IV. The new global circulation of goods was facilitated by chartered European monopoly companies and the flow of silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets. Regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.

A. European merchants’ role in Asian trade was characterized by *transporting goods* from one Asian country to another market in Asia or the Indian Ocean region.

B. Commercialization and the creation of a global economy were intimately connected to new *global circulation of silver* from the Americas.

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**Crash Course World History #25: The Spanish Empire, Silver & Runaway Inflation**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aztec religion held that history was cyclical and punctuated by terrible disasters that would end with a massive apocalypse. How did Aztec priests avoid these disasters?</td>
<td>What’s surprising/unique about the Aztec capital city of Tenochtitlan?</td>
<td>When the Spanish arrived in 1532, how big was the Inca population?</td>
</tr>
<tr>
<td>Why did South American natives (at that time controlled by the Spanish and called the Viceroyalty of Peru) maim their children?</td>
<td>Between the 16th &amp; 18th centuries, how much silver did Spanish mines in the Americas produce?</td>
<td>What happened between the Spanish and the English in 1588?</td>
</tr>
<tr>
<td>In the early part of the Chinese Ming Dynasty, how were taxes paid?</td>
<td>What changed over time in regards to the Ming Dynasty?</td>
<td></td>
</tr>
</tbody>
</table>
C. Mercantilist policies and practices were used by European rulers to expand and control their economies and claim overseas territories, and joint-stock companies, influenced by these mercantilist principles, were used by rulers and merchants to finance exploration and compete against one another in global trade.

### Crash Course World History #229: Capitalism and the Dutch East India Company

<table>
<thead>
<tr>
<th>In the 15th and 16th centuries, what was the population of the Netherlands?</th>
<th>What is the Itinerario?</th>
<th>In the 1600s, how were the United Provinces (The Netherlands) governed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who was the VOC’s biggest competitor?</th>
<th>What occurred to the VOC in 1605?</th>
<th>What changes to the VOC does Jan Pieterszoon Coen inact?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After running off the British and securing a spice monopoly in the Indian Ocean, how did Coen use violence toward the production of spices?</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
D. The Atlantic system involved the movement of goods, wealth, and free and unfree laborers and the mixing of African, American, and European cultures and people.

Read the article “Columbian Exchange - An Introduction” by Jake Thurman. As you read, complete the chart below. For each theme, record evidence of the massive transformations that took place as a result of the Columbian Exchange.

<table>
<thead>
<tr>
<th>POLITICAL</th>
<th>ENVIRONMENTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL</th>
<th>ECONOMIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Now read the article “Columbian Exchange in The Americas and Afro-Eurasia” by Jake Thurman. As you read, answer the questions below using specific evidence from the reading.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the <strong>Great Dying</strong> and how did it create a huge demographic shift in the Americas?</td>
<td></td>
</tr>
<tr>
<td>What were the positive and negative effects of the <strong>silver trade</strong> with respect to Spain?</td>
<td></td>
</tr>
<tr>
<td>What types of <strong>coerced labor systems</strong> did the Spanish employ in the Americas?</td>
<td></td>
</tr>
<tr>
<td>What is <strong>mercantilism</strong>? Give specific examples of mercantilist policies.</td>
<td></td>
</tr>
</tbody>
</table>
V. The new connections between the Eastern and Western Hemispheres resulted in the Columbian Exchange.

A. European colonization of the Americas led to the spread of diseases - including smallpox, measles, and influenza - that were **epidemic** in the Eastern Hemisphere among Amerindians populations and the unintentional transfer of disease vectors, including mosquitoes and rats.

B. 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 in this period.

<table>
<thead>
<tr>
<th>Illustrative examples of American foods:</th>
<th>Illustrative examples of cash crops:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Potatoes</td>
<td>• Sugar</td>
</tr>
<tr>
<td>• Maize</td>
<td>• Tobacco</td>
</tr>
<tr>
<td>• Manioc</td>
<td><strong>Addictive crops that were in high demand.</strong></td>
</tr>
</tbody>
</table>

C. Afro-Eurasia fruit trees, grains, sugar, and domesticated animals were brought by Europeans to the Americas, while other foods were brought by African slaves.

<table>
<thead>
<tr>
<th>Illustrative examples of domesticated animals:</th>
<th>Illustrative examples of foods brought by African slaves:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Horses</td>
<td>• Okra</td>
</tr>
<tr>
<td>• Pigs</td>
<td>• Rice</td>
</tr>
<tr>
<td>• Cattle</td>
<td></td>
</tr>
</tbody>
</table>
D. Populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American crops.

Effects of the Columbian Exchange

**Different Foods**
- Exchange of foods, animals had dramatic impact on later societies
- Over time crops native to Americas became staples in diets of Europeans
- Foods provided substantial nutrition, helped people live longer

**Economics and Gastronomics**
- Activities like Texas cattle ranching, Brazilian coffee growing not possible without Columbian Exchange; cows, coffee native to Old World
- Traditional cuisines changed because of Columbian Exchange

**Italian Food Without Tomatoes?**
- Until contact with Americas, Europeans had never tried tomatoes
- Most Europeans thought tomatoes poisonous
- By late 1600s, tomatoes had begun to be included in Italian cookbooks

E. European colonization and the introduction of European agriculture and settlements practices in the Americas often affected the physical environment through deforestation and soil depletion.
VI. The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and contributed to both religious conflicts and the creation of syncretic belief systems and practices.

*Use Freemanpedia to take notes on each of the following topics. Pay special attention to details that can be used as evidence.*

<table>
<thead>
<tr>
<th>Reform of Existing Religions</th>
<th>Sufism</th>
<th>Protestants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation of Syncretic Religions</td>
<td>Vodun</td>
<td>Sikhism</td>
</tr>
<tr>
<td>Religious Conflict</td>
<td>Sunni-Shia Split</td>
<td>Catholic-Protestant Split</td>
</tr>
</tbody>
</table>
VII. As merchants’ profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased along with the expansion of literacy and increased focus on innovation and scientific inquiry.

*Use Freemanpedia to list a minimum of two examples of each of the following cultural elements that increased during the Early Modern Era. If you don’t know what an example from Freemanpedia is, then look it up for yourself and add your own notes.*

<table>
<thead>
<tr>
<th>Visual Arts</th>
<th>Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Innovations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Science