

The Age of Exploration

3.2 EVALUATE the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration

3.11 EXPLORE the contribution of technological developments and innovation to historical change



- 9.1 Timeline
- 9.2 Cornell Notes
- 9.3 Keywords
- 9.4 Knowledge Organiser
- 9.5 Questions

In this chapter, you'll learn about the era of exploration, the causes and consequences of European colonization, and the impact of colonialism on indigenous societies.

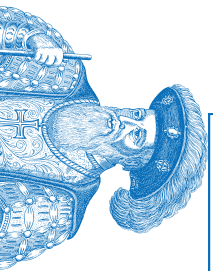
Age of Exploration and Conquest



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Bartolomeu Dias
becomes first European
to sail to the south
coast of Africa



Hernan Cortes
conquers the Aztec
Empire in Mexico.



Francisco Pizarro
conquers the Incan
Empire in Peru.



1419

1487

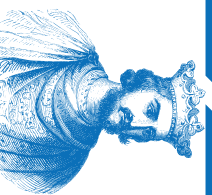
1492

1519

1521

1522

1642



Prince Henry the Navigator founded his navigation school in **Sagres**



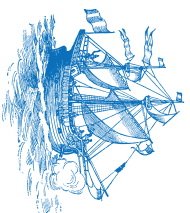
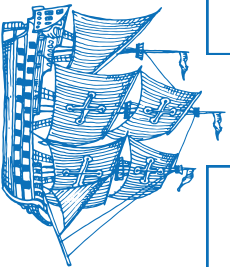
Christopher Columbus reaches America, claiming the new found land for **Spain**.



Ferdinand Magellan's voyage becomes the first to **circumnavigate** the globe.



Abel Tasman was the first European to find **Tasmania**, south of Australia, and **New Zealand**.



The Age of Exploration and Conquest

Headings	Notes
REASONS FOR EUROPEAN EXPLORATION	<ul style="list-style-type: none"> • Before the 1400s, travel by sea was difficult as most ships could not navigate well and people were afraid of the unknown. Despite this, Europeans began to explore the wider world because: • The Renaissance encouraged people to learn about the world around them. • The stories of the Italian traveller Marco Polo from his travels to China described great wealth and wonders. • Merchants hoped to grow rich from new trade routes for silks and spices. • The fall of Constantinople to the Muslim Ottomans in 1453 had cut off the Great Silk Road trade route from Christian Europe meaning alternative routes were needed. • Desire for land and empires by European rulers led them to fund voyages of exploration. • The Pope encouraged Christian rulers to spread Christianity, especially as Islam grew more powerful.
TECHNOLOGICAL CHANGES NEW MAPS	<ul style="list-style-type: none"> • Advances in technology made navigation easier and possible to sail across oceans to explore. • Cartographers adopted more detailed maps from Constantinople. • Portuguese explorers developed portolan charts. They were more accurate, mapping tides, currents, coastlines and harbours; xplorers were constantly updating these maps.
NEW INVENTIONS	<ul style="list-style-type: none"> • Quadrants and astrolabes were used to determine a ship's latitude (distance from the equator) by using the position of the stars and sun. • A compass are used to identify north. • A log and line was used to measure a ship's speed in knots which were recorded in a logbook. • A line and lead weight was used to measure the depth of the water.
NEW SHIPS	<ul style="list-style-type: none"> • The caravel was a new development; large and sturdy enough to go on long voyages and through all winds. It had triangular lateen sails with a lighter caravel-built hull. A rudder was added to improve steering while a castle at the back of the deck improved the crew's quarters. • A nao was later built; larger and stronger version of the caravel.
Keywords	Summary
Renaissance Compass Marco Polo Log and line Christianity Line and lead Silks and spices Caravel Voyages Lateen sails Cartographers Caravel hull Portolan Charts Rudder Quadrant Castle Astrolabe Nao	<p>The Age of Exploration came after the Renaissance and the travels of Marco Polo to India and China. European rulers wished to spread Christianity and continue the trading of silks and spices from Asian countries. New technological advances were needed to send explorers on voyages. This included cartographers developing portolan charts to more accurately record new maps. New instruments included quadrants, astrolabes, compasses, log and lines, and line and lead weights. This period also saw the development of the caravel ship which made crossing the Atlantic Ocean possible. This new ship used triangular lateen sails (to help the ship sail through all types of winds, a purpose-built Caravel hull (planks placed edge to edge), a rudder (to help steering) and castle (sleeping quarters); the naos was a bigger version of this.</p>

The Age of Exploration and Conquest

Headings	Notes
LIFE ABOARD A SHIP	<ul style="list-style-type: none"> The captain had a cabin while the crew slept on deck or in hammocks below deck. Sailing and maintaining the ship was very hard work; the captain and officers were usually wealthy while the sailors were poor which sometimes led to tensions on board. Sailors would sometimes rebel against their captain (mutiny) so harsh discipline was common in order to keep everyone in line: sailors were flogged, put in chains or executed. During long voyages, food was preserved by drying or salting it. A lack of fresh water led to typhoid while the lack of vitamin C led to scurvy. Starvation was common as they didn't know how long a journey would take. Shipwreck was common as they explored new locations while sailors feared "sea monsters".
THE EARLY VOYAGES OF EXPLORATION	<ul style="list-style-type: none"> The first voyages set off from Portugal in the 1400s as Portuguese rulers wanted new trade routes to make the wealthy and to compete against their powerful neighbours, Spain. Prince Henry the Navigator set up a school of navigation at Sagres where he brought sailors cartographers, astronomers and instrument makers together. The Portuguese wanted to find a way around Africa to Asia; they set up trading bases all along the African coastline while making discoveries such as the Canary Islands. 1487 saw explorer Bartolomeu Dias round the southern tip of Africa (Cape of Good Hope) 1497 saw explorer Vasco da Gama sail around Africa and reach Calicut, India; the trip took two years and proved that India (and China) could be reached this way.
RESULTS OF THE EARLY VOYAGES	<ul style="list-style-type: none"> Portugal would benefit the most from the early voyages which meant that they: <ul style="list-style-type: none"> became wealthy from trade established a large empire in Africa and Asia. the spice trade came under Portugal's control. Imports of spices increased into Europe. Other rulers were inspired to sponsor voyages of exploration such as Spain, the Netherlands, France and Britain.
Keywords	Summary
Cabin Portugal Mutiny Spain Discipline Prince Henry Flogging Sagres Execution Bartolomeu Dias Typhoid Vasco da Gama Scurvy Starvation Shipwreck	While a captain had a cabin , the rest of the crew usually slept on deck or in hammocks below the deck. Life as a sailor included a lot of hard work. There was a threat some sailors would mutiny against their captains so harsh disciplines such as flogging or execution were used to keep sailors in line. Sailors were always at risk of diseases such as typhoid and scurvy , starvation and shipwrecks . The first voyages would sail from Portugal as they sought to become more successful than their powerful neighbours, Spain . Prince Henry the Navigator would set up a school of navigation in Sagres which helped Portugal develop technological advances that allowed Portuguese explorers such as Bartolomeu Dias round the Cape of Good Hope in 1487 and Vasco da Gama to reach Calicut in India in 1497 which gained Portugal initial success.

The Age of Exploration and Conquest

Headings	Notes
COLUMBUS AND THE DISCOVERY OF THE 'NEW WORLD'	<ul style="list-style-type: none"> Portugal's rival Spain had to look west to the Atlantic Ocean to conquer lands as Portugal had gained control of the routes around Africa. King Ferdinand and Queen Isabella of Spain agreed to sponsor Christopher Columbus (1451-1506), an Italian explorer, to try to discover a route the Far East by sailing across the Atlantic. Columbus was given three ships – the Niña, the Pinta, and the Santa María – and a crew of 80 men before setting sail from Palos on 3rd August 1492. They got fresh supplies in the Canary Islands – this was the last time the crew would see land for weeks, leading to tensions rising. On 12th October, 69 days after leaving Spain, land was finally sighted. Columbus would name it San Salvador and its inhabitants Indians – because he believed they had reached India. He had not reached India but had instead found the American continent ('New World'). Columbus explored the islands in the Bahamas looking for cities and wealth as Polo described. Early 1493 saw Columbus return to Spain bringing slaves, exotic fruits, maize, parrots and gold for King Ferdinand and Queen Isabella for which he was appointed governor of their new territory as a reward. Columbus made three more voyages to the Bahamas but was removed as governor in 1499 following reports of his brutality and poor leadership.
AGE OF EXPLORATION AFTER COLUMBUS	<ul style="list-style-type: none"> For the next 200 years, there were numerous important explorations such as: 1497: John Cabot landed in Newfoundland, Canada and claimed it for the English king Henry VII. 1519-1522: Ferdinand Magellan led a fleet on a voyage to finally prove that the world was round by circumnavigating (sailing around) the globe. 1642: Abel Tasman was the first European to find Tasmania, south of Australia, and New Zealand.
CONQUEST AND COLONISATION: CONQUERING THE NEW	<ul style="list-style-type: none"> Stories of the wealth of the New World led to more and more men traveling across the sea looking for wealth and adventure; and with that came the conquistadores (conquerors).
Keywords	Summary
Spain 'New World' King Ferdinand Slaves Queen Isabella Governor Christopher Columbus Niña Brutality Pinta John Cabot Santa María Magellan San Salvador Abel Tasman Indians Conquistadores	<p>Spain had to look west for new colonies as Portugal dominated the African coastlines. King Ferdinand and Queen Isabella of Spain commissioned Christopher Columbus to set sail west. He was given the Niña, the Pinta, and the Santa María along with 80 men, setting sail in 1492. Columbus landed on San Salvador, calling its inhabitants Indians upon the belief they had found India – they had found the American Continent ('New World'). Columbus returned to Spain with slaves and exotic goods for which he was rewarded with the appointment as governor of New Spain. He was later removed for his brutal treatment of the natives. John Cabot discovered Newfoundland; Magellan's voyage circumnavigated the globe and Abel Tasman's discovered Tasmania and New Zealand. Conquistadores would go on to conquer Southern America.</p>

The Age of Exploration and Conquest

Headings	Notes
HERNÁN CORTÉS (1485 – 1547) AND THE AZTECS	<ul style="list-style-type: none"> The Aztecs were the ancient civilisation of southern modern-day Mexico. Their capital was Tenochtitlan which had a population of over 250,000 in 1519. Aztec society was ruled by a king and priests but was very different to the European feudal system. They were also polytheists – they worshipped many gods such as the sun god Huitzilopochtli to whom the Aztecs made blood sacrifices. Their weapons and tools were made of wood, stone and copper as they didn't have iron or steel. Nor did they have horses, cattle, sheep or pigs – they did have turkeys, dogs and guinea pigs. Hernán Cortés, a Spanish soldier and traveller who had explored the New World wished to attack the Aztecs for their collection of gold. February 1519, Cortés landed with 11 ships, 500 soldiers and 13 horses. Local tribes that had suffered under Aztec rule helped Cortés and his men march on Tenochtitlan where Cortés was greeted by the king, Montezuma. He was mistaken for the god Quetzalcoatl – for which he was worshipped by the Aztecs. The Spanish soldiers stole gold before taking Montezuma hostage; the Aztecs revolted and drove the Spaniards out – Montezuma was killed in the violence. Cortés and his men fled only to regroup with local allies to lay siege to Tenochtitlan for three months. When the city fell, its people were massacred. The Spanish king Charles I appointed Cortés governor of New Spain which was built on the ruins of the Aztec Empire.
FRANCISCO PIZARRO (1475 – 1541) AND THE INCAS	<ul style="list-style-type: none"> The Incas were a far more advanced civilisation than the Aztecs who had sophisticated artists, engineers and architects. Their territory within the Andes mountains (western coast of South America) and its capital was Cusco. Francisco Pizarro, under order of King Charles V of Spain, invaded the Incan Empire in 1532 with an army of 180 men and 27 horses. They were outnumbered but had superior weapons and Pizarro captured the Incan god-king, Atahualpa. The Incans tried to negotiate for their king's return with treasure, but Pizarro killed him anyways before defeating the remaining Incan armies who were in chaos after their king's death. Pizarro renamed the Incan territory the Spanish province of New Castile with the capital at Lima.
Keywords	Summary
<div> <div>Aztecs</div> <div>Tenochtitlan</div> <div>Polytheists</div> <div>Huitzilopochtli</div> <div>Cortés</div> <div>Montezuma</div> <div>Quetzalcoatl</div> </div> <div> <div>Siege</div> <div>New Spain</div> <div>Incas</div> <div>Andes</div> <div>Pizarro</div> <div>Atahualpa</div> <div>New Castile</div> </div>	<p>The Aztecs were the first to fall to the Spanish Conquistadores. They were polytheists who believed in Gods such as Huitzilopochtli. When Cortés landed, they believed him to be their god, Quetzalcoatl. He took the Aztec king, Montezuma hostage who was killed in the resulting violence. Cortés would lay siege to Tenochtitlan before massacring the Aztec population. New Spain would be built on the ruins of the Aztec Empire. Pizarro would similarly wipe out the Incan Empire in the Andes mountains after ruthlessly killing their god-king, Atahualpa. He would build New Castile upon the ruins of the once thriving Incan Empire, founding a new capital at Lima.</p>

The Age of Exploration and Conquest

Headings	Notes
THE IMPACT OF COLONISATION	<ul style="list-style-type: none"> • Colonisation is when a country takes over another territory and settles some of its own people there to control it. This process has a major impact on both the colonised and the colonisers.
IMPACT ON PEOPLES OF SOUTH AMERICA	<ul style="list-style-type: none"> • 'Indigenous' means native to or belonging to a particular place. The various indigenous peoples of South America were severely impacted by the arrival of Europeans. • Indigenous populations were decimated, partly through violence but most of all by the unfamiliar diseases introduced by the Europeans such as measles, influenza and smallpox. • Indigenous cultures, languages and customs were destroyed as populations fell and the Spanish and Portuguese languages became dominant. • The Catholic Church (especially the Jesuits) converted the indigenous peoples to Christianity. • The slave trade experienced massive growth as a result of the Age of Exploitation. • Catholics could not be slaves under religious rules meaning many millions of African people were transported to the Americas as slaves to produce goods such as sugar, tobacco, coffee, silver and gold that were then shipped to Europe in the Atlantic slavery triangle.
IMPACT ON EUROPE	<ul style="list-style-type: none"> • The Age of Exploration and Conquest directly led to the Age of Imperialism as other European states (such as England, France, Germany, Belgium, the Netherlands and Russia) wanted to create empires of their own. <ul style="list-style-type: none"> • The British Empire (1603-1997) would colonise around 25% of the world's land, setting up colonies in North-Eastern America, India, Australia, New Zealand and parts of Africa. • These new Empires scrambling for territory led to many conflicts. For example, Spain and Portugal almost went to war over South America before they signed the Treaty of Tordesillas (1494) which divided the New World between them. Such competition between these new imperial powers that would exist up to the end of World War II. • Gold and silver found in the Andes made Spain the most powerful of the European empires in the 1500s and 1600s. • The Columbian Exchange was the exchange of foods, animals and technology between Europe and the Americas – cocoa, tobacco, potatoes and coffee came to Europe while steel, horses and cattle were introduced to the Americas.
Keywords	Summary
<div>Colonisation</div> <div>Indigenous</div> <div>Diseases</div> <div>Jesuits</div> <div>Christianity</div> <div>Slaves</div> <div>Atlantic Slave Triangle</div> <div>Age of Imperialism</div> <div>Treaty of Tordesillas</div> <div>Columbian Exchange</div>	<p>Colonisation was one of the biggest outcomes from the Age of Exploration of conquest, having a major impact on both the colonised and the coloniser. Many of the indigenous peoples (their cultures, languages and customs) were wiped out through violence and diseases. The Catholic Church through religious orders such as the Jesuits converted many of the indigenous peoples to Christianity. Slaves were brought from Africa to the Americas to work through the Atlantic Slave Triangle. Europe gained power through the Age of Imperialism and the Columbian Exchange. The Treaty of Tordesillas prevented war between Portugal and Spain over their new colonies.</p>

The Age of Exploration and Conquest

Keywords	Definition
Astrolabe	<ul style="list-style-type: none"> An instrument of navigation used to determine latitude, longitude and altitude.
Atlantic Slave Trade	<ul style="list-style-type: none"> The trade triangle whereby ships delivered African slaves to the Americas, American goods to Europe, and European-manufactured goods back to Africa.
Aztecs	<ul style="list-style-type: none"> A native civilisation in the New World that controlled Mexico until it was conquered by Hernán Cortés and the Spanish Conquistadors.
Caravel	<ul style="list-style-type: none"> A small ship with triangular lateen sails.
Circumnavigation	<ul style="list-style-type: none"> Sail all the way around the world.
Colonisation	<ul style="list-style-type: none"> When a country takes over another territory and settles some of its own people there to control it.
Columbian Exchange	<ul style="list-style-type: none"> The exchange of goods, including animals and food types, between Europe and the New World. Also called the 'Great Exchange'.
Commemoration	<ul style="list-style-type: none"> A ceremony in which a person or an event is <i>remembered</i>.
Compass	<ul style="list-style-type: none"> An instrument of navigation used to determine direction; the needle always points to magnetic North.
Conquest	<ul style="list-style-type: none"> Where people or a country take control of another people or country by military force.
Conquistador	<ul style="list-style-type: none"> A Spanish soldier or conqueror in the New World.
Controversy	<ul style="list-style-type: none"> An issue or event which is disputed or not agreed in by different groups.
Empire	<ul style="list-style-type: none"> A group of countries ruled by another country.
Genocide	<ul style="list-style-type: none"> The deliberate killing of a large group of people, especially those of a particular nation or ethnic group.
Great Silk Road	<ul style="list-style-type: none"> A network of land routes connecting Europe and Asia that was used by merchants.
Impact	<ul style="list-style-type: none"> The effect or influence of a movement, event or person.
Incas	<ul style="list-style-type: none"> A native civilisation in the New World that controlled Peru until it was conquered by Francisco Pizarro and the Spanish Conquistadors.
Inquisition	<ul style="list-style-type: none"> A court of the Catholic Church that investigated people accused of heresy. It was most active in Italy and Spain.
Log Line	<ul style="list-style-type: none"> An instrument used by sailors to measure speed.
Plantation	<ul style="list-style-type: none"> A large farm on which a particular crop is grown.
Quadrat	<ul style="list-style-type: none"> An instrument of navigation used to determine latitude, longitude and altitude.
Scurvy	<ul style="list-style-type: none"> A disease caused by a lack of vitamin C. Its symptoms include tooth decay and bleeding gums.
Slavery	<ul style="list-style-type: none"> The practice of one person being owned by another.
Smallpox	<ul style="list-style-type: none"> An infectious disease that Europeans spread to the New World, resulting in the deaths of millions of native peoples.
Treaty of Tordesillas	<ul style="list-style-type: none"> Treaty between Spain and Portugal, created by Pope Alexander VI, where they divided newly discovered lands between them, along the line of Tordesillas.



The Age of Exploration and Conquest



Chapter 9

Definition	
Term	Definition
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Conquistador	A Spanish soldier or conqueror in the New World.
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Empire	A group of countries ruled by another country.
Genocide	The deliberate killing of a large group of people, especially those of a particular nation or ethnic group.
Great Silk Road	A network of land routes connecting Europe and Asia that was used by merchants.
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3.2 EVALUATE the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration

3.11 EXPLORE the contribution of technological developments and innovation to historical change

The Stone Age

Before the 1400s, travel by sea was difficult as most ships could not navigate well and people were afraid of the unknown. Despite this, Europeans began to explore the wider world because:

- The Renaissance encouraged people to learn about the world around them.
- The stories of the Italian traveller **Marco Polo** from his travels to China described **great wealth and wonders**.
- Merchants hoped to grow rich from new trade routes for **silks and spices**.
- The fall of Constantinople to the **Muslim Ottomans** in 1453 cut off Christian Europe from the **Great Silk Road** trade route, meaning new trade routes were needed.
- **Desire for land and empires** by European rulers led them to fund **voyages of exploration**.
- The **Pope encouraged Christian rulers to spread Christianity**, especially as **Islam** grew more powerful.

Technological Changes

Advances in technology made navigation easier and possible to sail across oceans to explore. **Cartographers** adopted more detailed maps from **Constantinople** while **Portuguese explorers** developed and regularly updated **portolan charts** which were more accurate by mapping tides, currents and harbours. New inventions were also created such as **quadrants** and **astrolabes** (used to determine a ship's latitude (distance from the equator) by using the position of the stars and sun), **compass** (used to identify north), **log and line** (used to measure a ship's speed in knots which were then recorded in a **logbook**) and a **line and lead weight** (used to measure the depth of the water).

Christopher Columbus

In 1492, **Christopher Columbus**, an Italian explorer, set sail from Spain with three ships, the Niña, Pinta, and Santa María, on a mission to find a new trade route to Asia. After several weeks at sea, they spotted land on October 12, which turned out to be an island in the Caribbean, now known as the Bahamas. Columbus and his crew explored the surrounding islands and encountered various indigenous peoples, whom they initially described as friendly and generous. Over the next few years, Columbus made three more voyages to the Americas, exploring the Caribbean and Central and South America. During these voyages, Columbus and his crew encountered various indigenous cultures and engaged in trade, conquest, and enslavement. Columbus voyages had significant consequences for both the Americas and Europe, including the spread of disease, the beginning of European colonization, and the exchange of ideas, cultures, and resources. Today, Columbus is remembered as a controversial figure, with his legacy celebrated by some as a heroic explorer and condemned by others as a symbol of European colonialism and the oppression of native peoples.

Impact on Empires

1. Other European states saw the wealth and power that Spain was gaining from its conquests in South America and decided to make empires of their own.
- Portugal explored and settled the east coast of South America, modern-day **Brazil**. **Portuguese is Brazil's first language** and **Uruguay's second**; the rest of South America speak Spanish.
- England (Britain from 1707) set up colonies in **eastern North America**. Britain would later expand its empire to cover Ireland, India, large sections of Africa, Australia and New Zealand. Britain would also become the **strongest and largest empire** in the world, colonising almost 25% of the world's population.
- France conquered parts of North America (mainly inland and Canada) as well as parts of Africa and Asia.
- The Netherlands, founded in 1579, conquered the **Spice Islands** (modern-day Indonesia).
2. Countries were scrambling for territory which led to conflicts. For example, Spain and Portugal almost went to war over South America until **Pope Alexander VI** forced them to sign the **Treaty of Tordesillas** in 1494.
3. Huge deposits of **gold and silver** from the Andes were shipped back to Spain, making it the most powerful country in Europe throughout the 1500s and 1600s while Italy's power declined.
4. The 'Columbian exchange' was the exchange of foods and animals between Europe and the Americas, changing the to continents forever. Horses, cattle, sheep, new farming methods and new technologies were introduced to the Americas. Potatoes, chilies, avocado, cocoa (chocolate), coffee, tomatoes and tobacco were introduced to Europe.

Hernán Cortés

Hernán Cortés was a Spanish conquistador who led an expedition to conquer the Aztec Empire in 1519. Cortés and his army of about 600 men arrived in the region that is now Mexico and made alliances with indigenous peoples who were enemies of the Aztecs. Cortés and his army marched to the Aztec capital, Tenochtitlan, and were welcomed by the Aztec emperor Montezuma. After a period of tense coexistence, Cortés took Montezuma hostage and demanded that the Aztecs submit to Spanish rule. The Aztecs rebelled, and Montezuma was killed in the conflict, forcing Cortés to flee the city, but he returned with reinforcements and laid siege to Tenochtitlan. After several months of fighting, the city fell to the Spanish in 158, and the Aztec Empire was conquered. Cortés' conquest of the Aztecs was brutal and resulted in the deaths of many thousands of Aztec people. It also had significant consequences for the region, including the introduction of Christianity, the spread of European diseases, and the establishment of Spanish rule over Mexico. Today, the conquest of the Aztecs is viewed as a symbol of the destructive power of colonialism.

Impact on Colonies

- The **native population was decimated**. In 1519, the native population was roughly 25 million. By 1605, this had fallen to about 3 million. Violence and mistreatment was partly to blame. The main cause was disease (90% died because of disease). Europeans introduced epidemic diseases such as **smallpox**, **measles** and **influenza** to the New World. Unlike Europeans, the Americans had no immune system to these diseases.
- The **destruction of cultures**: The decline of native population led to the loss of old and advanced civilisations. As Spanish and Portuguese became the languages of the ruling classes, native languages and customs were wiped out.
- The **spread of Christianity**: Priests, especially the **Jesuits**, set up the Catholic Church in the New World. While the old gods were still worshipped in private, the local populations were severely punished if they were discovered.
- **Massive growth in the slave trade**: As Catholics could not be taken as slaves and a need to replace natives who died, millions of Africans were transported across the Atlantic. The '**Atlantic slavery triangle**' developed; ships sailed to African **slaving ports** and took slaves to the Americas then sailed back to Europe, full of food and precious materials.

The Age of Exploration

Doodle Revision Page or Sketch Notes
Include heading(s), short notes, keywords, timelines,
images (maps, drawings, diagrams) as needed

REASONS FOR EUROPEAN EXPLORATION

- **Influence of the Renaissance:** A renewed interest in **learning** and questioning old ideas.
- **Marco Polo's Stories:** His travels to **China** inspired curiosity about the **East**.
- **New Trade Routes:** European demand for **silks** and **spices** after the **Black Death**.
- **Fall of Constantinople (1453):** The **Silk Road** was cut off, so new routes were needed to reach **Asia**.
- **Desire for Empire:** European rulers sought to expand their territories and **wealth**.
- **Spread of Christianity:** The **Pope** encouraged rulers to spread **Christianity** to new lands.

ADVANCES IN NAVIGATION AND TECHNOLOGY

- **New Maps:** **Cartographers** used advanced maps from Constantinople and developed **portolan charts** (detailed maps of harbours and coastlines).
- **New Equipment:**
 - **Quadrant** and **Astrolabe:** Measured latitude using stars.
 - **Compass:** Showed direction.
 - **Log and Line:** Measured a ship's speed.
- **New Ships:**
 - **Caravels:** Ships with **triangular sails** (to sail against the wind) and **carvel-built hulls** (lighter and faster).
 - **Naos:** Larger ships better suited for Atlantic crossings.

KEY VOYAGES OF EXPLORATION

- **Portuguese Exploration:**
 - **Prince Henry the Navigator (1419)** founded a **navigation school** in **Sagres**.
 - **Bartolomeu Dias (1487):** First European to sail around the southern tip of Africa (**Cape of Good Hope**).
 - **Vasco da Gama (1497):** Sailed around Africa to reach **India**.
- **Spanish Exploration:**
 - **Christopher Columbus (1492):** Reached the Americas, believing he had found a route to **India**.
 - **Ferdinand Magellan (1519-1522):** His crew completed the first **circumnavigation** of the globe.

LIFE ON BOARD SHIPS

- **Harsh Conditions:**
 - Sailors worked long hours maintaining the ship, raising sails, steering, and cleaning.
 - **Discipline:** Harsh punishment (e.g., **flogging** or **execution** for mutiny).
 - **Food:** Mainly **dry, salty food** like **ship's biscuits**.
 - **Disease:** Common illnesses included **scurvy** (from lack of Vitamin C) and **typhoid** (from contaminated water).
 - **Fear of the Unknown:** Sailors believed in **sea monsters** and were terrified of sailing off the edge of the world.

THE CONQUEST OF THE NEW WORLD

- **Hernán Cortés (1519):** Conquered the **Aztec Empire** in Mexico, capturing its capital **Tenochtitlan**.
 - **Montezuma**, the Aztec emperor, was taken hostage, and the Spanish took control.
- **Francisco Pizarro (1532):** Conquered the **Inca Empire** in Peru.
 - **Atahualpa**, the Inca emperor, was executed after offering a ransom of gold and silver.
- **Results:**
 - The Spanish established **colonies** in the Americas.
 - The **indigenous population** was decimated by **violence** and **European diseases** like **smallpox**.
 - The Spanish gained vast wealth from **gold** and **silver**.

THE IMPACT OF COLONISATION

- **On the New World:**
 - **Population Decline:** By **1605**, the native population of **South America** had fallen from **25 million** to **3 million**, largely due to **disease**.
 - **Destruction of Cultures:** Native **languages**, customs, and religions were suppressed.
 - **Slave Trade:** Millions of **Africans** were transported to replace the decimated indigenous population.
- **On Europe:**
 - European countries (Spain, Portugal, England, France, and the Netherlands) established large **empires**.
 - The **Columbian Exchange:** The exchange of **foods** and **animals** between Europe and the Americas, including potatoes, tomatoes, chocolate, and horses.
 - Spain became the most powerful country in Europe, fueled by wealth from the Americas.

Ch. 9 - The Age of Exploration

Source A depicts the arrival of Columbus on San Salvador in 1492. Source B is an edited extract of his account of people he met. Study them and answer the questions that follow.



B October 13, 1492: At daybreak great multitudes of men came to the shore, all young and of fine shapes, and very handsome. Their hair was not curly but loose and coarse like horse-hair ... Their eyes are large and very beautiful ... I... strove to learn if they had any gold. Seeing some of them with little bits of metal hanging at their noses, I gathered... there was a king who possessed great cups full of gold.

October 14, 1492: They... brought us parrots and balls of cotton and spears and many other things which they exchanged for the glass beads and hawks' bells. They willingly traded everything they owned.. They were well built with handsome features. They do not bear arms [weapons], and do not know them. I showed them a sword, they took it and cut themselves out of ignorance. They would make fine servants... with fifty men we could subjugate [overpower] them and make them do whatever we want.

- (a) In source B, how did Columbus describe the people he met?
- (b) What did he try and find out from them?
- (c) What did the indigenous people give the Spaniards and what did they receive in return?
- (d) Does Columbus think it would be easy to conquer them? Why he does he believe this?
- (e) What is Columbus' opinion of the people?
Give two pieces of evidence to support your answer.
- (f) How are the indigenous people depicted in source A? What do you think the artist's attitude to the indigenous people was?
- (g) What issues can arise for historians in basing their research only on accounts such as those by Columbus?
- (h) Write an account of the impact that the Spanish conquest and colonisation of the Americas had on the indigenous peoples.

Question 3

Answer the questions below which deal with exploration and colonisation in the 1400-1500s.

(a) Use terms from the given list to fill the gaps below.

astrolabe
caravel
cartography
circumnavigation
compass
hull
lead and line
log and line
portolan
sails
scurvy
water



Portuguese and Spanish explorers used a ship called a _____. It had a strong _____ and used square and triangular _____ to catch the wind.

Sailors used a _____ to find true north, and an _____ to calculate a ship's position north or south of the equator. They used a _____ to measure a ship's speed and a _____ to measure the depth of _____. Many sailors died of _____, a disease caused by lack of vitamin C.

_____ is the art of map-making. Some early maps were called _____ charts. Sailing all the way around the world, _____, was first achieved by Magellan's voyage, 1519-1522.

(b) Give **two** reasons why Europeans began to colonise other parts of the world in the 1500s.

Source 1: Statue of Christopher Columbus.



1492: Christopher Columbus's first voyage to America.

1893: a statue of Christopher Columbus was erected in Providence, Rhode Island, USA.

2019: the statue had red paint thrown on it and a sign was placed in front of it saying, "Stop celebrating genocide".

2020: the city mayor ordered the statue to be removed.

- (c) How does this statue illustrate **two** different perspectives (points of view) on how Columbus is remembered?

(d) What is meant by the term 'genocide'?

(e) In your opinion, is it fair to link Columbus to genocide? Tick (✓) **one** of the following.

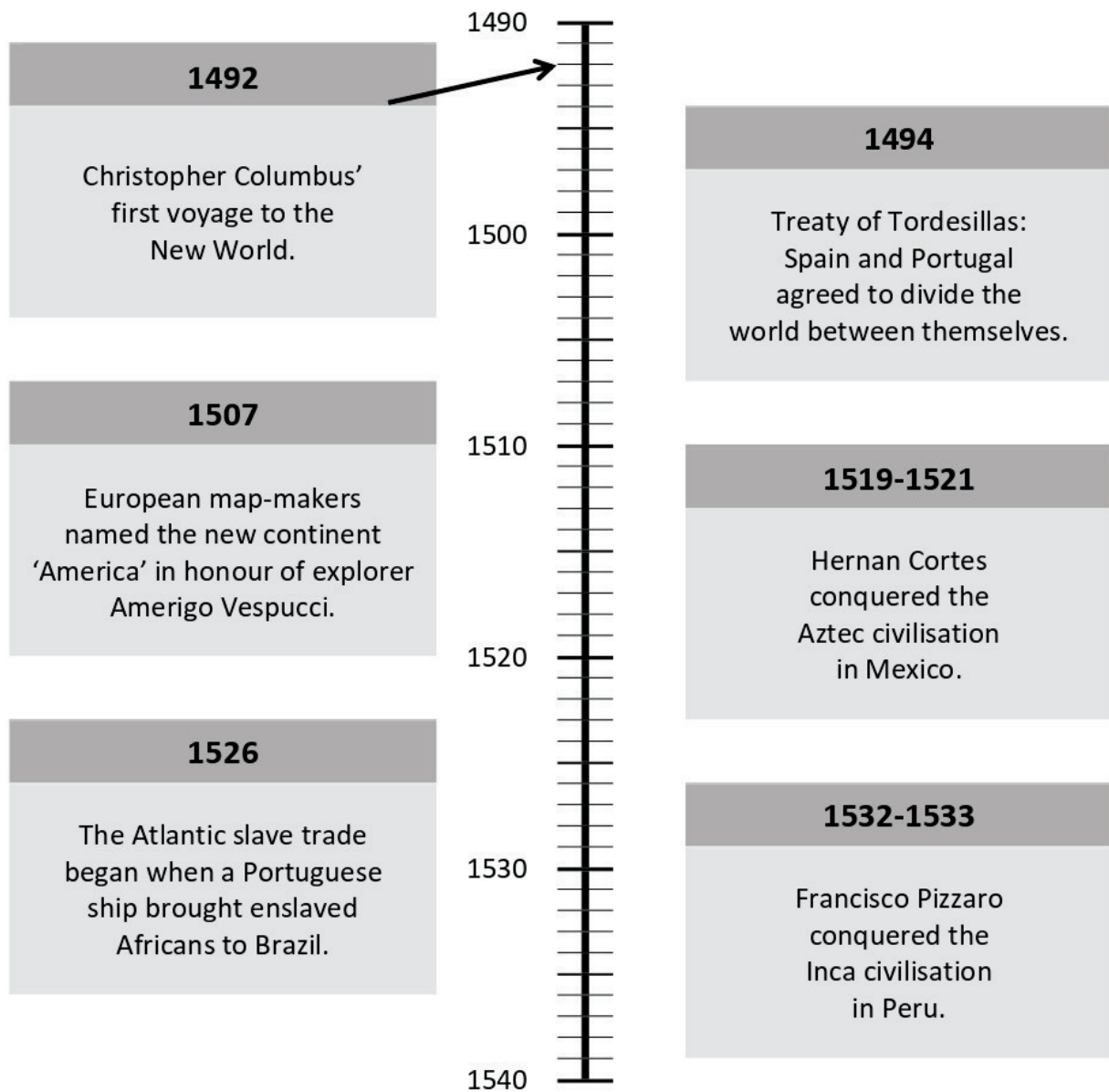
Yes ☐

No ☐

Explain your opinion using your knowledge of American history after 1492.

Question 3

The timeline below relates to exploration and conquest in the New World. Examine the timeline and answer the questions which follow.



- (a) How many decades are represented on the timeline?

- (b) Draw arrows to link each event to the correct date on the timeline.
The first arrow has been done for you.

- (c) Mention **one** other event in Irish or European history at around the same time as the events in the timeline (1490-1540).

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- (d)** Write an account of **one** of the events/developments mentioned in the timeline. Explain how people in the New World and/or Europe were affected by it.

[illegible]

Question 3

Answer the following questions which deal with the Age of Discovery.

- (a) One of the terms from the list below has been matched with an explanation in the table. Match **six** other terms with explanations in the table below.

Caravel	Astrolabe	Spice Islands	Log and Line	Aztecs	Incas
	Conquistador	Treaty of Tordesillas	Silk Road	Scurvy	
		Columbian Exchange	Gold Coast		

1.	An instrument used to find a ship's latitude by using the position of the stars or the sun.	
2.	A large empire that developed in South America.	
3.	An agreement between Spain and Portugal to decide on which parts of the world each could control.	
4.	An empire that had developed in central Mexico.	
5.	A small sailing ship used during the 15 th and 16 th centuries.	Caravel
6.	A disease caused by a lack of vitamin C.	
7.	A method used to measure the speed of a ship.	
8.	Soldiers who conquered land in the Americas.	



This is an account written by a crew member sailing on Vasco da Gama's voyage to India in 1498. In this piece, the writer describes part of the return trip back from India. Read it and answer the questions which follow:

Owing to frequent winds, it took us three months to cross this gulf (Indian Ocean). All our people again suffered from their gums, which grew over their teeth, so that they could not eat. Their legs also swelled, and these swellings spread until the sufferer died. Thirty of our men died in this manner. There were only seven or eight men able to navigate each ship. I assure you that if this state of affairs had continued for another fortnight, there would have been no men at all to navigate the ships.

(b) What **two** health problems did the crew members suffer from?

1.

2.

(c) According to the above source, for how long more could the crew have continued to sail the ship?

(d) Do you consider the above account to be a secondary source? Briefly explain your answer.

(e) Name **two** other leaders of voyages of exploration.

1:

2:



(f) Give **two** reasons why the Age of Exploration began.

1.	
2.	5

(g) How did the Age of Exploration impact on the peoples of the New World?

Question 3

Answer the following questions which deal with technological advances in the 14th, 15th, 16th and 17th centuries.

- (a) Number the events in the box below so that they are in the correct chronological order.

The earliest known European drawing of a cannon appeared in a manuscript by Walter de Milemete dated 1326.	
Johannes Gutenberg used a printing press to print an edition of the Bible in 1455; this Bible is the first complete surviving book printed in Europe.	
The Mercator projection map is a cylindrical map first created by Flemish geographer and cartographer Gerardus Mercator in 1569. It became the standard map for navigation.	
The compass came into use for navigation in the Mediterranean region in the late 1200s.	
The earliest existing record of a telescope is from a 1608 patent submitted to the government in the Netherlands by Middelburg spectacle maker Hans Lipperhey for a refracting telescope.	

- (b) Explain the term 'chronology'.

- (c) In what century did the compass come into use?

(d) Select **one** of the events from question (a) and identify **two** consequences of this technological advancement in history.

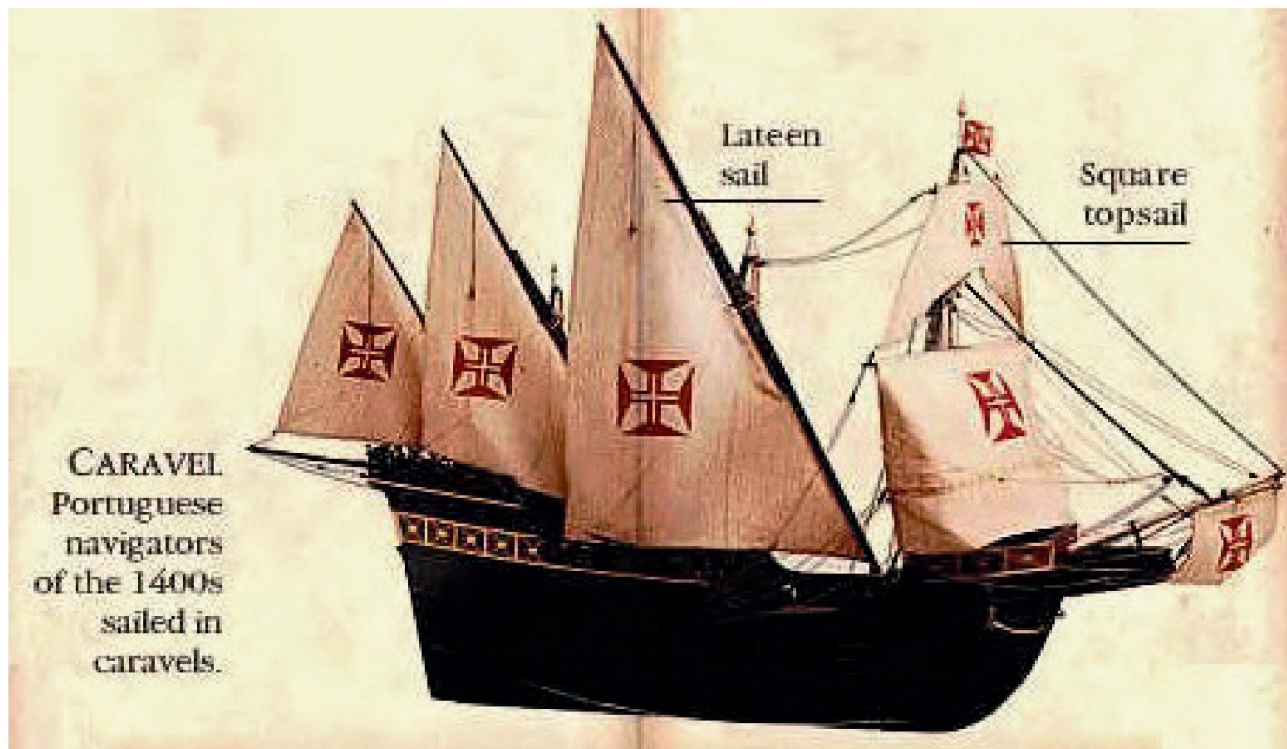
(e) Technological development has contributed to significant historical change. Select **one** example you have studied, other than those mentioned in (a) above, and explain why you think it is historically significant. You can choose any period in history to write about.

Technological development:
It is historically significant because:

Question 5

Using both sources below, answer the questions which follow.

The image below is a picture of a Portuguese Caravel from the 15th century.



This document is a journal entry by Bartholomeu Dias.

"January-February 1488

We were hit by very strong headwinds that drove us out to sea. With no land in sight, we were forced to head south for almost two weeks. We then headed eastward in hopes of finding the shore. Only after this entire ordeal did I realise that we must have already sailed past the most southern tip of Africa. Changing course once again, we headed north and finally on February 3, 1488, we spotted land. It was the east coast of Africa! At this point of our journey, the crew was physically and mentally exhausted from the difficult voyage. After 7 long months at sea, our provisions were running low. Food was limited to salted meats, fish, beans and stale bread. We drank mostly wine, as the water which we kept in barrels had become foul. Living conditions were cramped and uncomfortable. With no galley on the ships, the crew prepared meals using a fire pit on the main deck. The crew also slept on the main deck, while myself and the senior crew slept below deck.

After much anxiety from the crew, I called a meeting, and it was unanimous that the goal of our expedition had been met. They all felt that it was time to turn around, and head back to Portugal. I wanted to continue on and survey the coastline, but the crew would only agree to give me a few more days to explore before we began our return home."

- (a) Explain what Lateen sails and Square sails were used for on the ship depicted in the image above.

- (b) Name and explain two advantages that the Caravel had over previous ships used for exploration.

- (c) Why did the Portuguese King sponsor voyages of exploration in the early 1400s?

- (d) Why, according to the document above, was Bartholomeu Dias blown off course?

- (e) How long was the ship at sea when they finally arrived at the east coast of Africa?

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- (f) Describe living conditions aboard the ship according to the document.

- (g) Why do you think the crew wanted Dias to return home immediately? Give a reason for your answer.

- (h) Write a brief account of the impact of European countries discovering a new sea route to India.

Question 4

Study the sources below on conquistador Hernan Cortez's description of the suffering of the Aztec people when the Spanish were on the verge of conquering the Aztec capital Tenochtitlan. The image shows a map of the Aztec capital Tenochtitlan, made by the Spanish conquistadors. Answer the questions which follow.



I welcomed him openly, so that he should not be afraid; but at last he told me that his sovereign would prefer to die where he was rather than on any account appear before me. . . . The people of the city had to walk upon their dead while others swam or drowned in the waters of that wide lake where they had their canoes; indeed, so great was their suffering that it was beyond our understanding how they could endure it. Countless numbers of men, women and children came out toward us, and in their eagerness to escape many were pushed into the water, where they drowned amid that multitude of corpses; and it seemed that more than fifty thousand had perished from the salt water they had drunk, their hunger and the vile stench. So that we should not discover the plight which they were in, they dared neither throw these bodies into the water where the brigantines might find them nor throw them beyond their boundaries where the soldiers might see them; and so in those streets where they were, they came across such piles of the dead that we were forced to walk upon them.

(Cortés, Hernán. *Letters from Mexico*. Ed. and trans. by Anthony Pagden, Yale University Press, 1986)

- (a)** Give two reasons why countries like Spain encouraged conquest of the New World by conquistadors like Hernan Cortez.

- (b)** What advantages, according to the document above, did the Spanish have over native people like the Aztecs?

- (c)** How does Cortez describe the conditions of the people in Tenochtitlan in the document above?

- (d)** What evidence is there in the document above to show that the Aztecs suffered, based on Cortez's account?

- (e) According to the Spanish map of Tenochtitlan in the image above, how can you tell that the city was well defended?

- (f) Describe in detail the impact of the conquest of native people by the Spanish/Portuguese on Spain/Portugal.

Question 5

Examine this photograph of a monument to Christopher Columbus in Galway City. Located next to the Spanish Arch, the monument commemorates his visit to the city in 1477.



A former Italian honorary consul has expressed disappointment at damage to a monument marking explorer Christopher Columbus's links to Galway. Adriano Cavalleri was honorary consul to Galway when the monument was unveiled in 1992 to mark the 500th anniversary of Columbus's voyage to the Americas.

Mr Cavalleri explained that it was intended to celebrate the navigation skills of Columbus and his crew, and the fact that he is believed to have docked in Galway port in 1477. Late Italian historian and Columbus biographer Paolo Emilio Taviani had established that Columbus had called to the port and received chart information, Mr Cavalleri said.

"We wished to celebrate these maritime skills, and the link between Galway and Genoa, where Columbus was from," Mr Cavalleri stated.

- (a) How has the monument to Christopher Columbus been damaged? Your answer should be based on evidence from the photograph.

- (b) Why was the monument to Christopher Columbus unveiled in the year 1992?

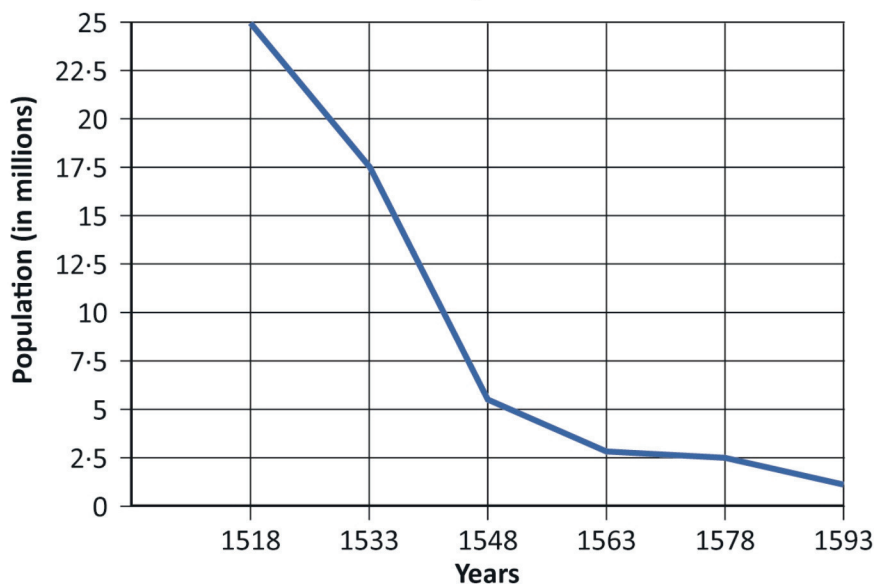
- (c) What links did Christopher Columbus have to Galway?

- (d) What was the monument intended to commemorate?



Study the graph below from *The Key to Understanding Global History* by James Killoran.

Estimated Native American Population of Mexico, 1518-1593



(e) What time span is covered by the data in this graph?

(f) In what year was the Native American population of Mexico at its lowest?

(g) From your study of the impact of colonisation, why was there a decline in the population of Native Americans in Mexico during this period?

(h) Describe two benefits of colonisation to European countries during this period of history.

[illegible]