

4 The Columbian Exchange and colonial labour – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary

Write each word three times.

English

Write it 3 times (English)

staple crops

cash crops

mit'a

Recall

- You know a crop can change what a country eats.
- You have heard that disease spread faster than armies.
- You know one system can be built from several older ones.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Two directions

The Exchange moved plants, animals and diseases between the hemispheres. American foods became **staple crops** in Europe, Asia and Africa; introduced diseases substantially reduced indigenous populations with catastrophic effects.

Worked example. One connection produced a nutritional benefit in one hemisphere and catastrophe in the other.

■ 2 Staple and cash crops

Staples feed a population; **cash crops** were grown on plantations with coerced labour and exported. One feeds; the other is grown to sell.

Worked example. Sugar grown for export is not the food of the people growing it.

■ 3 Old and new labour systems

Colonial economies used existing systems including the Incan **mit'a** and introduced new ones - chattel slavery, indentured servitude, encomienda and hacienda.

Worked example. A colonial economy is built partly out of institutions that were already there.

Watch out: Keep both halves of the Exchange. An answer with only the benefit or only the catastrophe presents a partial effect as the whole event.

Practice

2.1 State what the Columbian Exchange was. [2]

2.2 Distinguish staple crops from cash crops. [2]

2.3 State the effect of introduced disease in the Americas. [2]

2.4 Name the existing labour system the CED gives and two new ones. [3]

2.5 Explain why keeping one half of the Exchange misdescribes it. [1]
