Quick Study Guide

- Have students use the Quick Study Guide to prepare for this chapter's test. Students may wish to refer to the following pages as they review:
- Causes of European Exploration Section 1, pp. 84–85, 87–89
- European Footholds in the Eastern Hemisphere Section 1, pp. 85–86; Section 2, p. 90; Section 3, pp. 95–98
- Important European Explorers Section 1, pp. 86–88

- For additional review, remind students to refer to the Reading and Note Taking Study Guide Note Taking Study Guide, pp. 45, 47, 49, 51 Section Summaries, pp. 46, 48, 50, 52

- Have students access Web Code nba-1451 for this chapter's timeline, which includes expanded entries and additional events.

- If students need more instruction on analyzing timelines, have them read the Skills Handbook, p. SH32.

- When students have completed their study of the chapter, distribute Chapter Tests A and B.

- For Progress Monitoring Online, refer students to the Self-test with vocabulary practice at Web Code nba-1451.

**Chapter Events**

**Global Events**

1453 The Ottoman Turks take Constantinople, ending the Byzantine empire.

1500 The kingdom of Kongo thrives in Africa.

1556 Magellan begins the Magellanic Circumnavigation of the globe.

**Quick Study Guide**

**Adapted Reading and Note Taking Study Guide**

**Adapted Section Summaries, pp. 46, 48, 50, 52**

**Important European Explorers**

- **Vasco da Gama** (Portugal) Sailed around Cape of Good Hope; arrived at India; Ocean
- **Magellan** (Spain) Sailed around Pacific Ocean
- **Cortés** (Spain) Conquered the Inca; Conquered the Aztecs

**Important European Empires**

- **Habsburg Monarchy** rulers of Austria, Spain, etc.
- **Mughal Empire** rulers of India
- **British Empire** rulers of India
- **French Empire** rulers of India
- **Russian Empire** rulers of Russia

**Europe, Africa, and Asia 1415–1796**

- **Christopher Columbus** reaches the Caribbean.
- **Vasco da Gama** sails around the Cape of Good Hope; reaches India.
- **Magellan** sails around the globe.
- **Ferdinand Magellan** (Spain) Circling the globe; reattaches Spain.
- **Juan Ponce de León** (Spain) Crossed Panama, reattaches Spain.
- **Núñez de Balboa** (Spain) Sailed around Cape of Good Hope; established ports on the Pacific Ocean.
- **Vasco da Gama** (Portugal) Sailed around Africa and reached India.
- **Cortés** (Spain) Conquered the Aztecs; Conquered the Inca.
- **Magellan** (Spain) Sailed around the globe; reattaches Spain.
- **Ferdinand Magellan** (Spain) Circling the globe; reattaches Spain.

**Concepts to Know**

- **Desire for Asian luxury goods such as spices, gold, and silk**
- **Motivation to spread Christianity**
- **Desire to gain glory for country**
- **Renaissance curiosity to explore new lands**
- **Conquest with other European countries**

**Important European Explorers**

- **Vasco da Gama** (Portugal) 1498 Portuguese explorer
- **Cortés** (Spain) 1519 Conquered the Aztecs; Conquered the Inca
- **Ming dynasty** (China) 1421 Established the Ming dynasty; Established the Ming dynasty
- **Qing dynasty** (China) 1644 Established the Qing dynasty; Established the Qing dynasty
- **Mughal empire** (India) 1556 Established the Mughal empire; Established the Mughal empire
- **Tokugawa shogunate** (Japan) 1640 Established the Tokugawa shogunate; Established the Tokugawa shogunate

**Causes of European Exploration**

- **Desire for Asian luxury goods such as spices, gold, and silk**
- **Motivation to spread Christianity**
- **Desire to gain glory for country**
- **Renaissance curiosity to explore new lands**
- **Conquest with other European countries**

**European Footholds in the Eastern Hemisphere**

- **Portugal** 1498 Establishes a foothold in India; Establishes a foothold in India
- **Spain** 1500 Establishes a foothold in Africa; Establishes a foothold in Africa
- **Great Britain** 1757 Establishes a foothold in India; Establishes a foothold in India
- **Netherlands** 1602 Establishes a foothold in Africa; Establishes a foothold in Africa
- **France** 1762 Establishes a foothold in Africa; Establishes a foothold in Africa

**Major Asian Dynasties and Empires**

- **Ming dynasty** (China) 1368 Established the Ming dynasty; Established the Ming dynasty
- **Qing dynasty** (China) 1644 Established the Qing dynasty; Established the Qing dynasty
- **Mughal empire** (India) 1556 Established the Mughal empire; Established the Mughal empire
- **Tokugawa shogunate** (Japan) 1640 Established the Tokugawa shogunate; Established the Tokugawa shogunate

**Special Needs**

**Less Proficient Readers**

Use the following study guide resources to help students acquiring basic skills:

- **Adapted Reading and Note Taking Study Guide**
- **Adapted Section Summaries, pp. 46, 48, 50, 52**

**English Language Learners**

Use the following study guide resources to help Spanish-speaking students:

- **Spanish Reading and Note Taking Study Guide**
- **Spanish Note Taking Study Guide, pp. 45, 47, 49, 51**
- **Spanish Section Summaries, pp. 46, 48, 50, 52**
1. Connections to Today

1. Trade: The Dutch Trading Empire. In the 1500s, the Dutch began establishing an overseas trade empire in Southeast Asia, using the tools of sea power and monopolistic trade policies. Today, the Dutch are not known for their sea power or overseas domination, yet the strong economy of the Netherlands still depends heavily on trade. Research Dutch trade, including its global rank in exports, the number and types of companies owned by the Dutch in the United States, and the role of multinational companies in the economy of the Netherlands. Write two paragraphs summarizing the importance of trade to the Netherlands today.

2. Technology: The Compass. European exploration would not have been possible without the compass. The compass allowed navigators to find direction accurately, rather than relying on the sun, stars, and moon. Consider the events and discoveries that the compass made possible. Then think of recent technological inventions that have had profound impacts on the world today. Which technology do you consider to be equivalent in its impact to the compass? Why?

Connections to Today

1. Trade: The Dutch Trading Empire. In the 1500s, the Dutch began establishing an overseas trade empire in Southeast Asia, using the tools of sea power and monopolistic trade policies. Today, the Dutch are not known for their sea power or overseas domination, yet the strong economy of the Netherlands still depends heavily on trade. Research Dutch trade, including its global rank in exports, the number and types of companies owned by the Dutch in the United States, and the role of multinational companies in the economy of the Netherlands. Write two paragraphs summarizing the importance of trade to the Netherlands today.

2. Technology: The Compass. European exploration would not have been possible without the compass. The compass allowed navigators to find direction accurately, rather than relying on the sun, stars, and moon. Consider the events and discoveries that the compass made possible. Then think of recent technological inventions that have had profound impacts on the world today. Which technology do you consider to be equivalent in its impact to the compass? Why?

Connections to Today

1. Trade: The Dutch Trading Empire. In the 1500s, the Dutch began establishing an overseas trade empire in Southeast Asia, using the tools of sea power and monopolistic trade policies. Today, the Dutch are not known for their sea power or overseas domination, yet the strong economy of the Netherlands still depends heavily on trade. Research Dutch trade, including its global rank in exports, the number and types of companies owned by the Dutch in the United States, and the role of multinational companies in the economy of the Netherlands. Write two paragraphs summarizing the importance of trade to the Netherlands today.

2. Technology: The Compass. European exploration would not have been possible without the compass. The compass allowed navigators to find direction accurately, rather than relying on the sun, stars, and moon. Consider the events and discoveries that the compass made possible. Then think of recent technological inventions that have had profound impacts on the world today. Which technology do you consider to be equivalent in its impact to the compass? Why?

Connections to Today

1. Trade: The Dutch Trading Empire. In the 1500s, the Dutch began establishing an overseas trade empire in Southeast Asia, using the tools of sea power and monopolistic trade policies. Today, the Dutch are not known for their sea power or overseas domination, yet the strong economy of the Netherlands still depends heavily on trade. Research Dutch trade, including its global rank in exports, the number and types of companies owned by the Dutch in the United States, and the role of multinational companies in the economy of the Netherlands. Write two paragraphs summarizing the importance of trade to the Netherlands today.

2. Technology: The Compass. European exploration would not have been possible without the compass. The compass allowed navigators to find direction accurately, rather than relying on the sun, stars, and moon. Consider the events and discoveries that the compass made possible. Then think of recent technological inventions that have had profound impacts on the world today. Which technology do you consider to be equivalent in its impact to the compass? Why?
Chapter Assessment

Terms, People, and Places

1. A cartographer is a mapmaker. Henry the Navigator sponsored cartographers at Sagres.
2. Circumnavigating the globe took many months, during which time sailors often got scurvy from a lack of fresh fruits and vegetables.
3. Europeans used large numbers of slaves to raise labor-intensive cash crops on their plantations.
4. An outpost is a distant area under a country’s control. Europeans used outposts as bases for trade, merging them into an empire.
5. They needed the support of local Indian troops to succeed.
6. By maintaining power over key industries, it was able to play European rivals off against each other.

Main Ideas

7. Europeans’ desire to eliminate middlemen encouraged them to sail to the Spice Islands themselves; in doing so, they made discoveries.
8. As Europeans followed new sea routes, they established outposts that they later used to expand their presence.
9. African towns and cities were taken over, European exploration and its role in trade increased the slave trade.
10. By leading Europe in exploration, Portugal was able to establish footholds earlier than other European nations.
11. They turned it into a permanent colony with large numbers of settlers, making it a geographical and economic base for an overseas empire.
12. It had little impact at first, but over time it weakened the empire.
13. Europeans established missions in China with little success, and in Japan with greater success. Europeans gained very limited trade concessions in China and in Japan, until they were restricted.
14. They did not feel that Europeans had much to offer them.

Chapter Focus Question

15. They brought great advances in geography, navigation, and technology, and made Europeans aware of the world’s resources. Europeans used the knowledge and skills they gained to establish outposts, take over profitable trade routes, and create empires.

Critical Thinking

16. Students might suggest that Asians could not have had the same impact because they lacked firepower and unity. Europeans at least had similar languages, a common religion (Christianity), and a well-established history of diplomacy.

Chapter Focus Question

15. How did European voyages of exploration lead to European empires in the Eastern Hemisphere?

Critical Thinking

16. Predict Consequences What might have happened if Asian explorers, rather than Europeans, had first reached the Americas?
17. Geography and History How did Japan’s geography allow the Tokugawas to maintain a long period of isolation?
18. Draw Conclusions Did missionaries hurt or help European attempts to establish trade in Asia? Explain your answer.
19. Analyze Visuals The woodcut below was made in 1555 by a Swedish geographer. What does it tell you about European knowledge of the world before the age of exploration?

- Write a biographical essay about this person and his role in shaping the age of global exploration.

Chapter Focus Question

15. How did European voyages of exploration lead to European empires in the Eastern Hemisphere?

Critical Thinking

16. Predict Consequences What might have happened if Asian explorers, rather than Europeans, had first reached the Americas?
17. Geography and History How did Japan’s geography allow the Tokugawas to maintain a long period of isolation?
18. Draw Conclusions Did missionaries hurt or help European attempts to establish trade in Asia? Explain your answer.
19. Analyze Visuals The woodcut below was made in 1555 by a Swedish geographer. What does it tell you about European knowledge of the world before the age of exploration?
Document-Based Assessment

Why Did Europeans Explore the Seas?

In the 1400s, Europeans began to embark on long and dangerous voyages to unknown destinations. Why did this age of exploration begin? In Documents A and B, a contemporary observer and a modern-day historian describe the impetus behind these early expeditions.

Document A

“The discovery of the new Western World followed, as an incidental consequence, from the long struggle of the nations of Europe for commercial supremacy and control of the traffic with the East. In all these dreams of the politicians and merchants, sailors and geographers, who pushed back the limits of the unknown world, there is the same glitter of gold and precious stones, the same scent of far-fetched spices.”

—Sir Walter Raleigh, 1509

Document B

“The starting point for the European expansion out of the Mediterranean and the Atlantic continental shelf had nothing to do with, say, religion or the rise of capitalism—but it had a great deal to do with pepper. . . . Pepper comprised more than half of all the spice imports into Italy over a period of more than a century. No other single spice came within one-sixth of the value of pepper. . . . However, since about 1470 the Turks had been impeding the overland trade routes east from the Mediterranean. As a result, the great Portuguese, Italian, and Spanish explorers all sailed west or south in order to reach the Orient. The Americas were discovered as a by-product in the search for pepper.”

—From Seeds of Change by Henry Hobhouse

Analyzing Documents

Use your knowledge of European exploration and Documents A, B, C, and D to answer questions 1–4.

1. Documents A and B both make the point that the discovery of new lands was motivated by
   A. religious fanatics.
   B. adventurous dreams.
   C. wanting to make money.
   D. Renaissance ideals.

2. What motivation for exploration is implied in Document C?
   A. the search for spices
   B. the desire to please king or country
   C. the desire to spread Christianity
   D. both B and C

3. What does Document D suggest about how European monarchs viewed exploration?
   A. They saw it as vitally important to their nations.
   B. They viewed exploration as interesting but unnecessary.
   C. They saw it as important but not worth spending money on.
   D. They had no opinion about exploration.

4. Writing Task: Using information from the chapter, assess the various motivations for exploration. Are there any that are not shown in these documents? Choose the motivation you think was the most compelling for Europeans. Use specific evidence from the chapter and documents to support your argument.

Writing About History

As students begin the assignment, refer them to page SH19 of the Writing Handbook for help in writing a biographical essay. Remind them of the steps they should take to complete their assignment, including prewriting, drafting, and revising. For help in revising, remind them to use the guidelines on page SH19 of the Writing Handbook.

Answers

1. C
2. B
3. A
4. Responses should emphasize Europeans’ motivations for wealth and control of trade, and should be supported with specific evidence from the documents and the chapter. Motivations not included here could be competition among European nations, Renaissance curiosity, or scientific inquiry.