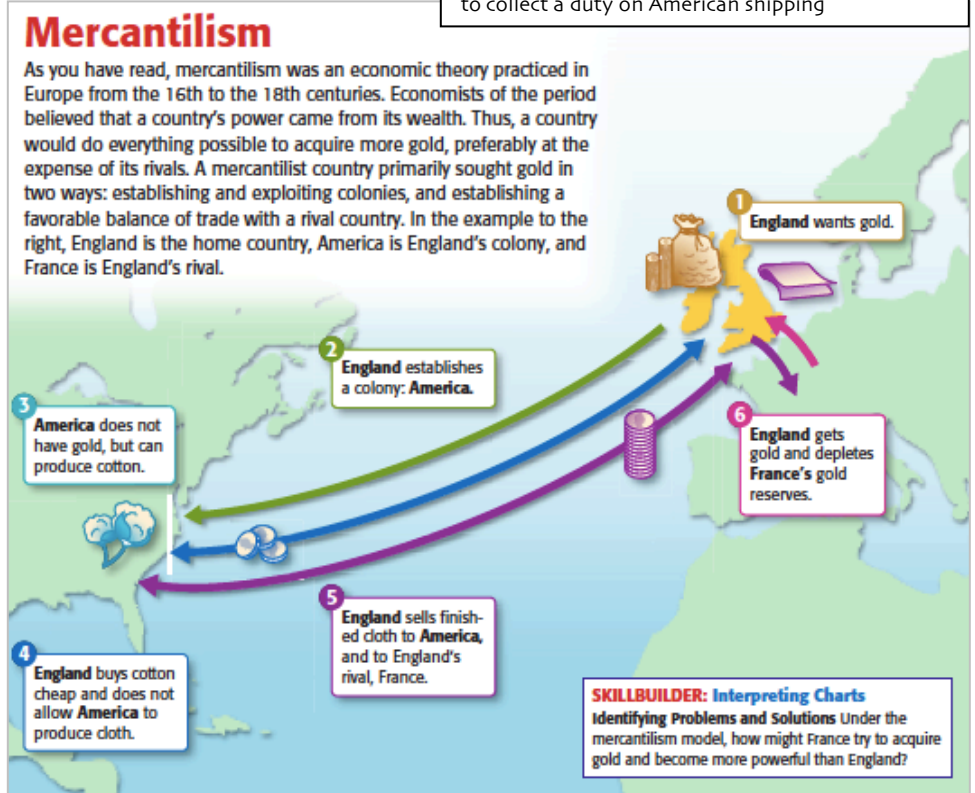
2. DISEASES FROM EUROPE WERE PART OF THE COLUMBIAN EXCHANGE. THEY DEVASTATED THE PEOPLES OF THE AMERICAS. WHAT MORE RECENT EXAMPLES OF DISEASE SPREADING ACROSS THE GLOBE CAN YOU THINK OF?

GLOBAL TRADE--HOW DID BUSINESS CHANGE?

The settling of the Americas and the growth of trade started an economic revolution. This revolution led to a new set of business practices still followed today. One was the rise of an economic system called capitalism. It is based on private ownership of property and the right of a business to earn a profit on money it has invested. Another new business idea was the joint-stock company. In this type of company, many investors pool their money to start a business and share in the profits. **3. WHAT IS CAPITALISM?**

4. UNDER EARLY MERCANTILISM, EUROPEAN NATIONS SOUGHT TO IMPORT RAW MATERIALS FROM THE AMERICAS AND SHIP MANUFACTURED GOODS TO THEIR COLONIES. HAS THAT PATTERN CHANGED IN TODAY'S WORLD? GIVE REASONS FOR YOUR ANSWER

Under the mercantilist system, the economy was strictly regulated by the government. This regulation extended to a country's colonies. For instance, Britain forbade American colonies to manufacture certain items. Later it required that all American ships to stop in British ports on the way to their final destinations. This allowed Britain to collect a duty on American shipping



IN THE GROWTH OF MERCANTILISM--WHY WERE COLONIES IMPORTANT?

During the Commercial Revolution, European governments began to follow an idea called mercantilism. According to this theory, a country's power depended on its wealth. Getting more gold and silver increased a country's wealth. So did selling more goods than it bought. Selling more than it bought would result in a favorable balance of trade. Colonies played an important role because they provided goods that could be sold in trade. The American colonies changed European society. Merchants grew wealthy and powerful. Towns and cities grew larger. Still, most people lived in the countryside, farmed for a living, and were poor. **5. WHY WERE COLONIES IMPORTANT TO EUROPEAN MERCANTILISM?**

The spread of the white potato over 400 years ago revolutionized the world's food supply. One writer even went so far as to proclaim that the planting of the first white potatoes in Europe "probably changed more lives than the deeds of a hundred kings."

CHAPTER
20
Section 4

GEOGRAPHY APPLICATION: MOVEMENT

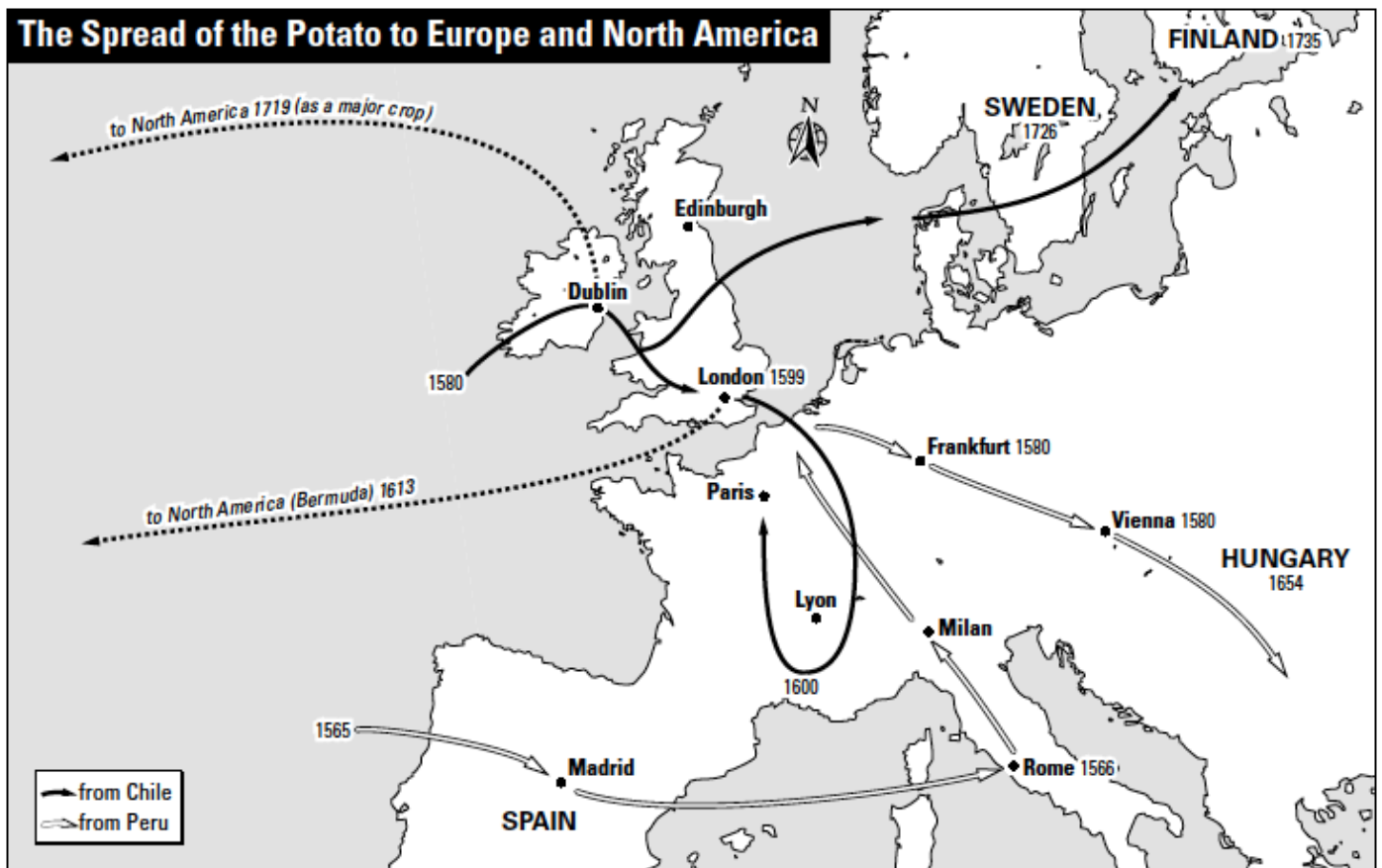
The Potato Impacts the World

Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

In the mid-1500s, Spanish explorers discovered the Inca growing white potatoes in the Andes Mountains of modern-day Peru and Chile and brought the plant to Europe. Even though there was some resistance to eating potatoes for the next 200 years, eventually the white potato became the world's most widely grown vegetable. The potato was a cheap source of valuable proteins, vitamins, and minerals. This may account for the rapid growth of the European population after 1700.

In the United States, the common white potato is known as the Irish potato. Its official introduction to North America came in 1613 when a shipment from England reached Bermuda, an island about 500 miles east of present-day North Carolina. Eight years later the governor of Bermuda sent a chest filled with potatoes to the governor of the Virginia colony. Yet potatoes did not find wide-spread acceptance on the continent. Potatoes were then reintroduced to the United States in 1719. In that year several Irish immigrants brought potatoes to New Hampshire, and the vegetable finally took hold. It eventually became almost a daily item on American dinner menus.

Today corn and potatoes are the two main vegetable crops in the United States. An acre of potatoes yields almost twice as much food as an acre of grain. This permits the United States to produce around 400 million bags of potatoes annually.

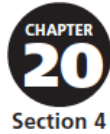


Interpreting Text and Visuals

1. What do the arrows on the map represent? _____
 Why are there two different arrow styles? _____
2. What European country was first introduced to the potato? _____ Which of the countries on the map was last to receive the potato? _____
6. What does the arrow leading from London toward North America represent? _____

Determining Main Ideas

Write your answers in the blanks provided.



RETEACHING ACTIVITY

The Columbian Exchange and Global Trade

1. The global transfer of foods, plants, and animals during the colonization of the Americas:

2. New plants that came **TO** the Americas **FROM** Europe, Asia, and Africa:

3. The **TWO** most important food items that were exported from the Americas: _____
4. An unwelcome part of the transatlantic trade to the Americas:

5. An economic system based on private ownership and investment of resources for profit:

6. A steady rise in the price of goods: _____
7. A business venture that involved a number of people combining their wealth for a common purpose:

8. An economic policy that relied on the belief that a country's power depended mainly on its wealth:

9. A country establishes this by selling more goods than it buys: _____
10. The economic revolution in Europe spurred the growth of these two things:

USE THE PASSAGE BELOW AND YOUR KNOWLEDGE OF WORLD HISTORY TO ANSWER THE QUESTIONS BELOW.

By the first half of the 18th century, enterprising merchants had already sold the horse to Indians as far north as the Northern Shoshoni of Wyoming and taught them its management. The Shoshoni slowly built up their herds and learned to ride as if they had been born to the saddle. No longer did they have to remain impoverished and secretive inhabitants of the Rocky Mountains, at the mercy of more powerful Indian groups. They scooped down the eastern flanks of the mountains and onto the high plains, where they found a bonanza in bison and a way to even the score with their traditional persecutors, the Blackfoot. From all over, other Indian groups converged on the plains and quickly adapted themselves to an economy based on the bison. The lands of the agriculturalists were usurped and the plains became a maelstrom [whirlpool] of varied and often conflicting cultures.

The horse was a new cultural element in the heartland of North America and it changed the entire way of life there. The whole of the plains became peopled by groups of great diversity who had come from all directions. The gross differences in culture among all these peoples had disappeared; it is remarkable that a people from the eastern forests and another from the west, two thousand miles away, should within a few generations have become so nearly identical. . . .

All this was due to the horse. The herds of bison were pursued on swift horses and the choicest animals killed. The Indians could now afford luxury. Tipis almost twenty-five feet in diameter were filled to overflowing with new found riches. An economic revolution took place. The women no longer toiled in the fields—for gardening was not as profitable as hunting, nor could it be practiced in the presence of nomadic horsemen—and they stopped making pottery because brass kettles were obtained from Whites. Permanent villages disappeared and with them went the elaborate customs and crafts, rules for marriage and residence.

1. After learning to ride horses, the Shoshoni
 - I were able to leave the seclusion of the Rocky Mountains.
 - II intermarried with the Blackfoot.
 - III became more assertive and able to fight against their traditional enemies.
 - IV went to live on the high plains.
2. According to the author, the adoption of the horse
 - A. changed the economic activities of women.
 - B. led people from both east and west to change their way of life.
 - C. let Native Americans to lead more comfortable lives.
 - D. All of the above

- A. I, II, and III only
B. I, II, and IV only
C. I, III, and IV only
D. II, III, and IV only

YOUR ANSWERS:

- 1.
- 2.