

Name _____ Date _____ Period _____

World History

Pre-Test: European Exploration

Directions: Read each question carefully, then write your answer in the space provided. Use complete sentences where necessary.

1. Who discovered the New World?
2. What did the French call the “short-cut” passage through North America that they were searching for?
3. Which Spanish explorer conquered the Aztecs?
4. Which Spanish explorer conquered the Incas?
5. What do you call a child of Spanish and Native American descent?
6. What was the first permanent English colony in North America?
7. What was Columbus's original goal when he set out on his first voyage?
8. What did Columbus name the island he landed on?
9. Which leg of the triangular trade route brought slaves from West Africa to the New World?
10. What factors allowed Cortes to defeat the Aztecs, even though he was outnumbered?

Columbus, the Indians, and Human Progress*

Arawak men and women, naked, tawny, and full of wonder, emerged from their villages onto the island's beaches and swam out to get a closer look at the strange big boat. When Columbus and his sailors came ashore, carrying swords, speaking oddly, the Arawaks ran to greet them, brought them food, water, gifts. He later wrote of this in his log:

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 good bodies and handsome features ... They do not bear arms, and do not know them, for I showed them a sword, they took it by the edge and cut themselves out of ignorance. They have no iron. Their spears are made of cane ... They would make fine servants... With fifty men we could subjugate them all and make them do whatever we want.

These Arawaks of the Bahama Islands were much like the Indians on the mainland, who were remarkable (European observers were to say again and again) for their hospitality, their belief in sharing. These traits did not stand out in the Europe of the Renaissance, dominated as it was by the religion of popes, the government of kings, the frenzy for money that marked Western civilization and its first messenger to the Americas, Columbus.

Columbus wrote:

As soon as I arrived in the Indies, on the first Island which I found, I took some of the natives by force in order that they might learn and might give me information of whatever there is in these parts.

The information that Columbus wanted most was: Where is the gold? He had persuaded the king and queen of Spain to finance an expedition to the lands, the wealth, he expected would be on the other side of the Atlantic—the Indies and Asia, gold and spices. For, like other informed people of his time, he knew the world was round and he could sail west in order to get to the Far East.

In return for bringing back gold and spices, they promised Columbus 10 percent of the profits, governorship over new-found lands, and the fame that would go with a new title: Admiral of the Ocean Sea. He was a merchant's clerk from the Italian city of Genoa, part-time weaver (the son of a skilled weaver), and expert sailor. He set out with three sailing ships, the largest of which was the *Santa Maria*, perhaps 100 feet long, and thirty-nine crew members.

Columbus would never have made it to Asia, which was thousands of miles farther away than he had calculated, imagining a smaller world. He would have been doomed by that great expanse of sea. But he was lucky. One-fourth of the way there he came upon an unknown, uncharted land that lay between Europe and Asia—the Americas. It was early October 1492, and thirty-three days since he and his crew had left the Canary Islands, off the Atlantic Coast of Africa. Now they saw branches and sticks floating in the water. They saw flocks of birds. These were signs of land. Then, on October 12, a sailor called Rodrigo saw the early morning moon shining on white sands, and cried out. The first man to sight land was supposed to get a yearly pension of 10,000 maravedis for life, but Rodrigo never got it. Columbus claimed he had seen a light the evening before. He got the reward.

So, approaching land, they were met by the Arawak Indians, who swam out to greet them. The Arawaks lived in village communes, had a developed agriculture of corn, yams, cassava. They could spin and weave, but they had no horses or work animals. They had no iron, but they wore tiny gold ornaments in their ears.

This was to have enormous consequences: it led Columbus to take some of them aboard ship as prisoners because he insisted that they guide him to the source of the gold. He then sailed to what is now Cuba, then to Hispaniola (the island which today consists of Haiti and the Dominican Republic). There, bits of visible gold in the rivers, and a gold mask presented to Columbus by a local Indian chief, led to wild visions of gold

fields.

On Hispaniola, out of timbers from the *Santa Maria*, which had run aground, Columbus built a fort, the first European military base in the Western Hemisphere. He called it Navidad (Christmas) and left thirty-nine crew members there, with instructions to find and store the gold. He took more Indian prisoners and put them aboard his two remaining ships. At one part of the island he got into a fight with Indians who refused to trade as many bows and arrows as he and his men wanted. Two were run through with swords and bled to death. Then the *Nina* and the *Pinta* set sail for the Azores and Spain. When the weather turned cold, the Indian prisoners began to die.

Columbus's report to the Court in Madrid was extravagant. He insisted that he had reached Asia (it was Cuba) and an island off the coast of China (Hispaniola). His descriptions were part fact, part fiction:

Hispaniola is a miracle. Mountains and hills, plains and pastures, are both fertile and beautiful ... the harbors are unbelievably good and there are many wide rivers of which the majority contain gold ... There are many spices, and great mines of gold and other metals ...

The Indians, Columbus reported, "are so naïve and so free with their possessions that no one who has not witnessed them would believe it. When you ask for something they have, they never say no. To the contrary, they offer to share with anyone..." He concluded his report by asking for a little help from their Majesties, and in return he would bring them from his next voyage "as much gold as they need... and as many slaves as they ask."

Because of Columbus's exaggerated report and promises, his second expedition was given seventeen ships and more than twelve hundred men. The aim was clear: slaves and gold. They went from island to island in the Caribbean, taking Indians as captives. But as word spread of the Europeans' intent they found more and more empty villages. On Haiti, they found that the sailors left behind at Fort Navidad had been killed in a battle with the Indians, after they had roamed the island in gangs looking for gold, taking women and children as slaves for sex and labor.

Now, from his base on Haiti, Columbus sent expedition after expedition into the interior. They found no gold fields, but had to fill up the ships returning to Spain with some kind of dividend. In the year 1495, they went on a great slave raid, rounded up fifteen hundred Arawak men, women, and children, put them in pens guarded by Spaniards and dogs, then picked the five hundred best specimens to load onto ships. Of those five hundred, two hundred died en route. The rest arrived alive in Spain and were put up for sale by the archdeacon of the town, who reported that, although the slaves were "naked as the day they were born," they showed "no more embarrassment than animals." Columbus later wrote: "Let us in the name of the Holy Trinity go on sending all the slaves that can be sold."

But too many of the slaves died in captivity. And so Columbus, desperate to pay back dividends to those who had invested, had to make good his promise to fill the ships with gold. In the province of Cicao on Haiti, where he and his men imagined huge gold fields to exist, they ordered all persons fourteen years or older to collect a certain quantity of gold every three months. When they brought it, they were given copper tokens to hang around their necks. Indians found without a copper token had their hands cut off and bled to death.

The Indians had been given an impossible task. The only gold around was bits of dust garnered from the streams. So they fled, were hunted down with dogs, and were killed.

Trying to put together an army of resistance, the Arawaks faced Spaniards who had armor, muskets, swords, horses. When the Spaniards took prisoners they hanged them or burned them to death. Among the Arawaks, mass suicides began, with cassava poison. Infants were killed to save them from the Spaniards. In two years, through murder, mutilation, or suicide, half of the 250,000 Indians on Haiti were dead.

EUROPEAN EXPLORATION & COLONIZATION

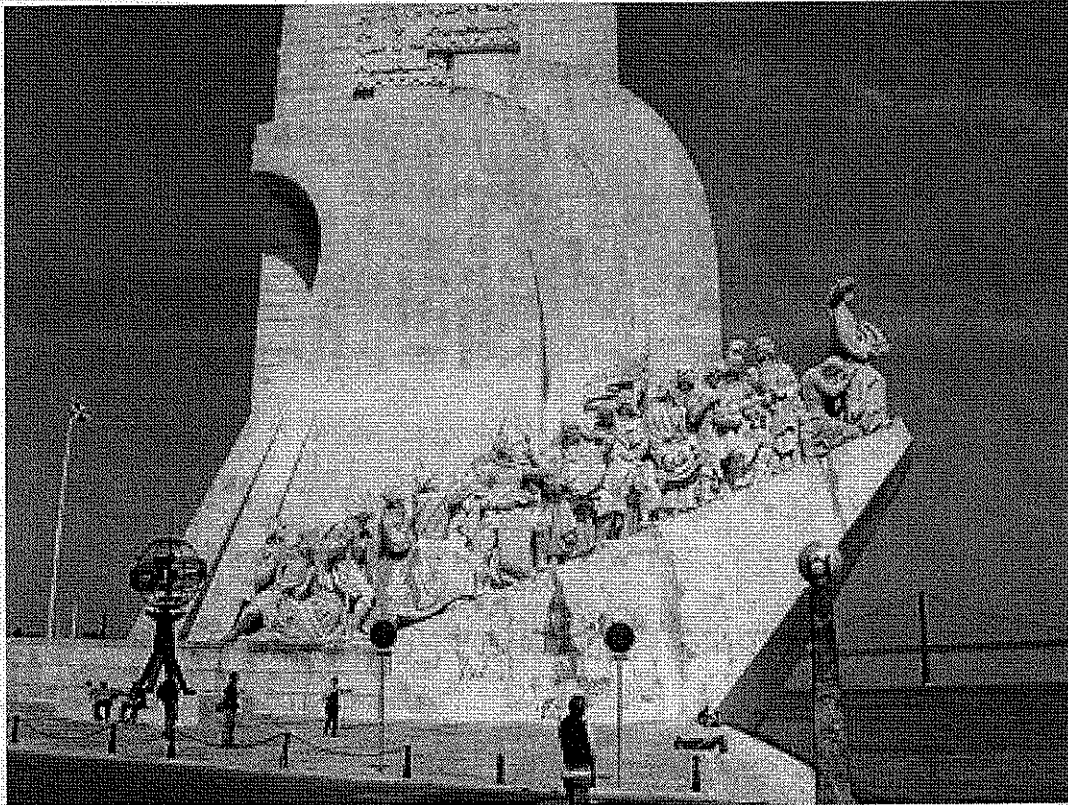
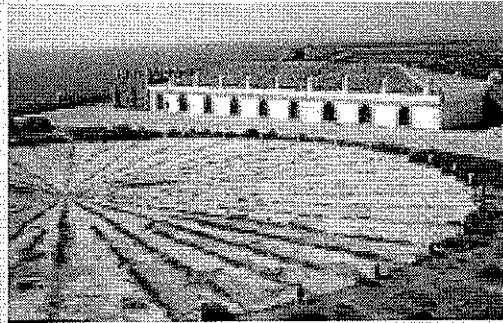
1400-1800

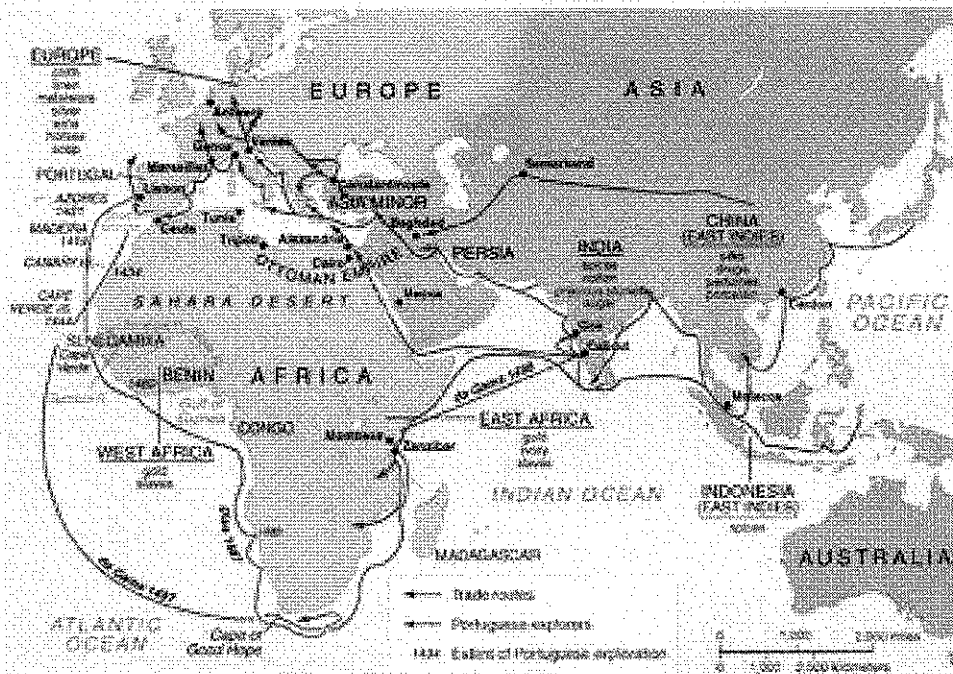
CAUSES

- ❖ **Crusades, travels of Marco Polo exposed Europeans to Asia**
- ❖ **Wealth, competition main motivators**
- ❖ **Desire to spread Christianity**
- ❖ **Europeans sought new trade routes to Asia.**
- ❖ **Adopted/invented new technologies--compass, astrolabe, caravel, shipboard cannon**

PORTUGAL

- ❖ 1419 -- Prince Henry the Navigator founded a school of navigation at Sagres.
- ❖ Sailed around Africa:
- ❖ 1487 -- Bartolomeu Dias rounded the Cape of Good Hope.
- ❖ 1498 -- Vasco da Gama reached India.
- ❖ 1500 - Pedro Álvares Cabral claimed Brazil, central to sugar trade
- ❖ Portugal broke the hold that the Italians & Muslims had on trade in the East--but by 1600, they were challenged by the Dutch & the English.



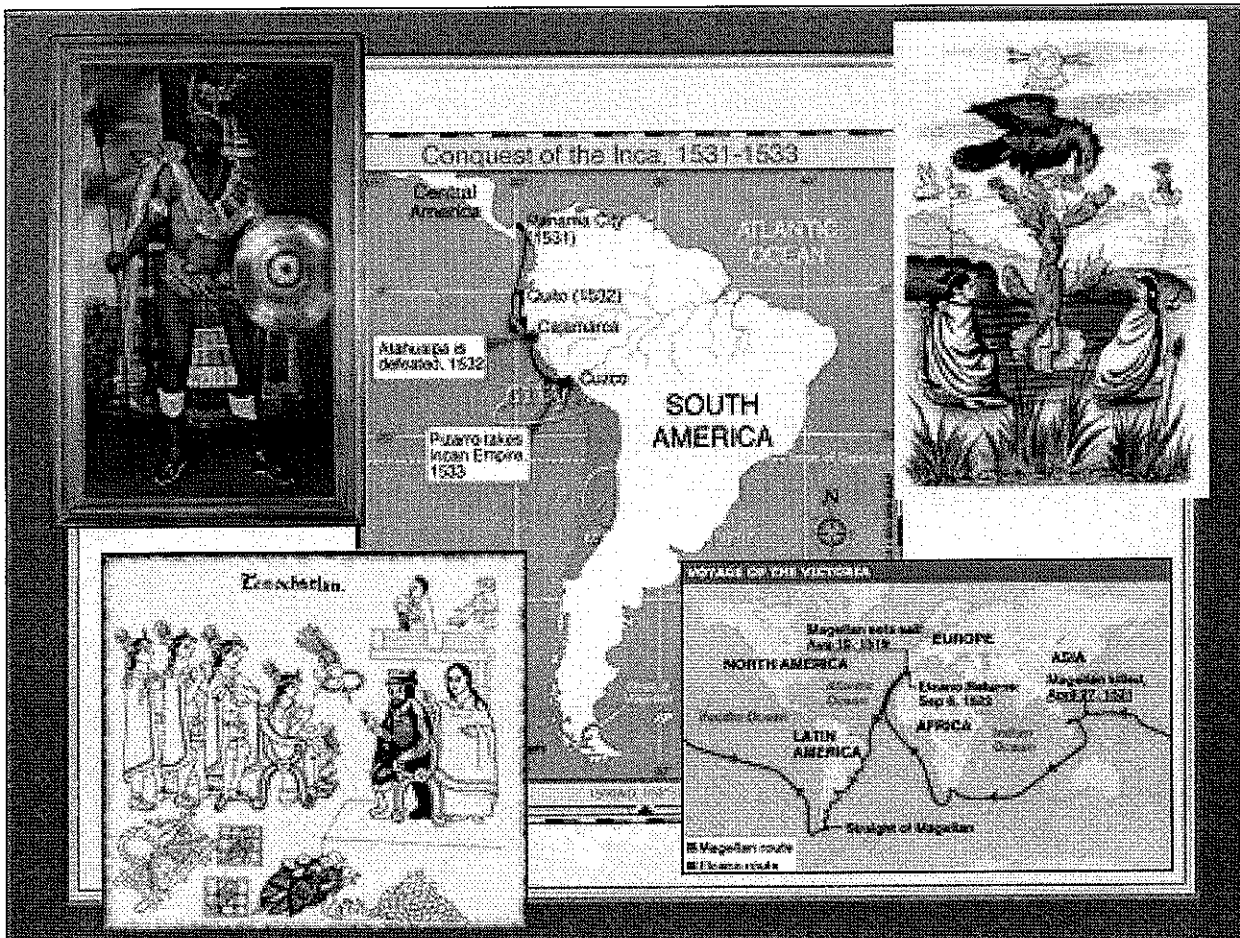


SPAIN

- ❖ **1492 -- Columbus began the process of colonization in the western hemisphere.**
- ❖ **1501 -- Amerigo Vespucci declared the Americas to be a “new” world, not Asia; America later named for him**
- ❖ **1513 -- Vasco Núñez de Balboa crossed the isthmus of Panama to discover the Pacific.**
- ❖ **1522 -- Ferdinand Magellan's crew circumnavigated the earth.**

SPANISH CONQUISTADORS (CONQUERORS)

- ❖ 1519-1521 -- **Hernando Cortes** conquered the **Aztec Empire**, led by **Montezuma II** (central Mexico).
- ❖ 1533 -- **Francisco Pizarro** conquered the **Inca Empire** (centered in modern-day Peru).
- ❖ 1513 -- **Juan Ponce de León** claimed **Florida** for Spain.
- ❖ 1540 -- **Francisco Coronado's** expedition through modern southern U.S.
- ❖ **Catholic priests** traveled with the conquistadors.



SPANISH SYSTEM OF CONQUEST

- ❖ **Class system:**
 - ❖ *peninsulares* -- settlers in America who were born in Spain
 - ❖ *criollos* -- Spanish settlers born in the Americas
 - ❖ *mestizos* -- people of mixed Spanish & Native American descent
 - ❖ Under the *encomienda* system, the Native Americans were forced to farm, ranch, or mine for Spanish landlords.
- ❖ **Opposition:**
 - ❖ Priests pushed for better treatment of Natives; Bartolomé de Las Casas suggested use of African slaves instead (would later regret this)
 - ❖ Native resistance

PORTUGAL & SPAIN

- ❖ Both motivated by 3 G's (gold, God, glory) but settlement differed:
 - Portuguese - trade stations (except Brazil)
 - Spanish - emphasis on conquering, permanent settlement
- ❖ **Columbian Exchange** -- expansion of global trade:
 - disease went both ways (killed 90% of native pop.)
 - large #'s of animals imported to the New World
 - oats, barley, wheat to New World; corn, potatoes to Old World
- ❖ With southern routes to Asia cut off, the French, Dutch, and English went north.

New France

- Early explorers sought a northwest passage
- 1524 -- Giovanni da Verrazzano discovered NY Harbor
- 1534 -- Jacques Cartier sailed up St. Lawrence; est. Montreal
- 1608 -- Samuel de Champlain claimed Quebec, center of France's colonial empire in N. America
- 1673 -- Jacques Marquette & Louis Joliet explored the Great Lakes area & upper Mississippi; Sieur de LaSalle claimed the entire area & named it Louisiana to honor Louis XIV
- French more interested in fur trade, not occupying the land; better relationship w/Native Americans
- Challenged English for control of the Ohio Valley:

French & Indian War (1754-1763) = Seven Years' War in Europe



Today the Verrazzano-Narrows Bridge connects Staten Island to Brooklyn, NY.

Jamestown

- 1607 -- 1st permanent English colony in N. America; settled by the Virginia Company, a joint-stock company
- 1609-1610 -- John Smith enforced a "work-or-starve" rule
- 1617 -- 1st cargo of tobacco sent to England
- 1619 -- African slaves brought to Jamestown as labor for growing corn (subsistence crop) and tobacco (cash crop)
- Dutch controlled slave trade at first
- 1637 -- English slavers began making the Middle Passage

Pilgrims & Puritans in Massachusetts

- 1620 -- Separatists (Pilgrims) established Plymouth to escape religious persecution in England
- 1628 -- Puritans established Massachusetts Bay as a model society for other Christians to emulate -- "a city upon a hill"
- English settlers (esp. the Puritans) clashed w/Native Americans over land, religion
- 1675 -- King Philip's War -- Metacom led attacks throughout Massachusetts

Dutch in North America

- 1602 -- Founding of the Dutch East India Company to compete for trade in the Indian Ocean
- 1609 -- Henry Hudson sailed for the Dutch to Canada in search of a northwest passage to Asia
- Established fur trade with the Iroquois
- Area called New Netherland, until English took over and renamed the colony New York

West African Slave Trade and the Middle Passage

- Portuguese began the slave trade in 1540's; Europeans justified trading in slaves because the Africans had been enslaving one another as a result of tribal warfare
- By 1619, 1 million Africans had been forcibly shipped to the New World
- Europeans & African collaborators went into the interior and raided villages; on march to the coast, 2 of 5 died
- Conditions on board slave ships were awful; 1 of 3 died, but slavery was so profitable that traders didn't care
- Africa lost about 50 million people to the Americas & Europe

Effects of Slave Trade

- Depopulation; most taken were 15-25 yrs. old, robbing Africa of its strongest community members
- Increased divisions among Africans; groups fought more to enslave one another
- Violence caused instability in society; slowed development of African business, trade
- The Triangular Trade provided the Americas with valuable labor for plantations & mines, but in return Africans received guns, alcohol, and luxury goods--products that didn't encourage economic development
- Major European ports like Liverpool (UK) and Nantes (FR) grew; \$ from the trade was invested in European industries, not in Africa

EXPLORER(S)	REASONS FOR EXPLORATION/SIGNIFICANCE OF COLONY
1. NEW FRANCE	
2. JAMESTOWN	
3. PLYMOUTH & MASSACHUSETTS BAY COLONIES	
NEW NETHERLAND	

World History

European Exploration

Unit Assessment: Interview with an Explorer

The years from roughly 1400-1650 saw Europeans from various countries explore and compete for claims around the World. Your task is to conduct research so that you can recreate the persona of a famous explorer. You will present your learning to the class in the form of an interview. You will choose a partner for this assignment, but your partner will be the interviewer only, and will not be helping you with your research, as he/she will have his/her own topic to study. However, partners may help each other write the scripts and of course should practice together for the actual delivery of the interviews. Below is the process to follow, along with a scoring guide describing how the presentations will be graded.

- STEP 1. Research/Read.** Begin by consulting the text (Ch. 19-20) to read about the basic background of your assigned explorer. *i.e.*, what nation was he exploring for, when and where did he go, etc. Then consult the Britannica Online encyclopedia. These two sources should provide you with enough information. Should you need more, you may consult *scholarly* online sources.
- STEP 2. Take Notes/Develop Questions.** Once you have read about your topic, convert the info into notes that are in your own words. Then convert your notes into at least 10 good questions. (Good questions are not yes/no questions but are those that require somewhat detailed answers.) Make sure the questions go beyond your explorer's background and cover the following points:
- Goals of the explorer/goals of his mother country
 - Description of the voyage/journey
 - Description of discoveries
 - Relationship with the native population
 - Effects of his actions/legacy
- STEP 3. Write Interview Script.** Now answer your own questions and type out a script for the actual interview. The script should be well-written so that your partner has no problem reading it. Be creative! Print a copy for both you and your partner.
- STEP 4. Practice.** Take time to practice reading through your finished script. It isn't necessary to memorize everything, but you should be familiar with the Q and A's.
- STEP 5. Show Up and Deliver.** Present your interview, and be ready to field questions from your audience.

TURN OVER FOR SCORING GUIDE →

TOPICS FOR INTERVIEWS: EXPLORATION UNIT

Prince Henry the Navigator

Bartolomeu Dias

Vasco da Gama

Ferdinand Magellan

Christopher Columbus

Amerigo Vespucci

Hernando Cortes

Francisco Pizarro

Pedro Alvares Cabral

Vasco Nunez de Balboa

Juan Ponce de Leon

Hernando De Soto

Cabeza de Vaca

Francisco Vasquez de Coronado

Giovanni da Verrazzano

Jacques Cartier

Samuel de Champlain

Jacques Marquette

Louis Joliet

Sieur de LaSalle

Henry Hudson

John Smith

CRITERIA	SCORING		
	UNSATISFACTORY	PARTIALLY PROFICIENT	PROFICIENT
GOALS	Student does not include info about goals of the explorer OR identified goals are incorrect. 1	Student includes some info about goals of the explorer but does not elaborate. 2	Student correctly identifies specific goals of the explorer and of his sponsoring nation, putting the interview into historical context. 3
DESCRIPTION OF JOURNEY	Student does not include info about the explorer's journey OR facts presented are incorrect. 1	Student includes some info about the explorer's journey, but does not present enough details. 2	Student includes all pertinent info about the explorer's journey, such as when, where, topography, traveling conditions, etc. 3
DESCRIPTION OF DISCOVERIES	Student does not include info about discoveries the person made OR info is erroneous. 1	Student includes some info about discoveries of the explorer but does not elaborate. 2	Student correctly identifies specific discoveries of the explorer and how this impacted his nation/the world. 3
RELATIONSHIP TO NATIVES	Student does not include info about the relationship the explorer had with indigenous populations OR info presented is incorrect. 1	Student includes some info about the relationship the explorer had with the natives, but does not elaborate. 2	Student correctly describes in detail the relationship the explorer had with the natives he encountered. 3
EFFECTS/LEGACY	Student does not include info about how the explorer's actions impacted history OR info presented is incorrect. 1	Student includes some info about the legacy of the explorer but does not elaborate. 2	Student correctly identifies the specific ways in which the explorer impacted history. 3
DELIVERY	Student is not loud enough for the audience to hear AND/OR pacing is too slow/fast. 1	Student is audible most of the time and pacing is good. He or she is familiar with the script. 2	Student is loud enough for even oldies to hear and is familiar enough with the script to deliver lines like a Broadway actor. 3
QUALITY OF INTERVIEW	Interview is poorly written, so that the audience may have trouble understanding what the students are trying to communicate. 1	Student's script is well-written. It may be basic, but it is fluent. 2	Student's script is well-written, with one question flowing into the next. The script supports strong communication with the audience. 3
CREATIVITY	Student makes little effort to be creative with his/her presentation. 1	Student's presentation shows some creativity. Audience is engaged. 2	Student's presentation is very creative and engaging. 3

TOTAL POINTS EARNED x 2 = _____

World History

Excerpt from Howard Zinn's *A People's History of the United States* (pp. 27-29)

On the West African slave trade and the Middle Passage:

African slavery is hardly to be praised. But it was far different from plantation or mining slavery in the Americas, which was lifelong, morally crippling, destructive of family ties, without hope of any future. African slavery lacked two elements that made American slavery the most cruel form of slavery in history: the frenzy for limitless profit that comes from capitalistic agriculture; the reduction of the slave to less than human status by the use of racial hatred, with that relentless clarity based on color, where white was master, black was slave.

In fact, it was because they came from a settled culture, of tribal customs and family ties, of communal life and traditional ritual, that African blacks found themselves especially helpless when removed from this. They were captured in the interior (frequently by blacks caught up in the slave trade themselves), sold on the coast, then shoved into pens with blacks of other tribes, often speaking different languages.

The conditions of capture and sale were crushing affirmations to the black African of his helplessness in the face of a superior force. The marches to the coast, sometimes for 1,000 miles, with people shackled around the neck, under whip and gun, were death marches, in which two of every five blacks died. On the coast, they were kept in cages until they were picked and sold. One John Barbot, at the end of the seventeenth century, described these cages on the Gold Coast:

As the slaves come down to Fida from the inland country, they are put into a booth or prison . . . near the beach, and when the Europeans are to receive them, they are brought out onto a large plain, where the ship's surgeons examine every part of everyone of them, to the smallest member, men and women being stark naked . . . Such as are allowed good and sound are set on one side . . . marked on the breast with a red-hot iron, imprinting the mark of the French, English, or Dutch companies . . . The branded slaves after this are returned to their former booths where they await shipment, sometimes 10-15 days . . .

Then they were packed aboard the slave ships, in spaces not much bigger than coffins, chained together in the dark, wet slime of the ship's bottom, choking in the stench of their own excrement.

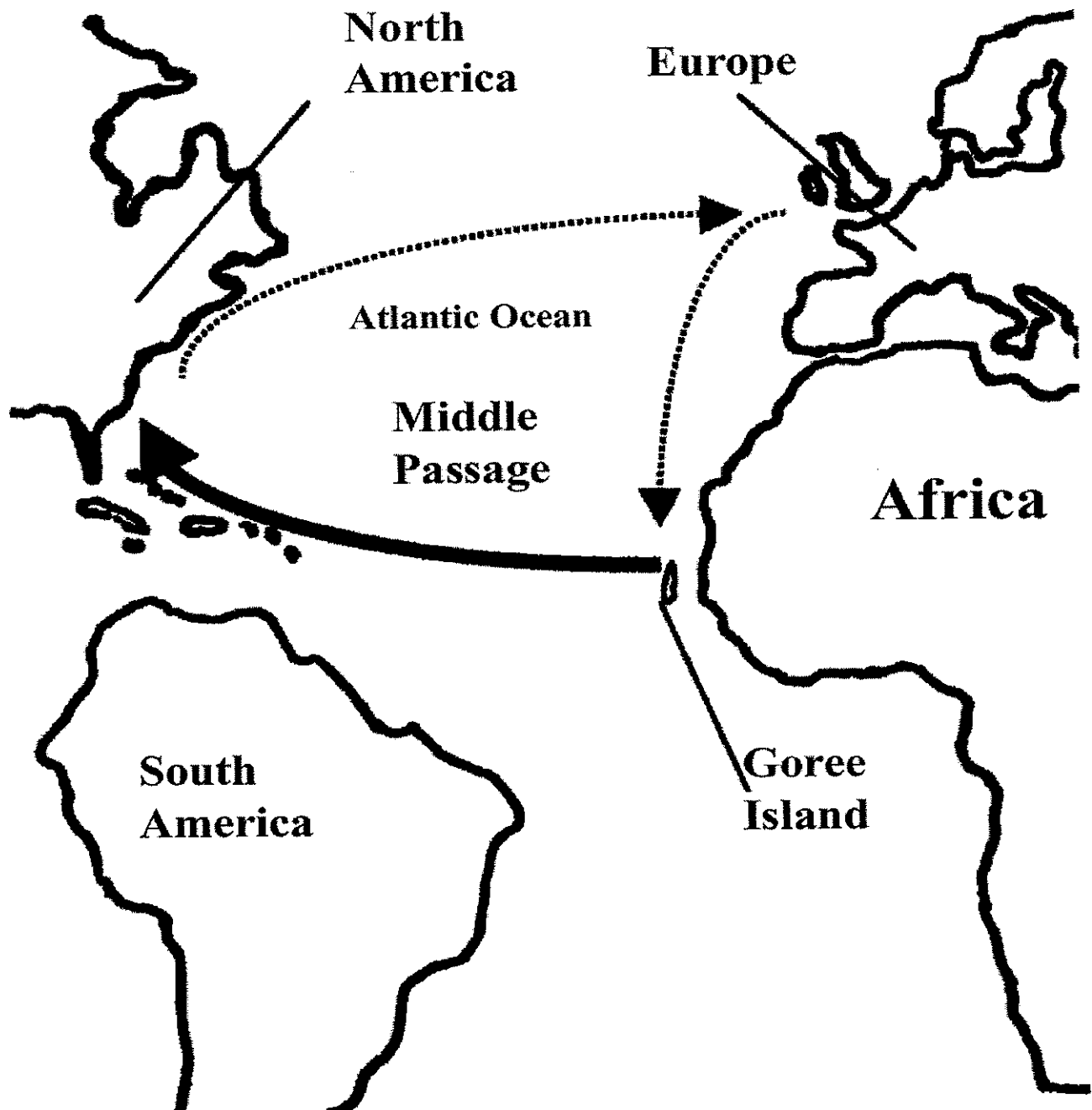
Documents of the time describe the conditions:

The height, sometimes, between decks, was only eighteen inches; so that the unfortunate human beings could not turn around, or even on their sides, the elevation being less than the breadth of their shoulders; and here they are usually chained to the decks by the neck and legs. In such a place the sense of misery and suffocation is so great, that the Negroes . . . are driven to frenzy.

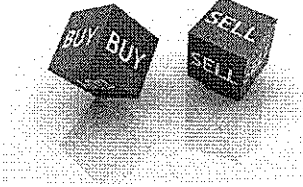
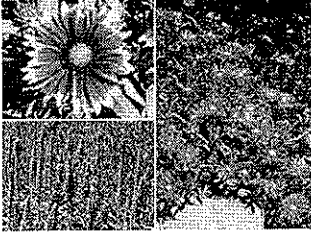

On one occasion, hearing a great noise from belowdecks where the blacks were chained

together, the sailors opened the hatches and found the slaves in different stages of suffocation, many dead, some having killed others in desperate attempts to breathe. Slaves often jumped overboard to drown rather than continue their suffering. To one observer a slave-deck was “so covered with blood and mucus that it resembled a slaughter house.”

Under these conditions, perhaps one of every three blacks transported overseas died, but the huge profits (often double the investment on one trip) made it worthwhile for the slave trader, and so the blacks were packed into the holds like fish.



WORLD HISTORY DIGITAL JOURNAL

WORD	DESCRIPTION	PICTURE
exchange		
native		
Middle Passage		

NAME: _____ PER: _____

WORLD HISTORY CHAPTERS 19 & 20 TEST

Multiple Choice

1. What Spanish explorer claimed the Pacific Ocean for Spain?
A. Vespucci C. Dias
B. Balboa D. Columbus

2. What explorer was the first to get to India by sailing around the tip of Africa?
A. Balboa C. Magellan
B. Columbus D. Da Gama

3. Which **WAS NOT** a sailing innovation that made exploration easier?
A. Triangular Sails C. Astrolabe
B. Compass D. Abacus

4. What did the French call the shortcut passage through North America that they were searching for?
A. Panama Canal C. Canadian Trail
B. Northwest Passage D. Oregon Trail

5. What French explorer claimed Louisiana for France and explored the Lower Mississippi River?
A. Da Gama C. Marquette
B. Joliet D. LaSalle

6. What was the name of the Aztec capital city?
A. Tenochtitlan C. Atahualpa
B. Quetzalcoatl D. Montezuma

7. What Native American leader kept the Spanish out of the American Southwest for 12 years?
A. Atahualpa C. Quetzalcoatl
B. Pope D. Taino

8. What Explorer conquered the Incas?
A. Cortes C. Pizarro
B. Magellan D. Mestizo

9. What name was given to the brutal leg of the Triangular trade in which slaves were taken from Africa to the New World?
- A. Northwest Passage C. Trail of Tears
B. Slave Trade D. Middle Passage
10. The Dutch and French set up a network with the Native Americans for the trading of...
- A. Tobacco C. Sugarcane
B. Beaver Pelts D. Spices
11. What document gave Portugal the present day country of Brazil?
- A. Treaty of Ghent C. Great Schism
B. Treaty of Paris D. Treaty of Tordesillas
12. America is named for what Spanish explorer?
- A. Vespucci C. Columbus
B. Dias D. Pizarro
13. The crew of what explorer became the first people to circumnavigate the globe?
- A. Cortes C. Vespucci
B. Magellan D. Dias
14. What did Columbus name the island that he landed on?
- A. Haiti C. San Salvador
B. Hispaniola D. Santo Domingo
15. What was the name of the Inca chief conquered by Pizarro?
- A. Cortes C. Quetzalcoatl
B. Montezuma D. Atahualpa
16. What do you call a child of Spanish and Native American descent?
- A. Mulatto C. Spanish American
B. Mestizo D. Columbian
17. What South American country brought in large numbers of slaves to work on sugar plantations?
- A. Columbia C. Brazil
B. Venezuela D. Haiti

18. What explorer conquered the Aztecs?

- A. Pizarro
- B. Cortes
- C. Columbus
- D. Coronado

19. What explorer was the first to round the tip of Africa?

- A. Dias
- B. Da Gama
- C. Magellan
- D. Vespucci

21. The MAIN motivation for European exploration in the 1400's was...

- A. new navigational tools.
- B. the invention of the caravel.
- C. to find new sources of wealth.
- D. to spread Christianity.

22. Which of the following was NOT a cause of European exploration?

- A. the travels of Marco Polo
- B. the Hundred Years' War
- C. seeking new trade routes to Asia
- D. the Crusades

23. _____ began the permanent European colonization of the Western Hemisphere when he landed in the Caribbean in 1492.

- A. Amerigo Vespucci
- B. Christopher Columbus

25. Under the _____ system in the Spanish colonies, wealthy landowners had the right to demand labor from the Native Americans.

- A. encomienda
- B. hacienda

26. Both Spain and Portugal were motivated by the "3 G's"--gold, god, and glory—in their colonization of the New World.

- A. True
- B. False

28. _____ opened a school of navigation that trained Portuguese sailors.

- A. Ferdinand II
- B. Prince Henry

29. The first permanent English colony in North America was at

- A. Roanoke.
- B. Jamestown.

31. What did Africans get as a result of the Triangular Trade?

- A. guns and alcohol
- B. slaves

Short Answer

1. Explain what Christopher Columbus' original goal was? (2 pts)

2. Why was it necessary for plantation owners in the new world to bring in slaves from Africa? (2pts)

3. Name Columbus's three ships? (1.5pts)

4. Describe the journey for a slave during the Middle Passage? (2pts)

Essay

1. Choose one of the many explorers that we studied and write a short summary of their accomplishment. (3 pts)