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**Robert W. Strayer**

***Ways of the World: A Brief Global History***

***Ways of the World: A Brief Global History with Sources***

Chapter 15, **Global Commerce, 1450-1750** Study Guide, (Original: pp. 433-458; With Sources: pp. 673-698)

**Europeans and Asian Commerce**

1. What motivated European involvement in the world of Asian commerce?



2. To what extent did the Portuguese realize their own goals in the Indian Ocean? (What did they create? Did they get to their goal? What was the outcome?)

3. The Portuguese gradually blended into the local populations of their strongholds in the Indian Ocean Basin. What was one main difference between the Spanish colonization of the Philippines and the Portuguese?

4. To what extent did the British and Dutch trading companies **change the societies** they encountered in Asia?

|  |  |
| --- | --- |
| **Dutch** | **British** |
| * The Dutch acted to control— * On the Banda Islands**—** * Ultimately, | * They established— * British traders focused on— |

5. What was Japan’s response to the Europeans whom they saw as a threat?

**Silver and Global Commerce**

6. Why was the silver trade so historically important?

7. What impact did the discovery of the world's largest silver mine at Potosi have on the Native American miners?

8. How did the discovery of the vast silver mines in South America affect Spain's position in Europe?

9. In what ways did the Chinese response to the global silver economy differ from the Japanese response?

|  |  |
| --- | --- |
| **Japan** | **China** |
| ▪ The shoguns allied with the merchant class to develop a market-based economy and to invest heavily in agricultural and industrial enterprises.  ▪ Local and state authorities acted to protect and renew forests.  ▪ Families practiced late marriages, contraception, abortion, and infanticide.  ▪ The outcome was the dramatic slowing of Japan’s population growth, the easing of an impending ecological crisis, and a flourishing, highly commercialized economy. | ▪ In order to obtain silver needed to pay their taxes, more and more people had to sell something—either labor or their products.  ▪ Areas that devoted themselves to growing mulberry trees, on which silkworms fed, had to buy their rice from other regions. The Chinese economy became more regionally specialized.  ▪ In southern China, this surging economic growth resulted in the loss of about half the area’s forest cover as more and more land was devoted to cash crops. |

**The “World Hunt”: Fur in Global Commerce**

10. What may have increased the demand for furs in the early modern era?

11. Describe the impact of the fur trade on **North American native societies**.

|  |  |
| --- | --- |
| **Positive Impact** | **Negative Impact** |
|  |  |

12. How did the North American and Siberian fur trades differ from each other? What did they have in common?

**Commerce in People: The Atlantic Slave Trade**

13. What was slavery like in the Islamic world?

14. What was distinctive about the Atlantic slave trade in the Americas?



15. What caused the Atlantic slave trade to grow? Why was slavery a source of labor?

16. Why did Africa become the primary source of slave labor for plantation economies of the Americas?

17. What role did the Europeans play in the unfolding of the Atlantic slave trade?

18. What role did the Africans play in the unfolding of the Atlantic slave trade?

19. What regions in the Americas had the largest destination of slaves in the 18th century?

20. In what different ways did the Atlantic slave trade transform African societies?

**Explain the significance of each of the following:**

*Ferdinand Magellan*—

*British / Dutch East India Companies*—

*Daimyo*—

*Samurai*—

*Shogun*—

*Tokagawa Shogunate*—

*Manila*—

*Potosi*—

*African diaspora*—

*Middle Passage*—

**Chapter 15 Study Guide Key**

**Europeans and Asian Commerce**

1. What motivated European involvement in the world of Asian commerce?

* The desire for tropical spices, Chinese silk, Indian cottons, rhubarb for medicinal purposes, emeralds, rubies, and sapphires were in great demand.
* the general recovery of European civilization following the disaster of the Black Death in the early 14th century
* European resentment of the Muslim monopoly of the flow of Indian Ocean products to Europe, and the dislike of Venice’s role as intermediary in the trade
* to continue the Crusades by joining with the mysterious Christian monarch Prester John
* the need to get gold and silver to pay for the Asian spices and textiles they desired (Original: p. 434-435; With Sources: pp. 674-675)

2. To what extent did the Portuguese realize their own goals in the Indian Ocean? (What did they create? Did they get to their goal? What was the outcome?)

Their original goal of creating a trading post empire that controlled the commerce of the Indian

Ocean was at best only partially realized. They never succeeded in controlling much more than half the

spice trade to Europe, and by 1600, their trading post empire was in steep decline. (Original: p. 437; With Sources: p. 677)

3. The Portuguese gradually blended into the local populations of their strongholds in the Indian Ocean Basin. What was one main difference between the Spanish colonization of the Philippines and the Portuguese?

The Spanish converted Filipinos to Christianity. (Original: p. 439; With Sources: p. 679)

4. To what extent did the British and Dutch trading companies **change the societies** they encountered in Asia?

(Original: p. 439-440; With Sources: pp. 679-680)

|  |  |
| --- | --- |
| **Dutch** | **British** |
| ▪The Dutch acted to control—not only the shipping but also the production of cloves, cinnamon, nutmeg, and mace. With much bloodshed, the Dutch seized control of a number of small spice-producing islands, forcing their people to sell only to the Dutch.  ▪ On the Banda Islands—the Dutch killed, enslaved, or left to starve virtually the entire population and then replaced them with Dutch planters, using a slave labor force to produce the nutmeg crop.  ▪ Ultimately, the local economy of the Spice Islands was shattered by Dutch policies, and the people there were impoverished. | ▪ They established—three major trading settlements in India during the 17th century: Bombay, Calcutta, and Madras. They secured their trading bases with the permission of Mughal authorities or local rulers.  ▪ British traders focused on—Indian cotton textiles, and hundreds of villages in the interior of southern India became specialized producers for the British market. |

5. What was Japan’s response to the Europeans whom they saw as a threat?

They expelled Christian missionaries and suppressed the practice of Christianity. This policy included the execution, often under torture, of some sixty-two missionaries and thousands of Japanese converts. Authorities also forbade Japanese from traveling abroad and banned most European traders, permitting only the Dutch, who weren’t interested in spreading Christianity. (Original: p. 441; With Sources: p. 681)

6. Why was the silver trade so historically important?

Silver was the first commodity to be exchanged on a global scale sustaining a direct link between the Americas and Asia, and it initiated a web of Pacific commerce that grew steadily over the centuries. (Original: p. 442; With Sources: p. 682)

7. What impact did the discovery of the world's largest silver mine at Potosi have on the Native American miners?

The city’s miners worked in conditions so horrendous that some families held funeral services for men drafted to work the mines. Potosi was a portrait of hell. (Original: p. 443; With Sources: p. 683)

8. How did the discovery of the vast silver mines in South America affect Spain's position in Europe?

Spain was the envy of its European rivals during the 16th century. Spanish rulers could now pursue military and political ambitions in both Europe and the Americas far beyond the country’s own resource base. (Original: p. 443; With Sources: p. 683)

9. In what ways did the Chinese response to the global silver economy differ from the Japanese response?

(Economic changes resulted in ecological devastation in China, but not in Japan.) (Original: p. 444; With Sources: p. 684)

|  |  |
| --- | --- |
| **Japan** | **China** |
| * The shoguns allied with the merchant class to develop a market-based economy and to invest heavily in agricultural and industrial enterprises. * Local and state authorities acted to protect and renew forests. * Families practiced late marriages, contraception, abortion, and infanticide. * The outcome was the dramatic slowing of Japan’s population growth, the easing of an impending ecological crisis, and a flourishing, highly commercialized economy. | * In order to obtain silver needed to pay their taxes, more and more people had to sell something—either labor or their products. * Areas that devoted themselves to growing mulberry trees, on which silkworms fed, had to buy their rice from other regions. The Chinese economy became more regionally specialized. * In southern China, this surging economic growth resulted in the loss of about half the area’s forest cover as more and more land was devoted to cash crops. |

10. What may have increased the demand for furs in the early modern era?

A period of cooling temperatures and harsh winters known as the Little Ice Age (Original: p. 445; With Sources: p. 685)

11. Describe the impact of the fur trade on **North American native societies**.

(Original: p. 447 With Sources: p. 687)

|  |  |
| --- | --- |
| **Positive Impact** | **Negative Impact** |
| * The fur trade did bring some benefits, including the trade of pelts for goods of real value. * It enhanced influence and authority for some Native American leaders. * It ensured the protection of Native Americans involved in the fur trade, for a time, from the kind of extermination, enslavement, or displacement that was the fate of some native peoples elsewhere in the Americas. | * It exposed Native Americans to European diseases and generated warfare. * It left Native Americans dependent on European goods without a corresponding ability to manufacture the goods themselves. * It brought alcohol into Indian societies, often with destructive effects. |

12. How did the North American and Siberian fur trades differ from each other? What did they have in common?

1. North American fur trades—Several European nations competed in North America and generally obtained their furs through commercial negotiations with Indian societies. No such competition accompanied Russian expansion across Siberia.
2. Siberian fur trades—Russian authorities imposed a tax or tribute, payable in furs, on every able-bodied Siberian male between 18 and 50 years of age. To enforce payment, they took hostages from Siberian societies with death as a possible outcome if the required furs weren’t forthcoming. Further, there was a large-scale presence of private Russian hunters and trappers, who competed directly with their Siberian counterparts.
3. c. Both—trades were driven by the demands of the world market. Both Native Americans and Siberians suffered from new diseases and became dependent on the goods for which they traded furs. (Original: p. 449; With Sources: pp. 685-688)

13. What was slavery like in the Islamic world?

Preference was for female slaves; some slaves acquired prominent military or political status; most slaves in the pre-modern world worked in their owners’ households, farms, or shops, with smaller numbers laboring in large-scale agricultural or industrial enterprises. (Original: p. 450; With Sources: p. 690)

14. What was distinctive about the Atlantic slave trade in the Americas?

* the immense size of the traffic in slaves and its centrality to the economies of colonial America
* New World slavery was largely based on plantation agriculture and treated slaves as a form of dehumanized property, lacking any rights in the society of their owners.
* Slave status throughout the Americas was inherited across generations, and there was little hope of eventual freedom for the vast majority.
* most distinctive was the racial dimension—slavery came to be identified wholly with Africa and with “blackness.” (Original: p. 450; With Sources: pp. 690-691)

15. What caused the Atlantic slave trade to grow? Why was slavery a source of labor?

The demand for sugar as a sweetener to replace honey and fruits established sugar plantations and sugar production that required huge capital investment, substantial technology, and huge amounts of labor to do the difficult work. Slaves worked for free. Because there were limitations to serf labor, and because of the immense difficulty and danger associated with the work, there was a general absence of wage workers to do the job. All of this pointed to slavery as a source of labor for sugar plantations. (Original: p. 451; With Sources: p. 691)

16. Why did Africa become the primary source of slave labor for plantation economies of the Americas?

The supply of Slavic slaves were cut-off and no longer available; Native Americans quickly perished from European diseases; marginal Europeans were Christians and therefore supposedly exempt from slavery; and indentured servants were expensive and temporary. Africans were skilled farmers; they had some immunity to both tropical and European diseases; they weren’t Christians; they were close at hand; and they were readily available in substantial numbers through African-operated commercial networks. (Original: p. 451; With Sources: p. 691)

17. What role did the Europeans play in the unfolding of the Atlantic slave trade?

* Europeans demanded slaves for trade.
* The entire enterprise was in the Europeans hands, from the point of sale on the African coast to the American plantations.
* Europeans tried to exploit rivalries to obtain slaves at the lowest possible cost, and guns they exchanged for the slaves may well have increased the warfare from which so many slaves were derived. (Original: p. 452; With Sources: p. 692)

18. What role did the Africans play in the unfolding of the Atlantic slave trade?

* From the point of initial capture to sale on the coast, the slave trade was normally in African hands.
* African merchants and elites secured slaves and brought them to the coast for sale to Europeans waiting on ships or in fortified settlements.
* Africans who were transported as slaves also played and unwilling and tragic role in the trade. (Original: p. 452; With Sources: p. 693)

19. What regions in the Americas had the largest destination of slaves in the 18th century?

The Caribbean and Brazil (Original: p. 454; With Sources: p. 694)

20. In what different ways did the Atlantic slave trade transform African societies?

* The Atlantic slave trade slowed Africa’s population growth at a time when the populations of Europe, China, and other regions were expanding.
* The slave trade stimulated little positive economic change in Africa and led to economic stagnation.
* It led to political disruption, particularly for small-scale societies with little central authority. Some larger kingdoms, such as Kongo and Oyo, also slowly disintegrated because of the slave trade.
* However, in Benin and Dahomey, those African authorities sought to take advantage of the new commercial opportunities to manage the slave trade in their own interests. (Original: p. 455-456; With Sources: pp. 695-696)

**Explain the significance of each of the following:**

*Ferdinand Magellan*—Portuguese mariner who commanded the first European (Spanish) fleet to circumnavigate the globe (1519-1521) (Original: p. 438; With Sources: p. 678)

*British / Dutch East India Companies*—Private trading companies chartered by the governments of England and the Netherlands around 1600; they were given monopolies on Indian Ocean trade, including the right to make war and to rule conquered peoples. (Original: p. 439; With Sources: p. 679)

*Daimyo*—Feudal lords of Japan who ruled with virtual independence thanks to their bands of samurai warriors (Original: p. 441; With Sources: p. 681)

*Samurai*—the warrior elite of medieval Japan (Original: p. 441; With Sources: p. 681)

*Shogun*—a supreme military commander in Japan (Original: p. 441; With Sources: p. 681)

*Tokagawa Shogunate*—Military rulers of Japan who successfully unified Japan politically by the early 17th century and established a “closed door” policy toward European encroachment (Original: p. 441; With Sources: p. 681)

*Manila*—Capital of the Spanish Philippines and a major multicultural trade city that already had a population of more than 40,000 by 1600. (Original: p. 442; With Sources: p. 682)

*Potosi*—a city that developed in present day Bolivia and was the site of the world’s largest silver mine. (Original: p. 443; With Sources: p. 683)

*African diaspora*—the spread of African peoples across the Atlantic via the slave trade (Original: p. 449-450; With Sources: p. 690)

*Middle Passage*—the name given to the journey across the Atlantic undertaken by African slaves being shipped from Africa to the Americas (Original: p. 449-451; With Sources: pp. 689-691)

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Per.\_\_\_\_\_\_

**Strayer, *Ways of the World and Ways of the World: A Brief Global History with Sources***

Chapter 15, **Global Commerce, 1450-1750, Reading Quiz**

*Choose the letter of the best answer. Each answer is worth 10 points.*

\_\_\_\_\_\_\_\_1. What was one main difference between the establishment of the British East India

Company in Mughal India and the establishment of the Dutch East India Company in

Indonesia?

(A) The British learned the languages, customs, and traditions of the locals while the Dutch did not.

(B) The British used treaties with local Mughal rulers while the Dutch conquered their Indonesian colonies.

(C) The British encouraged intermarriage with elite local women while the Dutch took local women as concubines.

(D) The British had to send 50 percent of their profits back to the government in London, yet the Dutch only had to send a small percentage of money back.

\_\_\_\_\_\_\_\_2. What was the attitude of Japanese *shoguns* toward Christian Europeans in Japan in the

early seventeenth century?

(A) They welcomed Europeans for their technological knowledge.

(B) They welcomed Europeans as teachers of Christianity, and converted.

(C) They violently expelled all but a few Europeans.

(D) They disliked Europeans, but knew they were powerless to keep Europeans out of Japan.

\_\_\_\_\_\_\_\_3. Which of the following statements best describes the relationship between the new European presence in the Indian Ocean and the already existing Asian commercial networks?

(A) Europeans created a network that became just one among a number of thriving Asian commercial networks.

(B) Europeans destroyed almost all Asian commercial networks, bringing trade largely to a halt.

(C) Europeans gained access to commercial markets only where the local population converted to Christianity.

(D) Europeans ended up gaining little for their efforts, eventually leaving Asia empty- handed.

\_\_\_\_\_\_\_\_4. Which of the following statements about the global silver trade is true?

(A) It fundamentally transformed the Spanish economy, making it one of the most productive and commercialized kingdoms in the world.

(B) It was the first direct and sustained link between the Americas and Asia.

(C) It brought the downfall of the Tokugawa shoguns.

(D) It was monopolized by the British.

\_\_\_\_\_\_\_\_5. In what way did the Chinese response to the global silver economy differ from the

Japanese response?

(A) The Chinese economy became diversified; the Japanese economy did not.

(B) Chinese merchants began exporting goods to other lands; Japan did not.

(C) Inflation destroyed the Chinese economy, but aided the Japanese economy.

(D) Economic changes resulted in ecological devastation in China, but not in Japan.

\_\_\_\_\_\_\_\_6. Within the Islamic world,

(A) most slaves were male.

(B) some slaves acquired prominent military or political status.

(C) nearly all slaves were drawn from southern Russia.

(D) slavery was equated strongly with blackness.

\_\_\_\_\_\_\_\_7. Which of the following statements is true of the West African slave trade?

(A) European merchants secured most of their slaves by seizing them in raids along the West African coast.

(B) In general, European merchants waited on board their ships or in fortified port cities to purchase slaves from African merchants and elites.

(C) Europeans possessed immunities to the diseases of the region, giving them an advantage in controlling the trade.

(D) Africa’s domestic economy benefited greatly from the slave trade.

\_\_\_\_\_\_\_\_8. What were the most common destinations in the Americas for West African slaves?

(A) British North America and the United States

(B) The Caribbean and Brazil

(C) Mexico

(D) Chile and Argentina

\_\_\_\_\_\_\_\_9. How did African slavery in the New World differ fundamentally from past instances of

slavery in world history?

(A) Black Africans had never before been enslaved.

(B) Slavery previously was only practiced in the Middle East.

(C) Slavery in the Americas was associated with race and plantation economies.

(D) Slaves were usually not transported long distances.

\_\_\_\_\_\_\_\_10. How did the discovery of silver mines in Japan impact Japanese fortunes?

(A) The ruling shogunate isolated Japan even more, fearing that greedy Europeans would conquer and enslave Japanese for their silver as they did in the Andes.

(B) The ruling shogunate used the silver to buy a large military and luxury goods for the elites, but did nothing to help commoners.

(C) The ruling shogunate wisely invested wealth from the mines to create a sustainable market-based economy and ecology.

(D) The ruling shogunate disintegrated into civil war and anarchy as factions fought over control of the silver mines.

**Chapter 15 Reading Quiz Answer Key**

1. B (Original: p. 439-440; With Sources: pp. 679-680)

2. C (Original: p. 441; With Sources: p. 681)

3. A (Original: p. 441-442; With Sources: pp. 681-682)

4. B (Original: p. 442; With Sources: p. 682)

5. D (Original: p. 444-445; With Sources: pp. 684-685)

6. B (Original: p. 450; With Sources: p. 690)

7. B (Original: p. 452; With Sources: p. 692)

8. B (Original: p. 454; With Sources: p. 694)

9. C (Original: p. 450-451; With Sources: pp. 690-691)

10. C (Original: p. 444; With Sources: p. 684)