

- a. Columbian Exchange
- b. encomienda
- c. requerimiento
- d. mestizo
- e. Bartolome de Las Casas
- f. mercantilism
- g. capitalism
- h. joint-stock company
- i. favorable balance of trade
- j. indigenous
- k. triangular trade pattern
- l. Trans-Atlantic Slave Trade
- m. Middle Passage
- n. 13. Bartolomé de las Casas
- n. Olaudah Equian

1. Based on the readings 'Europe Discovers the Riches of India' (back of Unit 2 Packet #1) and 'The Journals of Matteo Ricci' (separate h-out/read in class), how did Europe compare to India and China in the 1400s - 1600s?
2. Why did Columbus think he could get to China and India by sailing **WEST**?
3. How have views of Columbus changed, and **why**?
4. a. Name 3 diseases that were part of the Columbian Exchange: _____
b. What were some *secondary* effects of diseases in either/both the New World or Europe?
5. a. What are the two most important crops that went **to** the Old World (Europe/Asia/Africa) *from* the New World (North and South America and the Caribbean).
_____ and _____
b. What makes those 2 crops **so** important? (the answer is *not* pizza—just sayin')
6. a. How did the arrival of pigs, a/o cows, a/or horses affect Native Americans' way of life and the environment?
b. How did new *foods* affect the size of populations in various places?
(list 2-3 places)

7. How did European 'mother', or home countries use their colonies to become wealthier?
(what vocab items relate to this?)
8. How did the Spanish treat the Native American people in their colonies? (what vocab items relate to this?)
9. a. What crop was important because of its role in starting the slave trade? _____
 b. From (green) Notes Gde for *Origins of Trans-Atlantic Slave Trade*, "sugar cane takes _____"
10. Describe the existing slave trade in Africa at the time of European contact.
11. How did that slave trade change as a result of European contact?
12. a. How many people were enslaved and shipped from Africa to the New World? _____
 b. How did the Atlantic Slave Trade affect the way people in Africa thought about themselves?
13. How was religion a factor in the Columbian Exchange? Give 2-3 examples.

14. a. The test will have questions with direction and format given below:

a. **DRAW LINES TO CONNECT** each term on the left with the appropriate term on the right. (½ pt. each)
 (No point(s) if I can't tell which connections your line is supposed to indicate.)

b. **EXPLAIN** why/how those terms are related to each other. (½ pt. each)

encomienda	favorable balance of trade _____
mercantilism	small pox, potatoes, pigs _____
Columbian Exchange	forced labor, slavery _____

b. After doing those three, **make** 3 of your own, using other vocabulary items from those listed above.

_____	_____	_____
_____	_____	_____
_____	_____	_____

15. Label the points and sides of the Triangular Trade pattern:

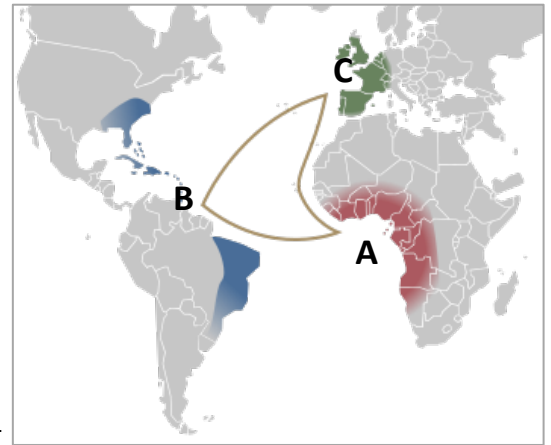
a. Point A = _____ B = _____ C = _____

b. From C to A ships carried: _____

c. From A to B ships carried: _____

d. From B to C ships carried: _____

e. Which side was the Middle Passage? _____



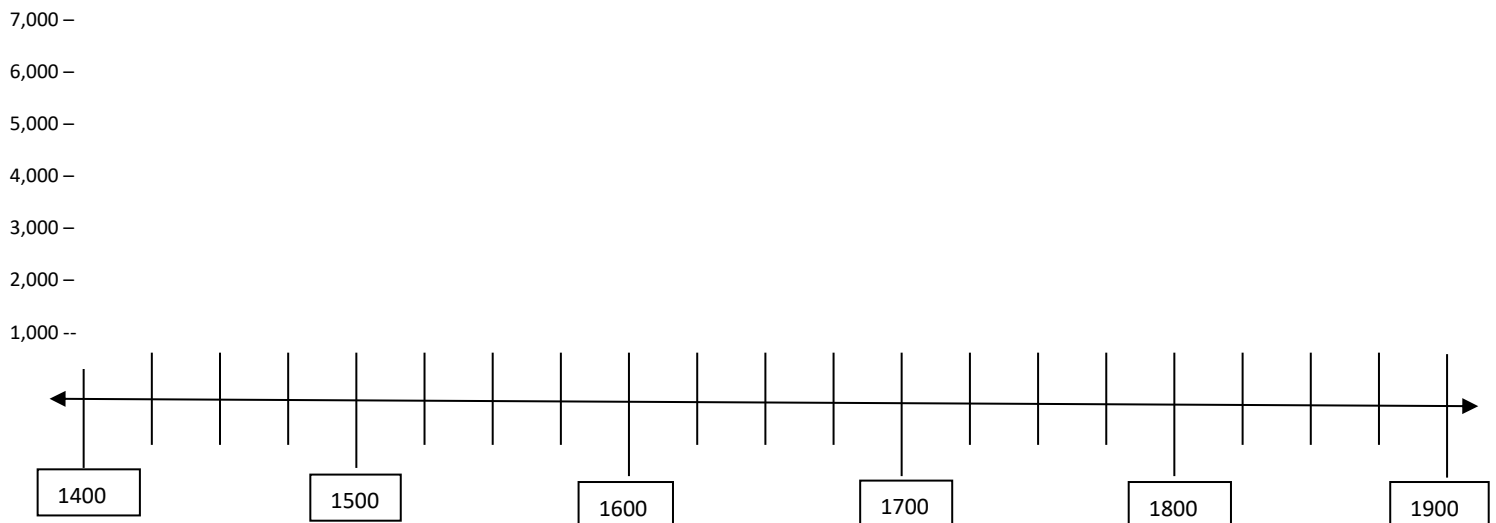
16. Make and compare items on a timeline as follows:

a. Use the timeline you made in your class notebook and make a line-graph over the timeline below, to show the numbers of enslaved people in the trans-Atlantic trade.

b. Find and mark dates for the following items:

- Columbus voyage
- Cortez vs. Aztecs
- Las Casas' lifetime (1484-1566)
- Olaudah Equiano's lifetime (1745-1797)
- 3-4 key dates (your choice) from the sugar timeline,

1,000s of
Africans
transported



17. How did economics—people wanting to buy certain goods, and people wanting to sell those goods—lead to the Columbian Exchange and the enslavement of many millions of people?

ON THE BACK OF THIS PAGE: MAKE A GRAPHIC ORGANIZER OF THE TOPICS VOCAB FOR THIS UNIT. Include at least 20 items. In addition to vocab items, you could add topics, places, arrows to connect items, labels for those arrows, and 'mnemonics'—tricks for remembering things.