

Unit 4: Transoceanic Interconnections Study Guide

c. 1450 - 1750

Directions: Yet again you will receive credit for completion. This Unit is VERY important in AP World History and very often one of the LONG ESSAY QUESTIONS/DBQ topics in some way. **You must KNOW THIS CONTENT WELL!**

Topic 4.1 Technological Innovations from 1450 - 1750

ACE EACH QUESTION SAQ STYLE (when appropriate)

<p>Learning Objective</p> <p>Explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750.</p>	<p>Historical Developments</p> <p>Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation.</p> <p>The developments included the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns—all of which made transoceanic travel and trade possible.</p> <p>Innovations in ship design:</p> <ul style="list-style-type: none"> ● Caravel ● Carrack ● Fluyt <p>European technological developments influenced by cross-cultural interactions with the Classical, Islamic, and Asian worlds:</p> <ul style="list-style-type: none"> ● Lateen sail ● Compass ● Astronomical charts 	<ol style="list-style-type: none"> 1. Describe technological diffusions that occurred in the 1450-1750 time period. Name the technology, its origins, and where it diffused. 2. Describe new technologies of the 1450 - 1750 time period and specific examples of how they facilitated patterns of trade and travel from 1450 to 1750. 3. What is a lateen sail and why was it significant in the 1450-1750 time period? 4. What is a caravel and why was it significant in the 1450 to 1750 time period? 5. Making connections: Give an example of technology in the 1750-1900 time period that facilitated trade and travel during that later time period.
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Topic 4.2 Exploration: Causes and Events from 1450 to 1750

ACE EACH QUESTION SAQ STYLE (when appropriate)

<p>Learning Objective</p>	<p>Historical Developments</p>	<ol style="list-style-type: none"> 6. What specific states supported maritime exploration in this time period? Give specific examples of states and what they did to support exploration.
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<p>Describe the role of states in the expansion of maritime exploration from 1450 to 1750.</p>	<p>New state-supported transoceanic maritime exploration occurred in this period.</p>	
<p>Learning Objective</p> <p>Explain the economic causes and effects of maritime exploration by the various European states.</p>	<p>Historical Developments</p> <p>Portuguese development of maritime technology and navigational skills led to increased travel to and trade with Africa and Asia and resulted in the construction of a global trading-post empire.</p> <p>Spanish sponsorship of the voyages of Columbus and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade</p> <p>Northern Atlantic crossings were undertaken under English, French, and Dutch sponsorship, often with the goal of finding alternative sailing routes to Asia.</p>	<p>7. What were the economic factors that drove maritime exploration by Europeans?</p> <p>8. What were some of the economic outcomes of European maritime exploration (positive and negative).</p> <p>9. Describe the difference between the trading-post empire established by the Portuguese in the Indian Ocean and the colonies they established in the New World.</p>

Topic 4.3 Columbian Exchange
ACE EACH QUESTION SAQ STYLE (when appropriate)

<p>Learning Objective</p> <p>Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.</p>	<p>Historical Developments</p> <p>The new connections between the Eastern and Western Hemispheres resulted in the exchange of new plants, animals, and diseases, known as the Columbian Exchange.</p> <p>European colonization of the Americas</p>	<p>10. Describe the Columbian Exchange.</p> <p>11. What factors caused the Columbian Exchange?</p>
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	<p>led to the unintentional transfer of disease vectors, including mosquitoes and rats, and the spread of diseases that were endemic in the Eastern Hemisphere, including smallpox, measles, and malaria. Some of these diseases substantially reduced the indigenous populations, with catastrophic effects in many areas.</p> <p>American foods became staple crops in various parts of Europe, Asia, and Africa. Cash crops were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East.</p> <p>Afro-Eurasian fruit trees, grains, sugar, and domesticated animals were brought by Europeans to the Americas, while other foods were brought by African slaves</p> <p>Domesticated animals:</p> <ul style="list-style-type: none"> • Horses • Pigs • Cattle <p>Foods brought by African slaves:</p> <ul style="list-style-type: none"> • Okra • Rice <p>Populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops.</p>	<p>12. Describe the impact of the Columbian Exchange on the Western Hemisphere (New World). Include both positive and negative outcomes.</p> <p>13. Describe the impact of the Columbian Exchange on the Eastern Hemisphere (Old World). Include both positive and negative outcomes.</p>
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Topic 4.4 Maritime Empires Established
ACE EACH QUESTION SAQ STYLE (when appropriate)

<p>Learning Objective</p> <p>Explain the process of state building and expansion among various empires and states in the period from 1450 to 1750.</p>	<p>Historical Developments</p> <p>Europeans established new trading posts in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks. Some Asian states sought to limit the disruptive economic and cultural effects of European-dominated long-distance trade by adopting restrictive or isolationist trade policies.</p>	<p>14. Describe European trading posts in Africa.</p> <p>15. Describe the isolationist policies of China and Japan. Why did they enact these policies? What were the long-term outcomes?</p> <p>16. Describe European maritime empires:</p>
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	<p>Asian states that adopted restrictive or isolationist trade policies:</p> <ul style="list-style-type: none"> • Ming China • Tokugawa Japan <p>Driven largely by political, religious, and economic rivalries, European states established new maritime empires, including the Portuguese, Spanish, Dutch, French, and British.</p> <p>The expansion of maritime trading networks fostered the growth of states in Africa, including the Asante and the Kingdom of the Kongo, whose participation in trading networks led to an increase in their influence</p>	<p>a. Portugese:</p> <p>b. Spanish:</p> <p>c. Dutch:</p> <p>d. French:</p> <p>e. British:</p> <p>17. How did the Asante benefit from participation in trading networks in this time period?</p>
<p>Learning Objective</p> <p>Explain the continuities and changes in economic systems and labor systems from 1450 to 1750.</p>	<p>Historical Developments</p> <p>Despite some disruption and restructuring due to the arrival of Portuguese, Spanish, and Dutch merchants, existing trade networks in the Indian Ocean continued to flourish and included intra-Asian trade and Asian merchants.</p> <p>Indian Ocean Asian merchants:</p> <ul style="list-style-type: none"> • Swahili Arabs • Omanis • Gujaratis • Javanese <p>Newly developed colonial economies in the Americas largely depended on agriculture, utilized existing labor systems, including the Incan mit'a, and introduced new labor systems including chattel slavery, indentured servitude, and encomienda and hacienda systems.</p>	<p>18. What continuities in economic and labor systems existed in the 1450 to 1750 time period?</p> <p>19. What changes in economic and labor systems existed in the 1450 to 1750 time period?</p> <p>20. Describe colonial economies in this time period.</p> <p>21. What is the mit'a system and how was it exploited by the Spanish empire?</p> <p>22. What factors drove the demand for chattel slavery?</p> <p>23. Describe indentured servitude. Who were typically indentured servants in this time period and how would that change in the 1750-1900 time period?</p> <p>24. What is the encomienda? SIMPLE DEFINITION HERE NO ACE</p>

		25. What is a hacienda? SIMPLE DEFINITION HERE NO ACE
Learning Objective Explain changes and continuities in systems of slavery in the period from 1450 to 1750.	Historical Developments Slavery in Africa continued in its traditional forms, including incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean regions. The growth of the plantation economy increased the demand for slaves in the Americas, leading to significant demographic, social, and cultural changes.	26. What were the impacts the trans-Atlantic slave trade on West Africa? 27. What were the impacts of the trans-Atlantic slave trade on the Americas? 28. How was the use of slavery in this time period different from slavery in previous periods of history?

[Topic 4.5 Maritime Empires Maintained and Developed](#)
ACE EACH QUESTION SAQ STYLE (when appropriate)
Answer simply if question calls for it (ex #16/#25 etc)
Pgs 232-241

Learning Objective Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.	Historical Developments Mercantilist policies and practices were used by European rulers to expand and control their economies and claim overseas territories. Joint-stock companies , influenced by these mercantilist principles, were used by rulers and merchants to finance exploration and were used by rulers to compete against one another in global trade. Economic disputes led to rivalries and conflict between states. Competition over trade routes: <ul style="list-style-type: none"> ● Muslim–European rivalry in the Indian Ocean ● Moroccan conflict with the Songhai Empire 	29. Describe mercantilism. SIMPLE DEFINITION HERE NO ACE 30. How did joint-stock companies allow European states to consolidate and maintain power in their colonies? 31. Describe the Moroccan conflict with the Songhai Empire.
Learning Objective Explain the continuities	Historical Developments The Atlantic trading system involved the	32. Explain the first global economy embodied by the trade in silver.

<p>and changes in networks of exchange from 1450 to 1750.</p>	<p>movement of goods, wealth, and labor, including slaves.</p> <p>The new global circulation of goods was facilitated by chartered European monopoly companies and the global flow of silver, especially from Spanish colonies in the Americas, which was used to purchase Asian goods for the Atlantic markets and satisfy Chinese demand for silver. Regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic and regional shipping services developed by European merchants.</p> <p>Peasant and artisan labor continued and intensified in many regions as the demand for food and consumer goods increased.</p> <p>Increased peasant and artisan labor:</p> <ul style="list-style-type: none"> ● Western Europe— wool and linen ● India—cotton ● China—silk 	<p>33. Explain the role that chartered European monopoly companies (such as the British East India Company) in facilitating the global circulation of goods.</p> <p>34. What continuities in networks of exchange existed in relation to the 1200 to 1450 time period?</p> <p>35. What changes in networks of exchange existed in relation to the 1200 to 1450 time period?</p>
<p>Learning Objective</p> <p>Explain how political, economic, and cultural factors affected society from 1450 to 1750.</p>	<p>Historical Developments</p> <p>Some notable gender and family restructuring occurred, including demographic changes in Africa that resulted from the slave trades.</p> <p>The Atlantic trading system involved the movement of labor—including slaves—and the mixing of African, American, and European cultures and peoples, with all parties contributing to this cultural synthesis.</p>	<p>36. Describe the casta system that was a result of the Atlantic trading system.</p>
<p>Learning Objective</p> <p>Explain the similarities and differences in how various belief systems affected societies from 1450 to 1750.</p>	<p>Historical Developments</p> <p>In some cases, the increase and intensification of interactions between newly connected hemispheres expanded the reach and furthered development of existing religions, and contributed to religious conflicts and the development of syncretic belief systems and practices.</p>	<p>37. Describe cultural syncretism that occurred as a result of the Atlantic trading system.</p>

Topic 4.6 International and External Challenges to State Power from 1450 to 1750
ACE EACH QUESTION SAQ STYLE (when appropriate)

<p>Learning Objective</p> <p>Explain the effects of the development of state power from 1450 to 1750</p>	<p>Historical Developments</p> <p>State expansion and centralization led to resistance from an array of social, political, and economic groups on a local level.</p> <p>Local resistance:</p> <ul style="list-style-type: none"> ● Pueblo Revolts ● Fronde ● Cossack revolts ● Maratha conflict with Mughals ● Ana Nzinga's resistance (as ruler of Ndongo and Matamba) ● Metacom's War (King Philip's War) <p>Slave resistance challenged existing authorities in the Americas.</p> <p>Slave resistance:</p> <ul style="list-style-type: none"> ● The establishment of Maroon societies in the Caribbean and Brazil ● North American slave resistance 	<p>38. Create argument on how state expansion and centralization led to resistance from groups on a local level.</p>
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Topic 4.7 Changing Social Hierarchies from 1450 to 1750
ACE EACH QUESTION SAQ STYLE (when appropriate)
Answer simply if question calls for it (ex #16/#25 etc)
Pgs 251-259

<p>Learning Objective</p> <p>Explain how social categories, roles, and practices have been maintained or have changed over time.</p>	<p>Historical Developments</p> <p>Many states, such as the Mughal and Ottoman empires, adopted practices to accommodate the ethnic and religious diversity of their subjects or to utilize the economic, political, and military contributions of different ethnic or religious groups. In other cases, states suppressed diversity or limited certain groups' roles in society, politics, or the economy.</p> <p>Differential treatment of groups in society,</p>	<p>39. How did the Ottoman and Mughal Empires attempt to accommodate the ethnic and religious diversity of their empires?</p> <p>40. Give an example of a society that gave differential treatment to a group or groups within their empire.</p>
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politics, and the economy:

- Expulsion of Jews from Spain and Portugal; the acceptance of Jews in the Ottoman Empire
- Restrictive policies against Han Chinese in Qing China
- Varying status of different classes of women within the Ottoman Empire

Imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites, including in China with the transition to the Qing Dynasty and in the Americas with the rise of the Casta system.

The power of existing political and economic elites fluctuated as the elites confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.

Existing elites:

- Ottoman **timars**
- Russian **boyars**
- European **nobility**

Topic 4.8 Continuity and Change from 1450 to 1750

Learning Objective

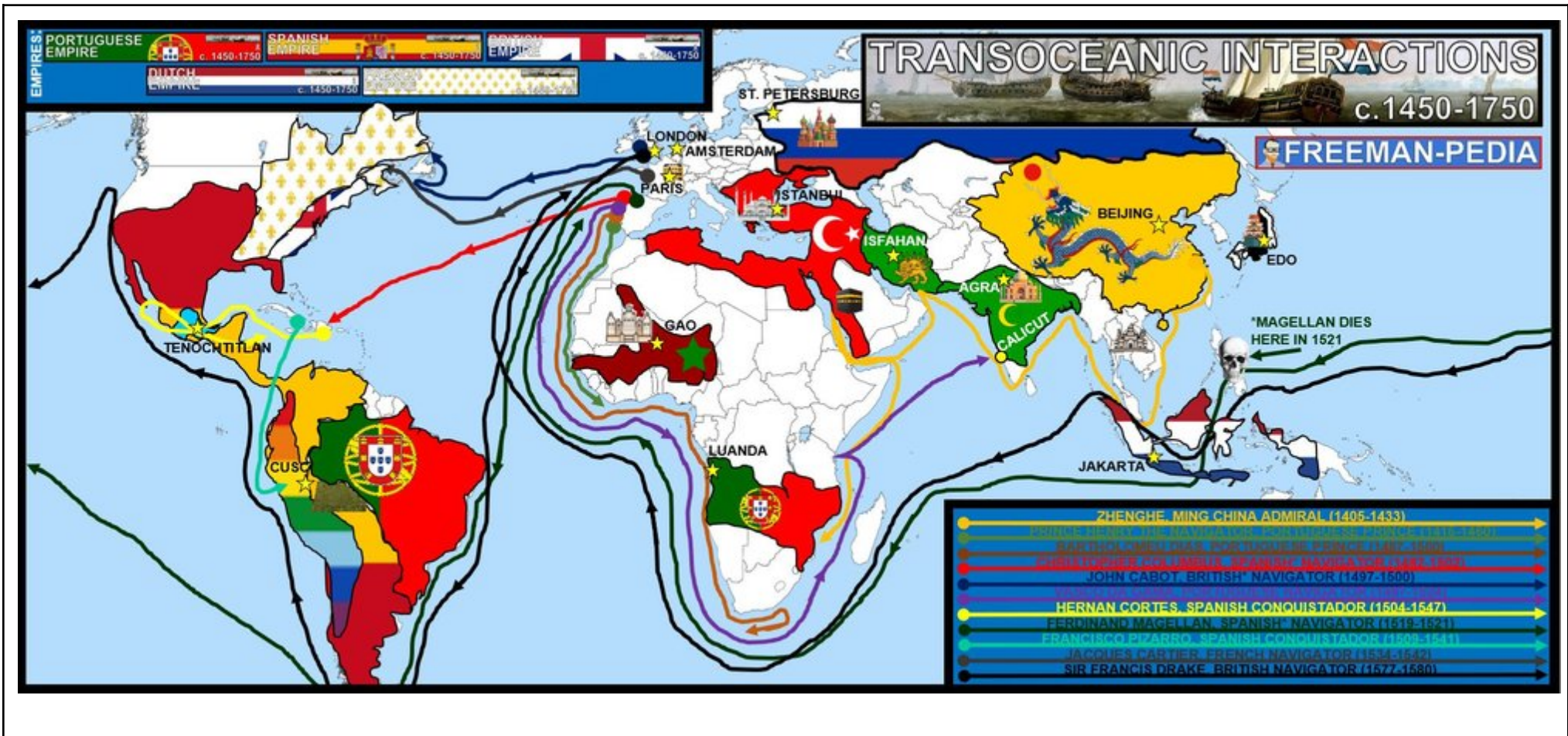
Explain how economic developments from 1450 to 1750 affected social structures over time.

Review: Unit 4 Key Concepts

- The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world.
 - Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation.
 - The developments included the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns—all of which made transoceanic travel and trade possible.
- Although the world’s productive systems continued to be heavily centered on agriculture, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes.
 - The demand for labor intensified as a result of the growing global demand for raw materials and finished products. Traditional peasant agriculture increased and changed in nature, plantations expanded, and the Atlantic slave trade developed and intensified
- Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.
 - Economic disputes led to rivalries and conflict between states.

Maritime Empires & Influences, 1450 - 1750

[Image via Freemanpedia Unit 4](#)



Unit 4: Transoceanic Interconnections (1450-1750) Context Practice

Instructions: Write a contextual statement for each of the prompts below. This will not only help you review content from Unit 4 (1450-1750), but also help you practice writing context statements which, if done successfully, can earn you one point on both the DBQ and LEQ essays.

To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.

The final sentence of your context should narrow down to the topic of the prompt, tying your contextual statement to your thesis statement.

Prompt 1: Evaluate the extent to which technology facilitated changes in patterns of trade and travel in the 1450 to 1750 time period.

Prompt 2: Evaluate the extent to which state expansion supported maritime exploration in the 1450 to 1750 time period.

Prompt 4: Evaluate the extent to which the Columbian Exchange impacted societies of the Western Hemisphere during the 1450 to 1750 time period.

Prompt 5: Evaluate the extent to which labor systems changed in the 1450 to 1750 time period.

Prompt 6: Evaluate the extent to which economic developments from 1450 to 1750 affected social structures over time.