

NAME: _____

National Geographic

The Columbian Exchange, The Spanish Conquest, Portugal's Empire & The Atlantic Slave Trade

Directions: Read sections 2.5, 3.1, 3.2 and 3.3. Then, answer the following questions.

Main Ideas

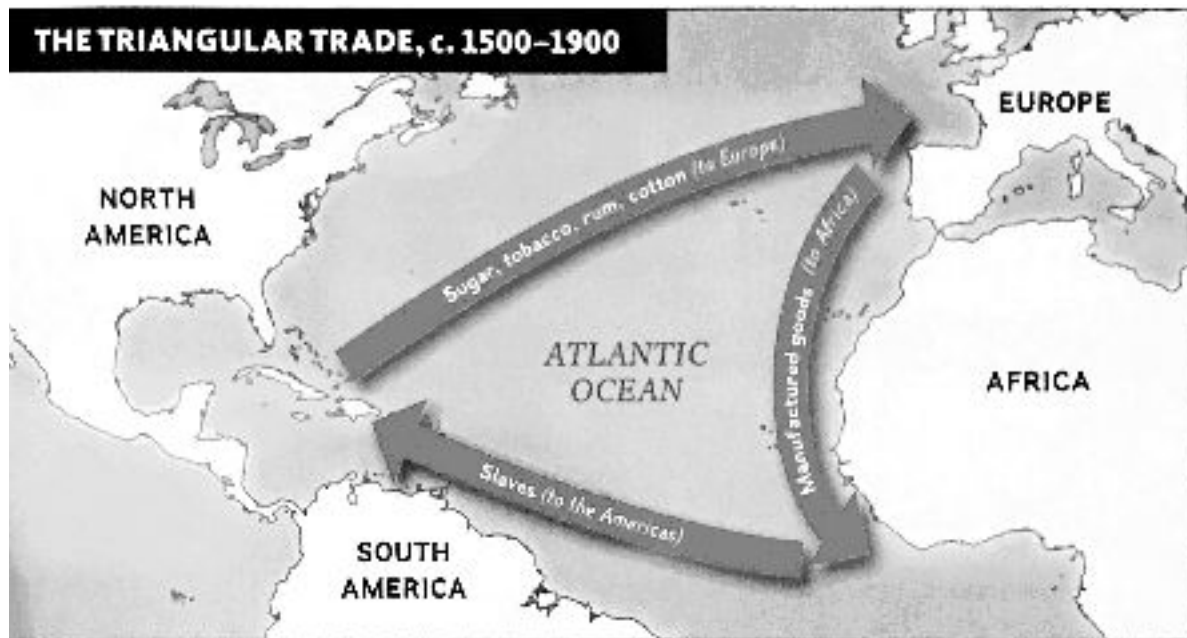
1. *Lesson 2.5:* What were some of the new foods introduced to Europe as part of the Columbian Exchange?
2. *Lesson 3.1:* Why did the Spanish invade and conquer large areas of Central and South America?
3. *Lesson 3.3:* Why did Europeans ship millions of enslaved Africans to the New World?

Critical Thinking

1. *Analyze:* How did the Atlantic slave trade affect African families, communities, and cultures?

2. *Explain:* Was the Columbian Exchange mainly good or bad for the native people in the Americas? Explain your opinion.

Interpret Visuals



1. What goods were shipped *from Europe to Africa* and exchanged for slaves?

2. *Why* is the route shown on the map referred to as the triangular trade?

Analyze Sources

Olaudah Equiano, the son of a village leader in the African kingdom of Benin, was captured and sold into slavery at the age of 11. He later gained his freedom and, in 1789, wrote his autobiography, *The Interesting Narrative of the Life of Olaudah Equiano*. In this excerpt from the autobiography, Equiano describes his voyage on the Middle Passage.

“The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations [a lot of sweat], so that the air soon became unfit for respiration [breathing], from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died.”

1. How would you describe the treatment of the enslaved Africans on the Middle Passage?