

# Exploring and Mining the Textbook

**Directions:** The textbook has its pros and its cons, as we know well. Since it covers so much, we have avoided using it too often. However, there is a lot of valuable information about this period in the text that we won't be covering directly in our lessons, so this activity will help you go on an exploration in the textbook, to discover new facts and mine for interesting details. For that reason, the questions below will not all be in one section, but will travel around here and there picking up valuable resources. I have included page numbers to serve as a guide. Happy sailing!

1. Examine the map of winds and currents on the world's oceans. What patterns do you observe? How would these winds and ocean currents, or more accurately, an understanding of them, facilitate trans-oceanic voyages by Europeans? (484)

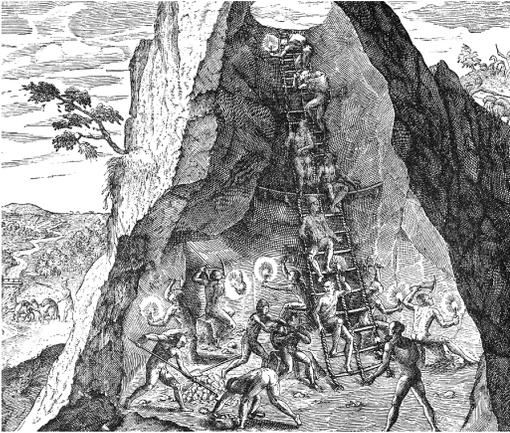


2. Who was Magellan, and why is he famous? (487, 490 map)
3. Russia in Siberia: Examine the map (496-497), looking at the area around Moscow where the Muscovite Russian state originated, and then all the land that came under its control over the following centuries. Today, much like the United States of America, people often think of Russia as stretching all the way to the Pacific, and take it for granted, but we should remember, just like America, most of the land that is now called Russia originally had nothing to do with Russia, and was conquered by the Russians from the indigenous inhabitants.

Ok, so now that you've thought about that, read the related text and answer the following questions:  
What motivated Russian expansion? How did Russia treat the indigenous peoples of Siberia? (495, 498)

4. Examine the map of European colonial possessions in the Americas. Which countries controlled which regions? Where are most of the settlements located, and why? (542)
5. How did the Spanish monarchy try to maintain control over the administration of their colonies? (Define the term viceroy in your response.) Why was it so difficult for them to control things? (541)
6. In what ways were experiences of women from different "racial" backgrounds similar and different? (546)

7. TRUE or FALSE: “When the Spanish encountered the gold and silver artifacts of American peoples, they were impressed by the artistic skill and cultural value of the items, and preserved them as priceless treasures to be brought as gifts to the king.” Explain. (546-547)



8. What was the Mita system originally, and how did the Spanish use (or abuse) this system in their silver mining operations? You must include and define **Potosí** in your answer. (547)

9. Define the terms **hacienda** and **Encomienda**. How are the haciendas and the Encomienda system similar to the feudal manors and serfdom of Medieval European society? How are they different? (548)

10. It would be a mistake to think that indigenous peoples did not fight back against their colonizers. Describe the rebellions that took place in Mexico and Peru.

Mexico:	Peru:
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11. How did the Spanish try to convert the indigenous populations to Christianity? How did indigenous peoples try to hold on to pre-Christian traditions, and how did this lead to religious syncretism? (552)

12. **No Neglecting North America:** Most of our discussions surround the Spanish colonies in the Americas, but there were also important colonies in the North, primarily those of the **French** and **English**. Complete the chart below to describe these colonies by drawing examples from the associated sections.

Foundation/Government	Relations with Indigenous	Social/Racial Structure	Economics and Trade
543	543-544	546	550-551