

UNIT

3

The Ascendancy of Europe

Global Interconnections 4

Note: all of the following information in addition to your reading is important.

Chapter 5: Home of the Slave

- Describe the origin of the term “slave,” and briefly discuss how it is not solely an institution of the past – _____

- Briefly contrast the destination of slaves utilized for domestic servitude with the destination of slaves utilized for plantation agriculture – _____

- Define: Atlantic System (triangular trade), identify the key locations, and describe what was transported between those locations – _____

- Define: African diaspora, and describe the conditions of the “Middle Passage” – _____

- Describe how Africans adapted and syncretized their culture in the New World – _____

- Briefly discuss how some Europeans’ views of race and eugenics led them to justify the slave trade – _____

- Briefly explain why African leaders, such as Ana Nzinga, were virtually helpless in resisting European domination – _____

- Briefly describe ONE way in which the Columbian Exchange or the Atlantic System had a demographic effect on Africa – _____

European Transformation of the Americas

- Define: indentured servant, and briefly explain why this form of labor agreement was eventually seen as inferior to the use of slaves – _____
- Define: Council of the Indies, and describe why it was needed to administer Spanish-American affairs in the colonies – _____
- Describe the impact of the Catholic Church in Central and South America – _____
- Define: encomienda, and describe the peninsulares atop the social hierarchy – _____
- Define: creoles, as well as haciendas – _____



- Define: castas, as well as mulattoes and mestizos – _____
- Contrast typical slavery on sugar plantations with slavery that predominated in North America – _____