

AP[®] EUROPEAN HISTORY
2006 SCORING GUIDELINES

Question 4

Analyze the effects of the Columbian exchange (the interchange of plants, animals, and diseases between the Old World and the New World) on the population and economy of Europe in the period 1550 to 1700.

9–6: Stronger

- Has a clear, well-developed thesis.
- Is well organized.
- Addresses the terms of the question.
- Supports the thesis with specific evidence.
- May contain minor errors; even a 9 need not be flawless.

Indicators for 9–8

- Thesis demonstrates understanding of the Columbian exchange.
- Discusses examples from at least two prompts; minimal references to other examples, such as minerals and humans.
- Analyzes effects of Columbian exchange on both the population and economy of Europe.

Indicators for 7–6

- Discusses at least one example from prompts but also should consider other plants/animals or their by-products; may also discuss the impact of humans and minerals.
- Focuses on the period in question, 1550–1700, but may include some material from earlier and later periods.
- Examines effects of Columbian exchange on the population and economy of Europe.

5–4: Mixed

- Contains a thesis, perhaps superficial or simplistic.
- Demonstrates uneven response to the question’s terms.
- May contain errors, factual or interpretive.

Indicators

- Discussion of the Columbian exchange and its effects may be conflated.
- Uneven treatment of examples of Columbian exchange; may lack specificity.
- Discussion may be more descriptive or narrative than analytical.
- May contain errors (chronology, features, or effects) that affect interpretation.

3–0: Weaker

- Thesis is confused, absent, or merely restates the question.
- Misconstrues the question or omits major tasks.
- May contain major errors.

Indicators for 3–2

- Thesis is confused, absent, or merely restates the question.
- Weak consideration of the Columbian exchange or no significant discussion of its impact.
- Reflects paucity of examples from either component of the Columbian exchange, or ignores them.
- May not address all parts of the question.
- Contains significant or numerous errors of fact or interpretation.

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Question 4 (continued)

Indicators for 1–0

- Essays scored 0 or 1 may attempt to address the question but fail to do so.
- May not contain specific evidence.
- May contain a number of serious errors.

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Question 4 Historical Background

There was a “Columbian Exchange,” and there was a Columbian exchange. In 1972 Alfred Crosby characterized the meeting of Europe and the Americas during the fifteenth to seventeenth centuries as an exchange that affected both regions. His “Columbian Exchange” was a transfer (interchange) of organisms. From Europe migrated not only conquerors with superior military technology but also such animals as horses, cattle, goats, and sheep; grain plants and sugar cane; and fateful diseases like smallpox, dysentery, and diphtheria. For its part the New World provided a host of sustaining crops that could be cultivated in Europe, such as potatoes, maize (corn), tomatoes, squashes, and varieties of beans; foods that appealed to European tastes, such as cacao (chocolate), avocados, and chilies; and other products that served a growing demand, such as tobacco, indigo, and cotton. Few New World animals of consequence migrated to Europe during this period, but possibly the venereal disease syphilis first reached Europe from the Americas. Before and since the publication of Crosby’s work, students of European expansion have not neglected his factors but have also pointed to the interregional migration of people and their cultures and metals (iron from Europe and silver and gold from the Americas).

The student must discuss the impact of the Columbian exchange on the population and economies of Europe. For example, this might include the effects of transferred food crops on diet and population growth in Europe, potatoes and corn as factors in the agricultural revolution, the economic effect of cane sugar and tobacco production on European economies (e.g., wealth produced by the New World plantation systems for Europe, the stimulation that agriculture gave to international commerce and later industrialization, the need for large-scale labor for sugar and tobacco plantations and thereby the triangular trading system and trans-Atlantic slavery), the establishment of a “mercantilist” system of trade, the export of grain, meat, leather and animal hides to Europe, or the spread of syphilis among many Europeans. The exchange can easily be linked to the establishment of colonial societies and the exploitation of the Americas. Mention of the impact on Europe of European emigration to the Americas is not a rare response.

Some crops transferred (transplanted) from the New World (Americas) to the Old World (Europe):

Potatoes (from the Andes regions; popular in sixteenth-century Europe initially among lower classes)

Maize (Indian corn)

Tomatoes (cultivated in Europe by mid-sixteenth century)

Squashes (includes pumpkins and gourds)

Beans (haricots and others)

Chiles

Agricultural products:

Avocados

Cacao (chocolate from Mexico)

Peanuts

Cotton (raw and finished textiles)—cotton was native to both Old and New World, but New World cotton varieties eventually became more important (well after 1700).

Tobacco

Indigo (dye)

Vanilla

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Question 4 Historical Background (continued)

Some crops transferred (transplanted) from the Old World to the New World:

Coffee (from Africa/Arabia; cultivated in the Americas but only after 1700)

Cane sugar (originally from Asia, later cultivated in Mediterranean; major plantation crop in Brazil in sixteenth century, then also in Caribbean; refined mostly in Europe, made into rum and molasses)

Wheat (to temperate zones of the Americas)

Some animal species transferred (transplanted) from the Old World to the New World:

Cows

Horses

Pigs

Sheep

Goats

Chickens

Organic commodities available from the New World following European colonization:

Furs and hides (beaver and others)

Leather (cow); sheep skins

Tallow (from cows, for candles)

Meat (beef mostly)

Fish (banks off Nova Scotia)

Cinchona bark (source of quinine)

Timber

Metals and minerals taken from New World:

Silver

Gold

Precious stones

Diseases from the Old World:

Smallpox

Measles

Diphtheria

Diseases from New World:

Syphilis—may have come from the New World

Write in the box the number of the question you are answering on this page as it is designated in the examination.

#4

4-A-1

With the discovery of the New World in 1492, a new era opened in European history, one that would be sharply characterized by what came to be called the Columbian exchange. This exchange of plants, animals, diseases and other products between the Europeans and the inhabitants of the New World led to changes in ^{the} European economy and altered trends in population. As a whole European countries benefitted from the exchange, gaining healthier foods, new natural resources, and wealth, although some repercussions were also evident.

The New World was home to a vast variety of new flora that was soon exported back to Europe for use in the Old World. One of the most obvious examples of this is the potato, 'discovered' by conquistador Hernán Cortes, a simple vegetable that revolutionized diet trends and agriculture in general when it arrived in Europe. Potatoes were sturdy, nutritional, and grew underground; they ~~of~~ became a dietary staple in many locales, including in Ireland, where their failure caused such tragedy in later

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years. Corn, a main ingredient in almost all Mayan dishes, was also sent back to Europe and incorporated into society there. The products of the cacao bean, more commonly known as chocolate, became a popular symbol of money in high-class Old World society; it was other, simpler foods, however, that had more of an affect, since the new foods allowed for better agriculture that in turn led to large increases in population.

This population growth was, ~~however~~, offset slightly by another facet of the Columbian exchange: that of disease. In this realm it was mostly the indigenous inhabitants of the New World who suffered, but the Europeans were also given their share of diseases. European sailors returning from the Americas brought back diseases such as syphilis, to which the unsuspecting European populations had no developed defense. The appearance of completely new viruses such as this, hitherto unknown of by Old World society and therefore obviously not easily treatable right away, did cause some outbreak problems for

the Europeans.

Another aspect of the Old World upon which the Columbian Exchange had significant impact was the economy. Plants and animals were sold but even more important was the arrival of a vast amount of new gold and other valuable metals. Spain in particular saw the effects of this, as tons of gold was sent home from the New World to make the Spanish Empire unequivocally the richest of the day. This influx of wealth and precious metals all over Europe would later lead to the gold standard, and the mistakes made by Spanish administrative officials when dealing with the Columbian Exchange as a whole laid groundwork for new ideas in economic theory. For the time, though, the Columbian Exchange boosted the European economy, providing all Old World countries with new trading partners, new products, and new sources of income.

Europe's economy and its population were both dramatically affected by the discovery of the New World and the

subsequent process of the Columbian Exchange. Plants, animals, diseases and money all flowed freely between the two realms, with new foods providing increased population, new wealth jump-starting the European economy, and new diseases providing the only true negative side to the exploration. The Americas were, indeed, a New World, ~~and~~ ^{yet} the effect they had upon the so-called 'old World' transformed it as well.

4B1

The Columbian exchange between the period of 1550 and 1700 had drastic effects on the population and economy of Europe, as well as those in the New World.

The exchange of plants was a major contributor to the changes that occurred in Europe. Plants like the coffee bean plant gave Europeans an alternative to tea, although tea stood firm against the coffee bean until the onset of the American Revolution. Also, luxuries like chocolate and sugarcane were delivered into the ~~new~~ Old World allowing for an unprecedented ability to augment taste. Sustenance foods such as the potato and corn served as major sources of food for Europeans. Tobacco was another plant critical in affecting the economy, but unlike the others,

~~was a major cash crop that stayed primarily in the New World to be grown, and was exported to be enjoyed by Europeans.~~

was a major cash crop that stayed primarily in the New World to be grown, and was exported to be enjoyed by Europeans.

Primarily, the effects of the animal exchange were felt by the New World, as horses, cattle, and a variety of other farm animals were brought ~~to the New World~~ by the Europeans on their

4B 2

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Write in the box the number of the question you are answering on this page as it is designated in the examination.

conquests and colonizing expeditions. But also, the bringing of animals ~~and~~ ~~those~~ allowed conquistadores to discover and exploit vast mineral riches of silver and gold, bring the age of mercantilism and the hoarding of resources by mercantile countries. Europe itself experienced a huge influx in the amount of silver and gold entering its nations, providing funding for various ~~governmental~~ governmental activities, including that of war.

The exchange of diseases between the New and Old World primarily affected those in the Old World, as their immune systems had no resistance to basic European diseases, and as a consequence, entire villages were wiped out. However, disease did play some part in affecting Europeans, primarily sexual in nature. As Europeans interacted with various American cultures, sexual relations were bound to occur. Europeans were infected with diseases such as syphilis which they carried back to Europe when they returned.

Conclusively, it can be said both the New and Old World cultures greatly influenced one another for better, or for worse.

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4

Colonization and exploration were prime concerns of Europe. Supported by a monarch, explorers would go explore to find new territory and goods for their country. Prince Henry the Navigator of Portugal sponsored such explorations as they would make Portugal a better country. Ferdinand and Isabella also supported exploration as a means of finding better trade routes and increased wealth. From 1500 to 1700, the Columbian exchange had both positive and negative affects on the population and economy of Europe.

The population of European countries often supported exploration, but was not prepared for the consequences.

First, the exchanges of disease between both the old and New World decimated the populations of Peru, Brazil, the Caribbean, and Africa. As well as in the ~~Old~~ ^{New} world, the ~~Old~~ world suffered too. Exploration transported the Bubonic Plague, or Black Death, from port to port, killing millions as a result. The people in the New World had no immunity to European diseases and were often killed as a result.

Secondly, the exchanges of culture proved positive for both the New and old world. Europeans delighted in the influx of spices, cloth, animals, plants, and tobacco into their ports.

Additionally, the New world enjoyed the weapons and modern tools which they received. Missionary work was a goal of exploration and Christianity spread to the New world like wildfire. Missions were established in Mexico, Peru,

and other colonies. Unfortunately, the people sometimes violently rejected Christianity and the European papacy found it difficult to control such distant areas. The population of Europe often supported exploration and cultural exchange but were often not prepared for the consequences.

Economically, the Columbia exchange proved beneficial to both Europeans and those in the new world. Europe required a new labor force in its economy and one was found in the New World. The Spanish began the asiento, or W. African slave trade, to support its growing economy. Other countries soon followed suit, establishing plantations ~~in~~ ⁱⁿ the New World and bringing slaves to the Old World. The slave trade in itself proved economically advantageous, but the goods they produced were also important. Slaves produced sugar, tobacco, and cotton which was then sent to Europe for sale. The Europeans were smart though and only allowed the colonies to buy goods from them, yet another economic advantage. In Spain, Ferdinand and Isabella benefitted directly from the Columbia exchange. They began the quinto, or $\frac{1}{5}$ of all profit they took for themselves. This money went towards them alone, not the state as a whole. The search for new trade routes brought new wealth to Europe. For example, as Columbus searched for India, he found ~~an~~ the island of Hispaniola, which had spices, plants, and

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cheap labor which Europe desired. Economically, both the New and Old World benefitted from the Columbia exchange, although the Old more so.

The Columbia exchange had both positive and negative affects on the population ~~and~~ and economy of Europe from 1550 to 1700. The population benefitted from an influx on cheap labor and goods, as well as missionary efforts to the New World.

AP[®] EUROPEAN HISTORY 2006 SCORING COMMENTARY

Question 4

Overview

This was an exercise in causation. The question initially called for specific knowledge of the Columbian exchange, most importantly the transfer to Europe of certain New World crops (especially potatoes and corn). Then, the question required linking the Columbian exchange and the population and economy of Europe in the period 1550–1700. The question suggested that there were significant effects to be cited, and the student was required to **analyze** the dimensions of this impact. The student was called upon to recognize both the direct effects, such as better diets for the Europeans and subsequent population increase, and the more extended effects, such as the agricultural revolution, emigration, and the establishment of plantation economies.

Sample: 4A Score: 9

The thesis provided here establishes very good causal links. This essay is strong on Columbian-exchange plants and diseases and their various effects. Additionally, the student provides good examples, including a complete and sophisticated discussion of the plants, animals, and diseases that were exchanged. The analysis describing how this process impacted societies on both sides of the Atlantic is excellent.

Sample: 4B Score: 7

This essay contains a solid discussion of plants and mentions disease. More information, however, is provided on the economic significance of the Columbian exchange than on its impact on the population. While plants, animals, and diseases are mentioned, the essay is lacking in details regarding the transformation that the Columbian exchange brought to European societies.

Sample: 4C Score: 3

This essay contains significant errors. There is an adequate discussion of effects, but the student provides little specificity regarding the Columbian exchange. This essay focuses primarily on the New World and includes very little discussion of the impact of the Columbian exchange on European society as called for by the question.