



◀ The first voyage of Columbus in 1492 resulted in dramatic changes throughout the Americas, Europe, and the world. [Illustration c. 1800s]

1400 to 1700

Age of Exploration and Trade

CHAPTER 10

ASKING ESSENTIAL QUESTIONS

How does technology change the way people live? • Why do civilizations rise and fall? • Why do people make economic choices?

What Will I Learn? I will learn about the Age of Exploration and the changes that occurred due to trade with the Americas and other areas of the Western Hemisphere.

Why Does This Matter to Me? The Age of Exploration marked the first steps in globalization that connected different peoples from around the world, laying the foundations for interdependence and cultural fusion that has shaped the world as we know it.

How Will I Know That I Learned It? I will be able to explain the significant events and impacts of the Age of Exploration and trade during this time period.

LESSON 1

The Age of Exploration

LESSON 2

Spain's Conquests in the Americas

LESSON 3

Exploration and Worldwide Trade



Go to the Foldables® library in the back of your book to make a Foldable® that will help you take notes while reading this chapter.

Using Your Inquiry Journal As you read this chapter and examine the primary sources, use your Inquiry Journal to help you make notes and expand your list of questions. As you gather information, think about how you will answer the Essential Questions above.

PLACE & TIME Age of Exploration and Trade 1400 to 1700

EUROPEAN EXPLORATION OF THE WORLD

In order to have direct access to Asia, Europeans wanted to find a water route that would bypass the Middle East. Using the new technology of the time, they searched for a southern route around Africa. In time, Europeans sailed across the Atlantic Ocean and encountered the Americas.

STEP INTO THE PLACE



GEOGRAPHIC REASONING

While searching for a new trade route to East Asia, Europeans came upon other parts of the world.

- 1. SPATIAL THINKING** In which directions did Europeans explore?
- 2. PATTERNS AND MOVEMENT** How did the search for a new trade route to Asia affect the exploration of the Americas?

STEP INTO THE TIME

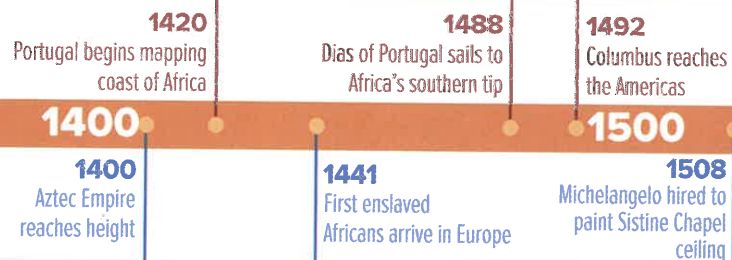
CHRONOLOGICAL THINKING

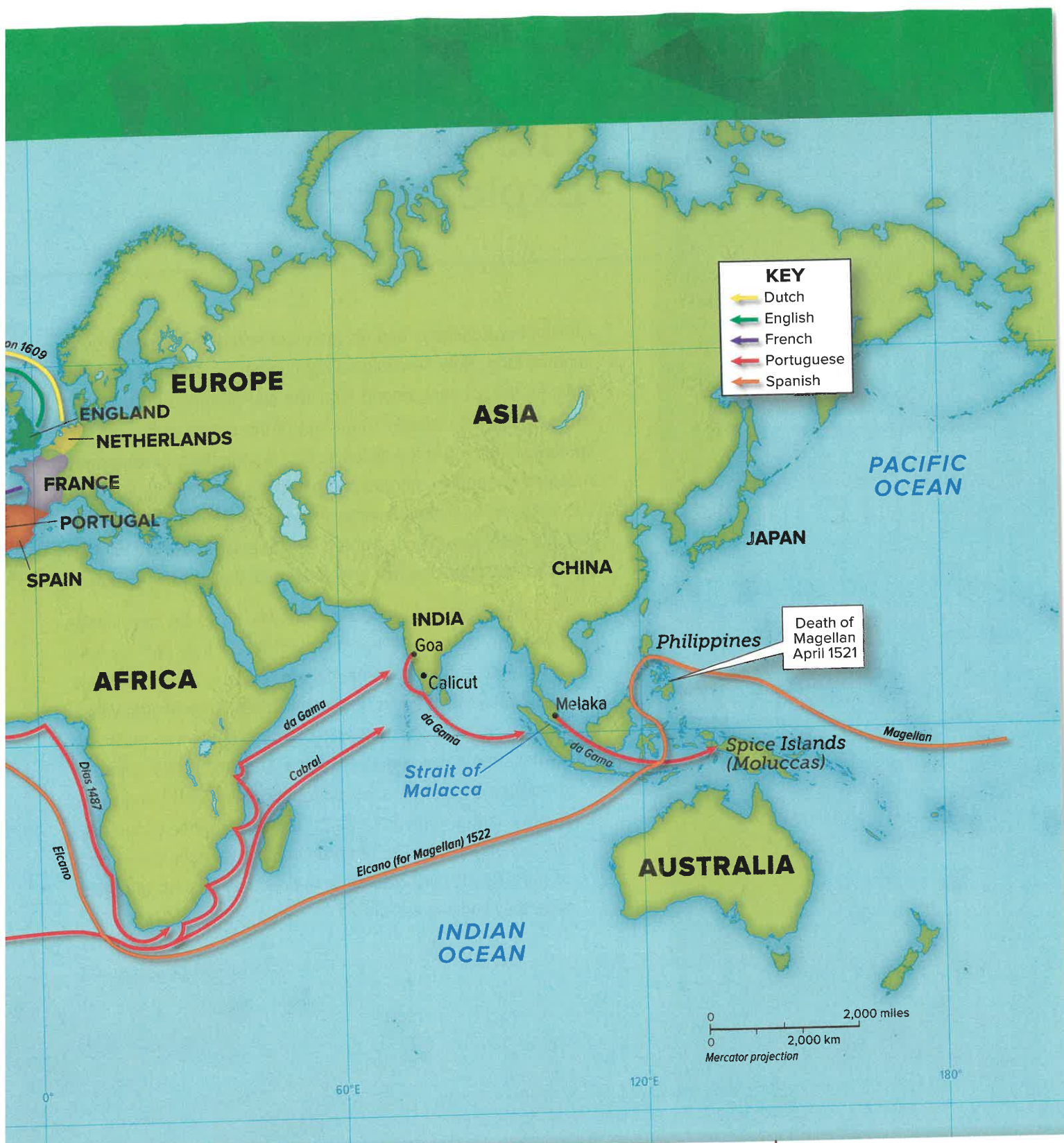
Choose two related events from the time line. Write a paragraph that explains the gap in time between the related events.



AGE OF EXPLORATION AND TRADE

THE WORLD





KEY

- Dutch
- English
- French
- Portuguese
- Spanish

Death of Magellan
April 1521

0 2,000 miles
0 2,000 km
Mercator projection

<p>1518 First enslaved Africans brought to Americas</p>	<p>1520 Magellan's expedition sails around the world</p>	<p>1533 Pizarro conquers the Inca</p>	<p>1619 Dutch begin Asian spice trade</p>	<p>1673 Marquette and Joliet reach Mississippi River</p>
1600				
<p>1517 Luther writes Ninety-Five Theses</p>	<p>1588 England defeats Spanish Armada</p>			
		<p>1648 Thirty Years' War ends</p>	1700	

ESSENTIAL QUESTION

- How does technology change the way people live?

THE STORY BEGINS...

Christopher Columbus kept detailed journals of his journey to the Western Hemisphere, giving historians an important glimpse into his travels. [Image originally published in 1893]

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LESSON 1

The Age of Exploration

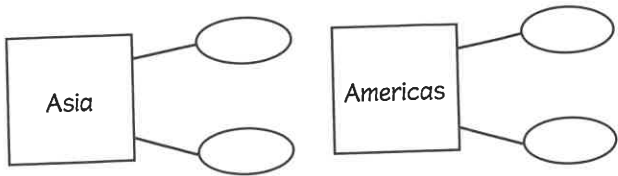
Christopher Columbus and his men had sailed for weeks without spotting land. Now he could hardly contain his excitement as he scanned the scenery around him. The sun glistened off the blue water dotted with islands. Then, out of the corner of his eye, he spotted something in the distance. Was it something or someone? A boatful of people emerged and paddled up to Columbus's ship. The strangers boarded the large ship, just as curious as Columbus and his men were, and greeted the Spaniards. In his journal, Columbus describes his first encounter with these native people:

“I knew that they were a people who could be more easily freed and converted [changed over] to our holy faith by love than by force, gave to some of them red caps, and glass beads to put round their necks, and many other things of little value, which gave them great pleasure, and made them so much our friends, that it was a marvel to see. They afterwards came to the ship's boats where we were, swimming and bringing us parrots, cotton threads in [balls] and many other things; and we exchanged them for other things that we gave them, such as glass beads and small bells. In fine, they took all, and gave what they had in good will.”

—Christopher Columbus, 1492



PHOTO: Library of Congress, Prints and Photographs Division (LC-USZC2-1687). TEXT: Markham, Clements R., tr., 1893. The Journal of Christopher Columbus (During His First Voyage, 1492-93) and Documents Relating to the Voyages of John Cabot and Gaspar Corte Real. London: The Hakluyt Society.



ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the Europeans who explored Asia and the Americas. Record your answers on a chart like this one. Once completed, describe the outcome of each explorer's expedition.

EUROPE GETS READY TO EXPLORE

GUIDING QUESTION *Why did Europeans begin to explore the world?*

In the 1400s and 1500s, Europeans gradually gained control of the Americas and parts of Asia. Many events came together to create the right time for **overseas** exploration during the remainder of the Early Modern Period.

SEARCH FOR TRADE ROUTES

During the Middle Ages, Europeans began to buy silks, spices, and other luxury goods from Asia. Spices such as pepper, cinnamon, and nutmeg were in great demand. Europeans used spices to preserve and flavor food, and for perfumes, cosmetics, and medicine during the remainder of the Early Modern Period.

A network of merchants controlled trade from Asia to Europe. Chinese and Indian traders sent spices by caravan over the Silk Road and other routes to the eastern Mediterranean region. From there, Arab and Byzantine traders shipped the spices to Europe. The Arabs earned huge profits selling luxury goods to Italian merchants. The Italians then sold the products to other Europeans.

Political changes, most notably, the destruction of the Byzantine Empire, eventually disrupted this trading network. However, merchants knew that if they could get goods directly and cheaply, they could make more profits. Also, if Europeans could reach Asia by sea, then they would not have to travel overland through the Middle East.

TECHNOLOGY AND EXPLORATION

By the 1400s, a number of technological inventions became available to European explorers. These inventions helped them navigate vast oceans. Europeans learned about the astrolabe (AS•truh•layb) and the compass from the Arabs. The astrolabe was an ancient Greek instrument that was used to find latitude. Sailors used the compass to help determine the direction in which they were sailing.

MAKING CONNECTIONS

EXPLORING THE WORLD

Europeans made dangerous voyages overseas for many reasons. When Ottoman invaders captured Constantinople and ended the Byzantine Empire, they took control of the region, including the major trade routes between Europe and Asia. Trade was halted along the Bosphorus and Silk Road routes. Europeans began to look for ways to reach Asia by sea. In addition, merchants and government officials hoped to find new areas of trade where they could earn greater profits. Political rivalry also motivated countries to seek new lands and establish colonies that spread their laws, religions, and cultures. Explorers often believed that their missions served two purposes: to grow rich and to serve God by spreading their religion. This was especially evident in the Americas where the Spanish forced Native Americans to convert to Christianity.

European mapmakers also improved their skills. During the late Middle Ages, most educated Europeans were aware that the Earth was round. The only maps that were available, however, were of Europe and the Mediterranean region. That changed during the Renaissance when people began to study ancient maps and books.

Europeans rediscovered the work of Ptolemy (TAH•luh•mee), a Greek geographer. Ptolemy had drawn maps of the world for his book, *Geography*. He recorded the latitude and longitude of over 8,000 locations. With the invention of the printing press, accurate maps became readily available to sailors and explorers.

European mapmakers also learned about the Indian Ocean by studying the works of the Arab geographer al-Idrisi (ehl-ah•DREE•see). Many Europeans concluded that sailing around Africa was the best way to get to Asia. In addition, shipbuilders improved ships by using triangular sails developed by Arab traders. With these sails and other improvements, ships could now go in nearly every direction no matter where the wind blew.

MAKING CONNECTIONS

PRINCE HENRY THE NAVIGATOR

Prince Henry's funding of exploration led to advances in geography, mapmaking, and navigation instruments such as the compass and astrolabe. During the 1400s, the Portuguese invented the caravel, a small, fast ship that allowed sailors to travel into the wind. Advances during Prince Henry's time made later technology possible, such as the first practical marine chronometer. It was invented in the 1700s by John Harrison to determine longitude at sea.

RISE OF STRONG KINGDOMS

Even with new sailing skills and tools, exploration was expensive and dangerous. But by the 1400s, the rise of towns and trade had strengthened Europe's governments. By the end of the 1400s, four strong kingdoms had emerged in Europe: Portugal, Spain, France, and England. All of these kingdoms had ports on the Atlantic Ocean—and all were eager to find a sea route to Asia.

✓ CHECKING FOR UNDERSTANDING

1. **IDENTIFYING CAUSES** Why did merchants want to find a sea route to Asia?
2. **EXPLAINING EFFECTS** How did new technology make it possible for Europeans to make long ocean voyages?

EARLY VOYAGES OF DISCOVERY

GUIDING QUESTION *Which leaders were responsible for European exploration of the world?*

During the early 1400s, England and France were still at war with each other, and Spain was still fighting the Muslims. This let Portugal take the lead in exploring new trade routes to Asia.

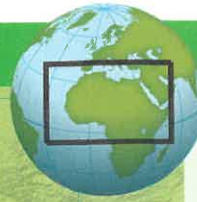
PORTUGAL LEADS THE WAY

Prince Henry of Portugal became known as “Henry the Navigator,” even though he had never made an ocean voyage. Eager for Portugal to explore the world, he paid for many voyages of exploration. About 1420, Henry's adventurers sailed along Africa's

ANALYZING KEY IDEAS AND DETAILS

1. **DETERMINING CENTRAL IDEAS** What is the central idea of the section?
2. **SUMMARIZING** What is the main topic in each part of the section?

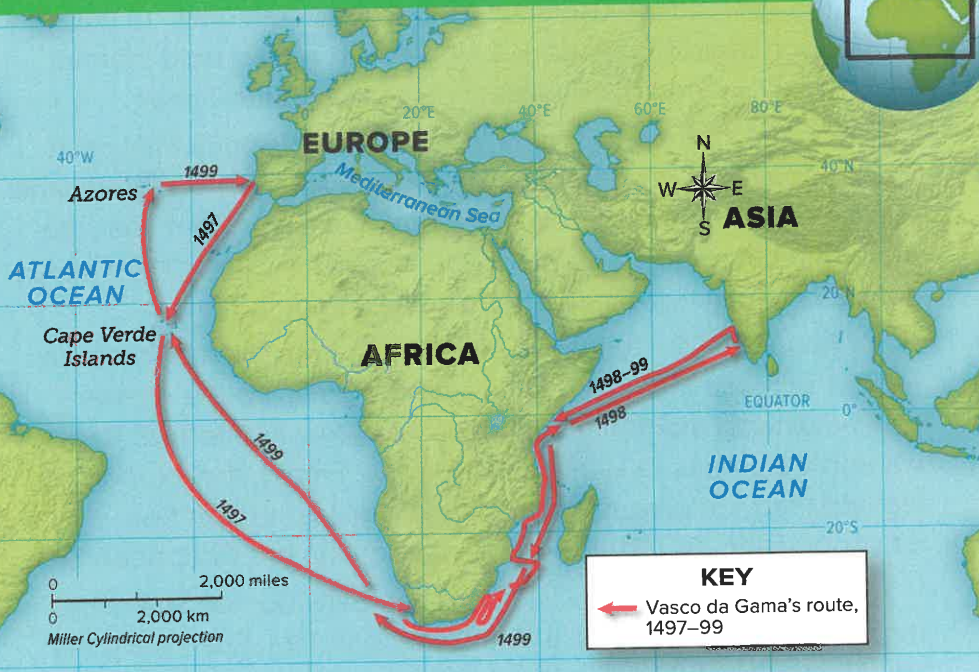
PORTUGAL AND DA GAMA 1497–1499



GEOGRAPHIC REASONING

Vasco da Gama followed the coastline of Africa to reach India.

- 1. SPATIAL THINKING** What is the southernmost point that da Gama reached?
- 2. PATTERNS AND MOVEMENT** Why would sailors take a longer route along the coastline instead of the shortest distance between two points?



west coast, mapping its features. They **obtained** gold from trade with African kingdoms. The explorers also traveled west into the Atlantic Ocean, where they seized the Azores (AY-zawrz), Madeira (muh-DIHR-uh), and Cape Verde (VUHRD) islands.

In 1488, the Portuguese explorer Bartolomeu Dias (bahr-tuh-luh-MEH-uh DEE-ahsh) sailed to the southern tip of Africa. Nine years later, Vasco da Gama (VAHS-koh dah GAM-uh) rounded the tip of Africa and landed on India's southwest coast. Europeans had at last found a water route to Asia.

Explorer Vasco da Gama describes one of many encounters he and his men had while sailing and trading around the world:

“On the following day (November 10) fourteen or fifteen natives came to where our ship lay. The captain-major landed and showed them a variety of merchandise, with the view of finding out whether such things were to be found in their country. This merchandise included cinnamon, cloves, seed-pearls, gold, and many other things, but it was evident that they had no knowledge whatever of such articles, and they were consequently given round bells and tin rings. This happened on Friday, and the like took place on Saturday. On Sunday (November 12) about forty or fifty natives made their appearance, and having dined, we landed, and in exchange for veitils [food] with which we came provided, we obtained shells, which they wore as ornaments in their ears, and which looked as if they had been plated [coated with metal], and foptails attached to a handle, with which they fanned their faces.”

—from the log of Vasco da Gama, 1497

ANALYZING PRIMARY SOURCES

- 1. CITING TEXT EVIDENCE** Why did Vasco da Gama and his men show various wares and merchandise to the native peoples they met?
- 2. ANALYZING INTERACTIONS** In his log, Vasco da Gama mentions that on the second day of his arrival, many more native peoples came to see the explorers than on the first day. What does this reveal about the people that Vasco da Gama encountered?



Amerigo Vespucci, explorer of the Americas, is believed to have influenced the naming of these lands. [Portrait c. 1800s]

Columbus's flagship, the Santa María, was larger and slower than the other two ships on the voyage.

INTEGRATING VISUAL INFORMATION What do the details of the ship reveal about the types of skills that sailors at this time would need?

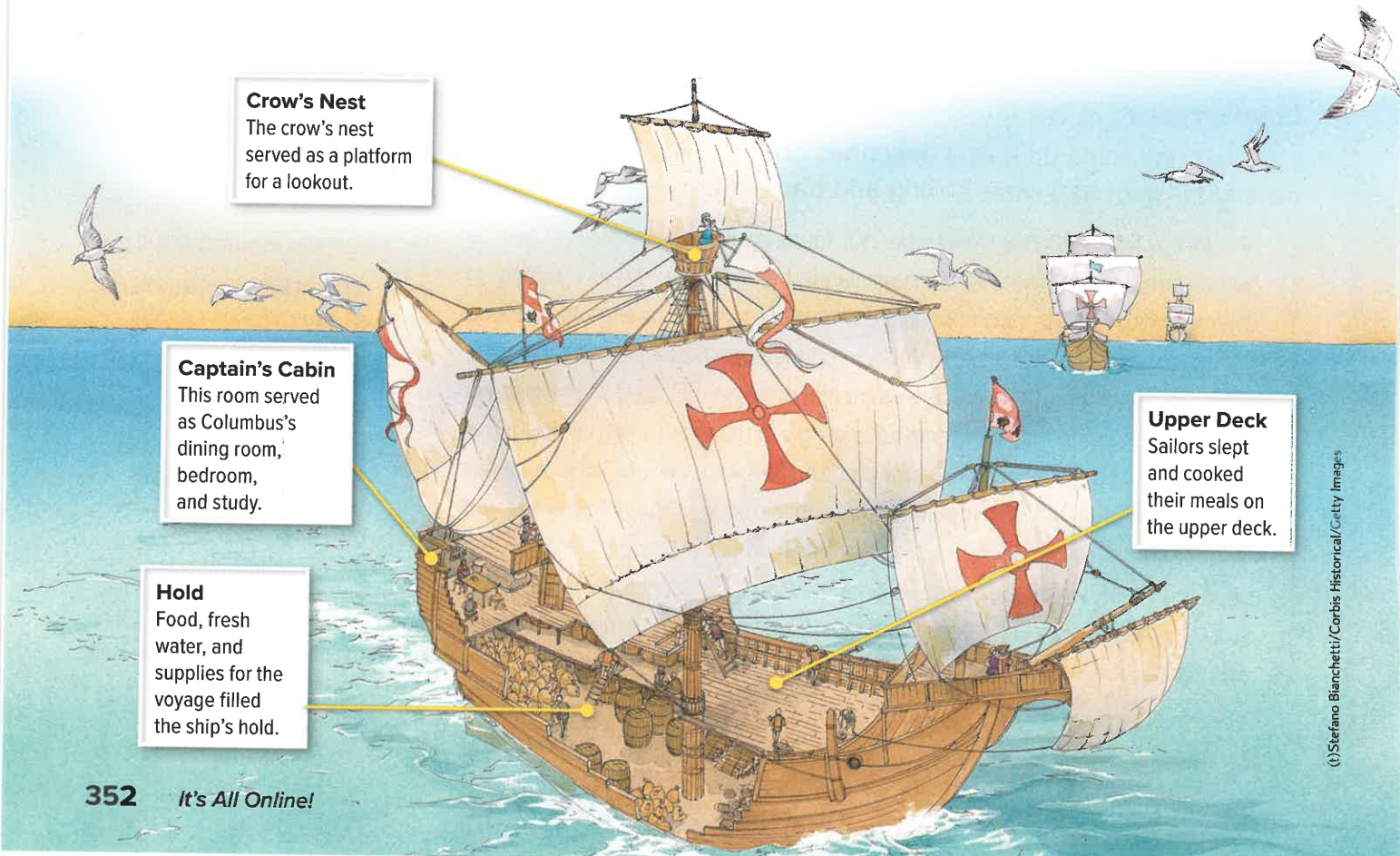
THE FIRST VOYAGE OF COLUMBUS

While the Portuguese explored Africa's western coast, an Italian navigator named Christopher Columbus formed a bold plan to reach Asia. He would sail west across the Atlantic Ocean.

For years, Columbus had tried to convince various European rulers to pay for a voyage of exploration. Finally, in 1492, Ferdinand and Isabella of Spain agreed to support him. Earlier that year, the Spanish monarchs had defeated the Muslims in Spain. They were now able to pay for voyages seeking new trade routes.

In August 1492, Columbus sailed west from Spain with three ships: the Santa María, the Niña, and the Pinta. As the weeks passed without sight of land, the sailors grew frightened. They wanted Columbus to sail back to Europe. Finally, the expedition sighted land. Columbus and his crew went ashore on San Salvador (sahn SAHL•vuh•dawr), an island in the Caribbean Sea.

Columbus claimed the island of San Salvador for Spain. He then traveled farther west in the Caribbean Sea. Eventually, his ships reached and explored the islands of Cuba and Hispaniola (hihs•puh•NYOH•luh). Today, the countries of Haiti and the Dominican Republic are located on the island of Hispaniola. Columbus began trading with the Taino (TEYE•noh) people. The Taino were the island's Native American people. Columbus returned to Spain with colorful parrots, some gold and spices, and several Taino people as proof of his discovery.



Crow's Nest
The crow's nest served as a platform for a lookout.

Captain's Cabin
This room served as Columbus's dining room, bedroom, and study.

Hold
Food, fresh water, and supplies for the voyage filled the ship's hold.

Upper Deck
Sailors slept and cooked their meals on the upper deck.

Columbus, however, believed that he had been exploring the coast of Asia. He never realized that he had actually arrived in the Americas. It was not until 1502 that another Italian explorer, Amerigo Vespucci (ahm•uh•REE•goh veh•SPOO•chee), became convinced that Columbus had discovered a “new world.” In 1507, early mapmakers labeled what is now the South American continent with the name *America*. Later, the name was applied to North America, as well.

SPANISH CONQUERORS

Columbus’s success pleased the Spanish monarchs. Eager investors urgently, or quickly, organized a second return voyage. Columbus set out again in 1493. On this voyage, he took soldiers with him to conquer the people of these new lands. In November, the Spanish landed on Hispaniola.

For the first time, the Taino saw the **conquistadors** (kahn•KEES•tuh•dawrz), the soldier-explorers that Spain sent to the Americas. The Taino became frightened by what they witnessed. Men in armor rode on powerful horses, with snarling dogs running alongside them. In a display of might, the soldiers fired guns that shot out flames and lead balls. The conquistadors claimed Hispaniola for Spain, and then they enslaved the Taino.

In 1494, Spain and Portugal signed the Treaty of Tordesillas (tawr•day•SEE•yahs). This agreement divided South America between Spain and Portugal.

VOYAGE OF MAGELLAN

During the 1500s, Spain continued to explore the Americas, but it was still interested in finding a western route to Asia. In 1518, Spain hired Ferdinand Magellan (muh•JEH•luhn) for an exploration voyage. Sailing west from Spain, Magellan’s **primary** goal was to sail around the Americas and then on to Asia.

Magellan traveled along South America’s eastern coast, searching for a route to Asia. Near the southern tip of the continent, he reached a narrow water passage that is now called the Strait of Magellan. After passing through the stormy strait, the expedition entered a vast sea. It was so peaceful that Magellan named the sea the Pacific Ocean.

Magellan then sailed west. Water and food ran out, and the crew had to eat leather, sawdust, and rats. Some sailors died. Finally, after four months at sea, the expedition reached the present-day Philippines. There, Magellan was killed in a battle between local groups. The remaining crew members continued west across the Indian Ocean, around Africa, and back to Spain.

DETERMINING MEANING

What context clues in the paragraph help you determine the meaning of **conquistador**?

CITIZENSHIP

CIVIC AND POLITICAL INSTITUTIONS

Christopher Columbus landed in the Americas on October 12, 1492. Four hundred years later, in 1892, President Benjamin Harrison issued a proclamation encouraging citizens of the United States to recognize the anniversary of Columbus’s arrival in the Americas. President Franklin D. Roosevelt recognized Columbus Day as a national holiday in 1934. Just 37 years later, Columbus Day became a federal holiday, and its official observance was moved to the second Monday of October.



Magellan, sailing for Spain, did not live to complete his voyage around the world. [Based on a portrait c. 1800s]

INTEGRATING VISUAL INFORMATION What challenges did Magellan's crew face while at sea?

They became the first known people to **circumnavigate** (suh•kuhm•NAV•uh•GAYT), or sail around, the world.

EARLY FRENCH AND ENGLISH EXPLORERS

The Portuguese successes led England and France to begin their own overseas exploration. In 1497, Englishman John Cabot (KA•buht) explored the North American coasts of Newfoundland and Nova Scotia. He was unsuccessful in finding a waterway to Asia.

In 1524, France sent Giovanni da Verrazano (joh•VAH•nee dah ver•uh•ZAH•noh) to find a northern route to Asia. Verrazano explored and mapped much of the eastern coast of North America, but he did not find a route to Asia. In 1534, the French navigator Jacques Cartier (ZHAKH kahr•TYAY) sailed inland along the St. Lawrence River to present-day Montreal. Cartier claimed much of eastern Canada for France.

After these early expeditions, France and England had to focus their attention on religious conflicts and civil wars in their own countries. By the early 1600s, these countries renewed their overseas explorations. This time, the French and English began to establish their own settlements in the Americas. Most of Spain's and Portugal's territories were in South America, Mexico, and the Caribbean, so France and England began to establish colonies in North America.

✓ CHECKING FOR UNDERSTANDING

1. **SUMMARIZING** Why was it important for the explorers of the Americas to use information they learned from earlier explorers?
2. **IDENTIFYING CAUSES** Why did France and England focus their exploration on North America?

LESSON 1 REVIEW AND ACTIVITIES

Time and Place

1. **IDENTIFYING CAUSES** What prevented Europeans from exploring the world sooner, during the Middle Ages?

Building History-Social Science Analysis Skills

2. **SUMMARIZING** How might sailors *circumnavigate* an island?
3. **EXPLAINING CAUSE AND EFFECT** Why did Portugal begin exploring before France, England, or Spain did?
4. **DETERMINING CONTEXT** How did Columbus's second voyage differ from his first voyage?

Writing About History

5. **NARRATIVE WRITING** The crew of Magellan's voyage became the first people to sail all the way around the world. You are a crew member. Write a diary entry expressing your feelings after sailing around the world.

Collaborating

6. **PRESENTING** With a partner, select one of the explorers discussed in the chapter. Create a short digital presentation to share with your classmates that includes at least five key facts about your explorer.

FOLDABLES Study Organizer Include this lesson's information in your Foldable®.

ESSENTIAL QUESTION

• *Why do civilizations rise and fall?*

THE STORY BEGINS...

LESSON 2

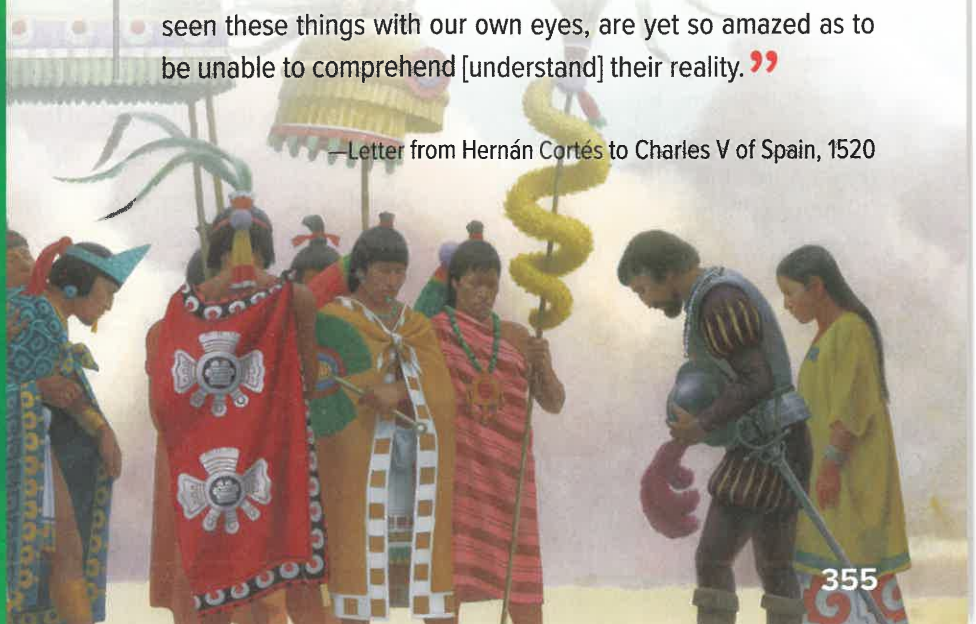
Spain's Conquests in the Americas

From the highest peak in the city, his gaze settled upon the gleaming Aztec capital of Tenochtitlán. The city was impressive, unlike anything Hernán Cortés had ever seen. Massive stone buildings and temples stretched toward the sky. The people below him looked like tiny ants moving along the carefully planned roads. Soon, this great city and all of its riches would belong to him and his men. Cortés returned to writing his letter to the king of Spain, describing in detail everything he saw:

“IN ORDER, most potent [powerful] Sire, to convey [communicate] to your Majesty a just conception [idea] of the great extent of this noble city of Temixtitlan, and of the many rare and wonderful objects it contains; of the government and dominions [lands] of Moctezuma, the sovereign [ruler]: of the religious rights and customs that prevail [are widespread], and the order that exists in this as well as the other cities appertaining [related] to his realm: it would require the labor of many accomplished writers, and much time for the completion of the task. I shall not be able to relate an hundredth part of what could be told respecting these matters; but I will endeavor [try] to describe, in the best manner in my power, what I have myself seen; and imperfectly as I may succeed in the attempt, I am fully aware that the account will appear so wonderful as to be deemed scarcely worthy of credit; since even we who have seen these things with our own eyes, are yet so amazed as to be unable to comprehend [understand] their reality.”

—Letter from Hernán Cortés to Charles V of Spain, 1520

Hernán Cortés and his fellow conquistadors arrived in Mexico in 1519 in search of riches and glory. [Date of painting unknown]



Hernán Cortés	Francisco Pizarro

ANALYZING KEY IDEAS AND DETAILS

Read the lesson closely and describe the methods used by Hernán Cortés and Francisco Pizarro to conquer the people of Central and South America. Record your answers on a chart like this one. Then, determine a motivation behind the conquest of these Native American peoples.

ANALYZING KEY IDEAS AND DETAILS

- ANALYZING POINT OF VIEW** Why does the historian present the information about Spanish conquistadors before the section about Cortés's conquest of the Aztec?
- ANALYZING TEXT PRESENTATION** Why did the author separate the information about the arrival of Cortés in Mexico from the information about his conquest of the Aztec?

BIOGRAPHY



HERNÁN CORTÉS

(1485–1547)

After conquering Mexico, Hernán Cortés left in 1524 to explore Honduras. His two-year absence led to chaos in Mexico and ruined his reputation in Spain. He died in 1540, in debt and haunted by scandals.

[Painting c. 1500s]

MAKE INFERENCES Why did Cortés continue to explore after he had conquered a great nation?

THE SPANISH CONQUER MEXICO

GUIDING QUESTION *How did Spain conquer Mexico?*

The voyages of Christopher Columbus inspired many poor Spanish nobles, including 19-year-old Hernán Cortés (ehr•NAHN kawr•TEHZ), to become conquistadors. Their goal was to travel to the Americas to seek wealth. In 1504, Cortés sailed to Hispaniola. Later, he took part in Spain's invasion of Cuba.

CORTÉS ARRIVES IN MEXICO

While Cortés was in Cuba, he heard stories of Mexico's riches and the powerful Aztec Empire. In 1519, Cortés traveled to Mexico in search of gold and glory. He arrived near present-day Veracruz (vehr•uh•KROOZ) with about 508 soldiers, 100 sailors, 16 horses, and 14 cannons. How could such a small army expect to defeat the mighty Aztec?

Cortés used his army's guns and horses to frighten Native Americans. In a display of power, he forced thousands of them to surrender. Cortés also **relied** on a Maya woman named Malintzin (mah•LIHNT•suhn) for information about the Aztec. Malintzin spoke with Cortés through a Spanish translator who knew Mayan. She told Cortés that many people in her land resented the Aztec rulers. One reason for their anger was the Aztec practice of human sacrifices. Most often to please their Gods, the Aztec killed people whom they had captured in war. Malintzin believed that people who were conquered by the Aztec would help Cortés. Malintzin helped Cortés find **allies** (AL•leyez), including the Tlaxcalans and other groups willing to battle the Aztec.

Finally, another factor that helped Cortés defeat the Aztec was an invisible ally—germs that carried diseases such as the measles and **smallpox**. These diseases would eventually kill more Aztec people than Spanish weapons would.

CORTÉS DEFEATS THE AZTEC

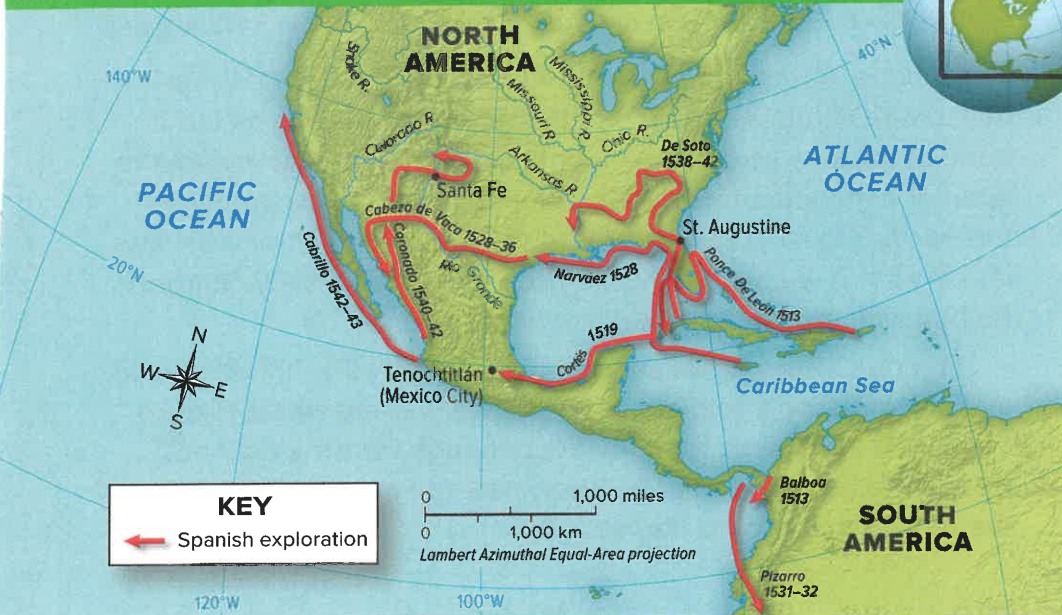
The Spanish traveled hundreds of miles inland to reach Tenochtitlán (TAY•NAWCH•teet•LAHN), the Aztec capital.

SPANISH EXPLORATIONS 1500–1600



GEOGRAPHIC REASONING

- 1. SPATIAL THINKING** What is the northernmost point the Spanish explorers reached?
- 2. PATTERNS AND MOVEMENT** What part of the world was affected by the Spanish conquests the most?



Messengers reported their every move to the Aztec ruler, Montezuma II (MAHN•tuh•ZOO•muh). The Aztec believed in a light-skinned God named Quetzalcoatl (KWEHT•zuhl•kuh•WAH•tuhl). According to Aztec legend, this God, who opposed the practice of human sacrifice, had sailed away long ago but had promised to return someday to reclaim his land.

Montezuma was afraid Cortés was this God returning home. He was afraid to attack the Spanish right away. As Cortés marched closer, Montezuma changed his mind and decided to ambush the Spanish troops. Cortés, however, had already learned about the planned **ambush**.

In November 1519, Cortés took control of the Aztec capital. To prevent an Aztec uprising, Cortés took Montezuma **hostage** (HAHS•tihj), or prisoner. He then ordered the Aztec to stop sacrificing people. Cortés's orders angered the Aztec, who planned a rebellion. Fighting broke out, and the Spanish killed thousands of Aztec. However, there were far more Aztec, and Cortés had to fight his way out of the city. The Spanish took refuge in the nearby hills.

While Cortés prepared a second attack, smallpox broke out in Tenochtitlán. Many Aztec died of the disease, and the remaining Aztec could not fight off the Spanish and their allies. In June 1521, the Spanish destroyed the Aztec capital.

✓ CHECKING FOR UNDERSTANDING

- 1. IDENTIFYING CAUSES** Why did poor Spanish nobles such as Hernán Cortés want to become conquistadors?
- 2. DETERMINING CONTEXT** Why did the Aztec allow Cortés to remain in their lands?

DETERMINING MEANING

What context clues in the paragraph help you determine the meaning of **hostage**?

Montezuma II was the ninth Aztec emperor to rule the region of present-day Mexico. [Painting c. 1500s–1600s]





HERNANDO DE SOTO

(C. 1496–1542)

As the chief lieutenant for Francisco Pizarro, Hernando de Soto conquered Peru and captured the Inca capital of Cuzco. He returned to his home country of Spain a wealthy man. However, he grew restless, and in April 1538 he left to explore southern North America in search of treasure. De Soto and his men traveled through Florida, Georgia, the Carolinas, and Tennessee. They found valuable pearls, but no gold. In 1541 the Spaniards saw the Mississippi River for the first time. De Soto was buried in it after he died in May 1542.

ANALYZING PRIMARY SOURCES

- 1. DETERMINING CENTRAL IDEAS** What does the excerpt reveal about Inca society?
- 2. DETERMINING MEANING** What does the author mean when he says, “for they intended it to be understood that there must not be any one so rich that, on account of his riches, he could affront [offend] the poor?”

SPAIN CONQUERS PERU

GUIDING QUESTION *How did Spanish conquistadors conquer the Inca?*

Like Cortés, Vasco Núñez de Balboa (VAHS•koh NOON•yays day bal•BOH•uh) also sailed to the Americas. In 1513, he led a band of soldiers across the mountains of present-day Panama to look for a golden empire. Balboa found a sea, known today as the Pacific Ocean, but he never found the golden empire he was looking for. A jealous Spanish official in Panama falsely charged Balboa with treason and had him beheaded.

Francisco Pizarro (fruhn•SIHS•koh puh•ZAHR•oh) had served as one of Balboa’s soldiers. After Balboa was executed, Pizarro continued the search for gold. Even though Pizarro could not even write his own name, he knew how to fight. He longed to find the empire that Balboa had sought.

PIZARRO MEETS THE INCA

The Inca ruled the empire that Balboa and Pizarro wanted to conquer. Pedro de Cieza de León, a conquistador, describes the complex and rich society that the Spanish had found in Peru:

“As this empire was of such vast [large] extent . . . in each province there were a great number of storehouses for provisions [supplies] and other necessities. . . and if, by chance, there came a year of great sterility [poor or few crops], the storehouses were, in like manner, ordered to be opened, and the necessary provisions were given out to the suffering provinces. But as soon as a year of plenty came, the deficiencies [losses] so caused were made up . . . It was not permitted that any should be idle [lazy], or should profit by the labour of others, all being commanded to work. Each lord, on certain days, went to his farm, took the plough in his hand and made a furrow, besides working at other things. Even the Incas themselves did so, to give a good example to others; for they intended it to be understood that there must not be any one so rich that, on account of his riches, he could affront [offend] the poor; and by this system, there was no one in the whole land, being in good health, who did not work. The infirm [sick] were fed and clothed from the storehouses.”

—from *The Second Part of the Chronicle of Peru*, 1540

By the 1530s, the powerful Inca Empire had become **considerably** weaker. Despite their weaknesses, the Inca did not fear Pizarro and his troops. Pizarro had only 168 soldiers, one cannon, and 27 horses compared to the Inca army’s 30,000 warriors. Still, Pizarro and his small army moved to attack the Inca homeland. In late 1532, Pizarro decided on a bold plan.

THE INCA FALL

Spanish messengers invited the Inca ruler Atahualpa (ah•tuh•WAHL•puh) to meet with Pizarro. Atahualpa agreed and came to the meeting with just 4,000 unarmed bodyguards. At their meeting, Pizarro demanded that Atahualpa give up his Gods. The emperor laughed at this, and Pizarro ordered an attack. The Spanish fired into the unarmed Inca crowd. Pizarro dragged Atahualpa from the battlefield.



Pizarro betrayed Atahualpa. He set his soldiers to attack the Inca bodyguards. [Print c. 1800s]

INTEGRATING VISUAL

INFORMATION How did Pizarro manage to defeat the Inca?

Atahualpa tried to buy his freedom. He offered Pizarro an entire room full of gold and silver. Pizarro immediately accepted Atahualpa's offer. Atahualpa had his people bring Pizarro the precious metals. Pizarro, however, did not set Atahualpa free. Instead, he charged the emperor with plotting a rebellion, worshipping false Gods, and other crimes. In 1533, a military court found the emperor guilty and sentenced him to death.

The Spanish king rewarded Pizarro by making him governor of Peru. Pizarro chose a new emperor for the Inca, who had to follow Pizarro's orders. Still, the Spanish could not gain complete control of the Inca Empire. Even after Pizarro died in 1541, the Spanish were still fighting Inca rebels. Nonetheless, the conquest of Peru opened most of South America to Spanish rule. Spain would create the world's first **global** empire.

✓ CHECKING FOR UNDERSTANDING

1. **DRAWING CONCLUSIONS** How successful were the efforts of Atahualpa to free himself from Pizarro?
2. **SUMMARIZING** How did the king of Spain reward Pizarro's efforts?

LESSON 2 REVIEW AND ACTIVITIES

Time and Place

1. **IDENTIFYING CAUSES** What factors helped Cortés defeat the Aztec?

Building History-Social Science Analysis Skills

2. **EXPLAINING CAUSE AND EFFECT** How did Pizarro's act of taking Atahualpa hostage force the Inca to do what Pizarro wanted?
3. **DETERMINING CONTEXT** Why might Núñez de Balboa have believed that his expedition in Panama was a failure?
4. **CONTRASTING** How were the methods used by Cortés and Pizarro to conquer Native Americans different?

Writing About History

5. **INFORMATIVE WRITING** Why do you think the Spanish conquered the Aztec and the Inca instead of trading with them for gold and other resources? Write a paragraph that explains your reasons.

Collaborating

6. **PRESENTING** Take the viewpoint that you and a partner are Aztec or Inca people meeting the Spanish for the first time. Discuss types of interactions you might have with the Spanish and your impressions. Together, write a brief narrative about your thoughts and experience. Do you trust the Spanish? Why or why not? Share your narratives in small groups.



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ESSENTIAL QUESTION

- *Why do people make economic choices?*

THE STORY BEGINS...

Captain John Smith helped make the Virginia Colony successful, despite the difficult winter the first settlers faced. [Statue created c. early 1900s]

LESSON 3

Exploration and Worldwide Trade

The first year in the Virginia colony of Jamestown had been a hard one. Many of the settlers died, while others clung to life. Disease and starvation had taken their toll. The colonists had not done the work that would have helped them survive long term, such as digging freshwater wells or building food supplies. Captain John Smith took charge. He knew that for the colony to be successful, everyone needed to work together. Each settler would have to do his or her fair share of the work. Smith laid out new rules for his fellow English settlers to make sure the colony would survive and grow:

“Countrymen, the long experience of our late miseries [sufferings], I hope is sufficient [enough] to persuade every one to a present correction of himself [improve themselves] . . . you must obey this now for a Law, that he that will not work shall not eat (except by sickness he be disabled) for the labors of thirty or forty honest and industrious men shall not be consumed to maintain an hundred and fifty idle loiterers [inactive people]. . . there are now no more Councilors to protect you, nor curb [limit] my endeavors [efforts]. Therefore he that offends, let him assuredly [certainly] expect his due punishment.”

—Captain John Smith, 1608



	Spanish Colonies	Portuguese Colonies	English Colonies
Crops or products			
Workers			

ANALYZING KEY IDEAS AND DETAILS

Read the lesson closely to identify the crops or products that each colony provided for its home country. Record these on the chart. Also, list the types of workers found in each colony. Then, describe why colonies in the Americas were so important to their home countries.

SETTLING THE AMERICAS

GUIDING QUESTION *How did European nations build empires in the Americas?*

The Treaty of Tordesillas divided the Americas between Spain and Portugal. Other nations, however, did not accept this treaty. The Netherlands, France, and England soon joined Spain and Portugal in a race to gain wealth in new lands and to spread Christianity.

The Americas were the primary region where Europeans explored and established settlements. In the 1500s, the Spanish and the Portuguese had built empires in the Americas. Beginning in the 1600s, the French, English, and Dutch also began to establish their own settlements.

SPAIN'S AMERICAN EMPIRE

By the 1600s, Spain's empire in the Americas had grown to include parts of North America and much of South America. The islands in the Caribbean Sea were also a part of this empire. Spanish rulers sent royal officials called viceroys to govern local areas. Councils of Spanish settlers also advised the viceroys.

The Spanish rulers set two goals for the colonists of their American empire: to bring wealth back to Spain and to convert Native Americans to Christianity. Spanish settlers grew crops of sugarcane on large farms known as **plantations** (plan•TAY•shunz). Landowners also operated gold and silver mines. At the same time, Spanish priests established missions, or religious communities, to teach Christianity to the Native Americans. In Spanish America—as in Portuguese Brazil—colonial governments supported missionaries who sometimes forced Native Americans to convert to Christianity, specifically Catholicism.

Spain permitted its settlers to use Native American labor to work the plantations using the *encomienda* system. This system granted a landowner a certain number of native people, who were forced to pay tribute to the landowner in the form of gold or labor. The Spanish, however, enslaved and mistreated the Native Americans. Also, the Spanish settlers unknowingly brought contagious diseases with them. Roughly 90 percent of the Native American population died as a result of contact with Europeans.

UNDERSTANDING CRAFT AND STRUCTURE

- ANALYZING TEXT PRESENTATION** How does the author present the information in the text?
- ANALYZING POINT OF VIEW** Why do you think the author chose to present the information in this specific way?

MAKING CONNECTIONS ACROSS CULTURES

BLENDING LANGUAGES

Spanish and Portuguese settlers brought their languages to the Americas. Over time, Native Americans combined elements of Spanish and Portuguese with their own languages. Native American words such as *chocolate* and *coyote*—words that we still use today—migrated into Spanish and later English. Another term—*Hispanic*—was originally used to describe a Spanish person in the Americas.



Sugarcane is a tall, grassy plant. Its pulpy fibers are processed to create sugar as a final product.

DETERMINING MEANING

What context clues in the paragraph help you determine the meaning of **cash crop**?

ANALYZING PRIMARY SOURCES

1. **INFERRING** What features would make a place “convenient” for settlement?
2. **DETERMINING MEANING** What does Samuel de Champlain mean when he says the task was “promptly accomplished through the zeal of all”?

As the number of Native Americans declined, more laborers were needed. To solve this problem, the Spanish brought enslaved Africans to work on the plantations and in the mines. The number of Africans brought to the Americas was so large that people of African ancestry outnumbered Europeans in the Americas until the 1800s. In time, this mingling of Europeans, Native Americans, and Africans gave rise to a new **culture**.

PORTUGUESE BRAZIL

In 1500, the Portuguese explorer Pedro Álvares Cabral (PAY•droh AHL•vahr•ihz kuh•BRAHL) arrived in the region of South America that is now Brazil. He claimed this territory for Portugal. The Portuguese sent settlers and Jesuits to Brazil. The Jesuits established villages similar to the missions of Spanish America and converted native Brazilians to Christianity. Later, settlers in Brazil grew **cash crops** such as sugarcane, tobacco, coffee, and cotton. A cash crop is a crop that is grown in large quantities to be sold for profit. With the help of enslaved Africans, Brazil became one of Portugal’s most profitable overseas territories.

THE FRENCH IN NORTH AMERICA

The fur trade was one of the main reasons the French settled in North America. By the 1600s, beaver fur was popular in Europe. The French hoped they would become wealthy if they set up fur trading posts in North America. In 1608, French merchants hired explorer Samuel de Champlain (sham•PLAYN) to help them obtain furs in New France, which today is much of Eastern Canada. Champlain set up a trading post named Quebec (kwih•BEHK). Quebec became the capital of New France.






Samuel de Champlain describes his early explorations along the St. Lawrence River:

“ I arrived there on the 3rd of July, when I searched for a place suitable for our settlement, but I could find none more convenient or better situated than the point of Quebec, . . . The first thing we made was the storehouse for keeping under cover our supplies, which was promptly accomplished through the zeal of all, and my attention to the work. ”

—from *Voyages of Samuel de Champlain*, 1608

During the 1660s, the French king began sending political and military officials to rule New France. Jesuit and other Catholic missionaries also arrived. They taught Christianity to

IMPORTANT EUROPEAN EXPLORERS

Christopher Columbus	Vasco da Gama	Ferdinand Magellan	Jacques Cartier	Henry Hudson
				
Voyages: 1492, 1493, 1498, 1502	Voyage: 1497–1499	Voyage: 1519–1522	Voyages: 1534, 1535, 1541	Voyages: 1607, 1608, 1609, 1610
First European to sail west searching for a water route to Asia [Portrait c. 1800s]	First European to sail around the south of Africa and reach India [Portrait c. 1490s]	Led the first expedition to sail completely around the world [Portrait c. 1800s]	Explored the St. Lawrence River [Portrait c. 1800s]	Explored the Hudson River and Hudson Bay [Portrait published 1892–1893]

the Native Americans. The Native Americans called the Jesuits “Black Robes” because of the black clothes they wore.

From Quebec, French explorers, fur trappers, and missionaries spread out into the central part of New France. In 1673, the explorers Jacques Marquette (mar•KET) and Louis Joliet (joh•lee•EHT) reached the Mississippi River. Just nine years later, the French explorer La Salle (luh SAL) traveled south along the Mississippi to the Gulf of Mexico. He named the region Louisiana in honor of King Louis XIV. Like the Portuguese settlers, the French used enslaved Africans to work the fields.

For more than a hundred years, explorers searched for new trade routes.

- IDENTIFYING** Who was the earliest European explorer? Which explorer sailed next?
- IDENTIFYING EFFECTS** Which explorer’s name was given to an important American river?

ENGLAND’S COLONIES IN NORTH AMERICA

During the early 1600s, England started to establish its own settlements in North America. The English government was interested in the natural **resources** from overseas territories.

English settlers sailed to North America for many reasons. Groups of merchants created settlements for trade. Others fled to North America to find religious freedom. Many of these settlers were from Protestant religions. Economic troubles in England also helped speed the growth of English settlements.

In 1606, a group of English merchants and nobles formed the Virginia Company. North America’s first permanent English settlement was founded with the Virginia Company’s support in 1607. The founders named it Jamestown after King James I. It was the first settlement in the new territory called Virginia.

MAKING CONNECTIONS

RELIGION'S ROLE

Religion was a key factor in the location of colonies in the Americas. An English religious group, the Pilgrims, acquired a land patent to settle near the Hudson River. Locations of Spanish and Portuguese colonies were the result of the Treaty of Tordesillas, approved by the pope. These settlers had to practice the Roman Catholic faith. The Dutch created New Amsterdam because of its protected harbor and farmland. It became a refuge for persecuted religious groups. The French colonies of New France, in parts of Canada and the Great Lakes, were home to missionaries who sought to convert Native Americans to Christianity. In many cases, the religions that Europeans brought with them became the main ones in the regions they settled. Even after the end of their colonial eras, Spanish and Portuguese colonies remained mostly Catholic. Catholicism also continued its strong presence in Canada after the English took control from the French. And the religious diversity accepted by the Dutch in New York did not change even after the English took the colony from the Dutch.

At first, the early settlers in Virginia could barely find enough food to survive. During the winters, many starved to death. Others were killed in clashes with Native Americans.

In the early years, the merchants and nobles who invested in the settlement did not make any money. Jamestown needed to develop an economic activity to become profitable. Settlers discovered that tobacco grew well in Virginia.

CROPS TO SELL

Tobacco was popular in Europe in the 1600s. Soon, the English settlers were producing and shipping it back to England in large amounts. Tobacco became their first cash crop. Eventually, it was grown on large plantations that needed many workers. Once again, enslaved Africans were brought in to work the land.

Encouraged by its success in Virginia, England continued to establish settlements in North America that produced cash crops. South Carolina, for example, began growing rice and indigo, a dye-producing plant. The English established sugarcane plantations on Caribbean islands, such as Jamaica. Enslaved African people worked the lands on English plantations, as they did on French and Portuguese plantations.

DUTCH TRADERS

Another European country, the Netherlands, was interested in overseas exploration and settlement. The Netherlands won its independence from Spain in the late 1500s. Its people, known as the Dutch, believed that trade was key to their survival.

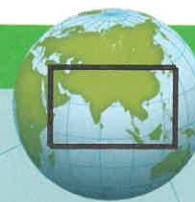
The 1600s were a golden age for the Netherlands. Dutch ships were efficient. Compared with ships from other European countries, Dutch ships could transport more goods and be operated by smaller crews.

Dutch trading ships sailed to the southern tip of Africa to the islands of Southeast Asia and soon set out for North America. An English navigator named Henry Hudson claimed land for the Dutch along the Atlantic coast of North America. In 1621, Dutch traders established settlements in the Americas, including one on Manhattan Island that they called New Amsterdam. Today, this region is part of New York City. Most Dutch settlers belonged to the Protestant Dutch Reformed Church, but Quakers, Jews, Protestants, and Catholics also lived here. Unlike the Spanish, the Dutch were not as concerned with missionary activities. They focused mostly on building their colonies through trade and plantations.

✓ CHECKING FOR UNDERSTANDING

1. **SUMMARIZING** What two goals did Spanish rulers set for the American colonies?
2. **EXPLAINING CAUSE AND EFFECT** Why did European colonists bring enslaved Africans to their plantations in the Americas?

EUROPEAN TRADE IN ASIA c. 1700



WORLD TRADE CHANGES

GUIDING QUESTION *How did Europe's merchants change the world trade system?*

As Europeans created empires, profitable trade developed between their homelands and their overseas settlements. As a result, Europe's economy expanded. By the 1600s, European nations were competing for markets and trade goods.

WHAT IS MERCANTILISM?

Spain and Portugal took advantage of the gold and silver they gained from their empires. Other European countries wanted to do the same. This led to the theory of **mercantilism** (MUHR•kuhn•TEE•lih•zuhm). The key idea of mercantilism is that a country's power depends on its wealth. Countries can increase their wealth by owning increasing amounts of gold and silver. What is the best way for a country to increase its gold and silver holdings? Using the theory of mercantilism, a country must export, or sell to other countries, more goods than it imports, or buys from other countries.

According to mercantilism, countries should establish colonies. A colony is a settlement of people living in a territory controlled by their home country. Colonists provide raw materials that are not found or made in the home country. These materials are then shipped to the home country. In the home country, the raw materials are used to manufacture goods so that the home country does not have to buy these goods from other countries.



GEOGRAPHIC REASONING

Sailing east from India, European sailors pushed into other areas of Asia.

- 1. EXPLORING REGIONS** Which countries had trading posts on the South China Sea?
- 2. PATTERNS AND MOVEMENT** Why would the port cities shown on this map develop differently over time compared to other cities in Asia?

ANALYZING KEY IDEAS AND DETAILS

- 1. CITING TEXT EVIDENCE** What does a successful mercantile economy depend on?
- 2. DETERMINING CENTRAL IDEAS** What is the main idea of this section?



Henry Hudson lands in North America ready to establish trade with Native Americans. He was sent by the Netherlands to find a Northwest Passage to Asia. [Painting c. 1838]

INTEGRATING VISUAL INFORMATION What do you think Native Americans thought of Hudson and his crew?

DETERMINING MEANING

Which sentences in the text help you understand the difference between a regular businessperson and an **entrepreneur**?

As Europeans established trading posts and colonies in Asia and North America, the Pacific and Atlantic became battlegrounds. The Portuguese fought traders from India, the Arabian Peninsula, and Southeast Asia for control of the spice trade. The English, French, and Dutch attempted to weaken the Portuguese as early as the 1500s. In 1619, the Dutch built a fort on the island of Java, in what is now Indonesia. The Dutch

became so powerful that they pushed the Portuguese out of the spice trade.

Guns and powerful ships helped Europeans defeat Arab fleets and Indian armies. Across Asia, Europeans forced local rulers to open their lands to trade. The arrival of the Europeans in Japan caused a dramatic change in that society. A new Japanese shogun, the Tokugawa shogunate, used European-made guns and cannons to dominate his enemies. He was finally able to defeat the feudal lords and the daimyo and reunite Japan.

The Dutch, English, French, Portuguese, and Spanish battled for control of the Americas. To avoid war, they issued licenses, called letters of marque, that allowed individuals to become pirates and attack vessels from other nations. The Spanish took gold and silver from their colonies in the Americas. The Dutch, English, and French relied on trading different resources, including lumber and fur. In the following centuries, all European colonies set up plantations to encourage settlement of the Americas and to grow crops that were in demand in Europe, such as tobacco, sugar, and cotton.

CREATING JOINT-STOCK COMPANIES

Europeans found that paying for overseas trading voyages was expensive. In the 1600s, however, Europeans developed new business **methods**. Historians call this the Commercial Revolution. **Commerce** (KAH•muhrs) is the buying and selling of goods in large amounts over long distances.

This type of commerce required large amounts of money in order to be profitable. So, a new type of businessperson called an **entrepreneur** (AHN•truh•pruh•NUHR) emerged. Entrepreneurs

invest, or put money into a project. Their goal is to make money from the success of the project.

As overseas trade increased in the 1600s, many projects were too large for one entrepreneur to pay for. If a voyage failed, for example, that individual would lose everything. As a result, groups of entrepreneurs began to form joint-stock companies. A joint-stock company is a business in which many people can invest. Groups or individuals, called investors, buy shares in the company. These shares are called stocks. By owning stock, investors would share the expenses, the risks—and the profits.

WHAT IS A COTTAGE INDUSTRY?

By the 1600s, merchants began to believe that artisans and guilds charged too much for their goods. In addition, the merchants thought that these skilled workers did not make goods fast enough. To solve these problems, merchants began hiring peasants to make goods, especially wool cloth in their homes. This system became known as the **cottage industry** because the small houses where peasants lived and worked were called cottages.

✓ CHECKING FOR UNDERSTANDING

1. **IDENTIFYING CAUSES** How was the term *cottage industry* first coined?
2. **EXPLAINING CAUSES** Why did Europeans in the 1600s create joint-stock companies?

A GLOBAL EXCHANGE

GUIDING QUESTION *How did trade change the world?*

As Europe's trade expanded, a global exchange of people, goods, technology, ideas—and even diseases—began. Historians call this transfer the Columbian Exchange, after Christopher Columbus. The Columbian Exchange **transformed** the economies of Europe, Africa, Asia, and the Americas.

EXCHANGE BETWEEN EUROPE AND THE AMERICAS

Merchants introduced foods from the Americas to Europeans. Two of the most important crops were corn and potatoes. In Europe, these crops became essential to daily life. Corn was used to feed livestock, producing larger, healthier animals. This resulted in more meat, leather, and wool. Potatoes helped Europeans feed more people from their land.

Europeans acquired other foods from Native Americans, such as squash, beans, and tomatoes. Tomatoes greatly changed cooking in Italy, where tomato sauces became widely used. Chocolate was a popular food from Central America. By mixing chocolate with milk and sugar, Europeans made candy.



Bananas—a huge cash crop—grow on plantations in tropical locations such as Central America.

American settlers planted many European and Asian grains, such as wheat, oats, barley, rye, and rice. Coffee and tropical fruits, such as bananas, were brought to the Americas as well. Eventually, coffee and banana farms employed thousands of workers in Central America and South America.

Explorers and settlers also brought pigs, sheep, cattle, chickens, and horses to the Americas. Raising chickens changed the diet of many people in Central and South America.

The lives of Native Americans on the Great Plains changed when they acquired horses. Horses provided a faster way to travel. As a result, Native Americans became more efficient at hunting bison for food and at fighting enemies.

The Columbian Exchange spread diseases from one area to another. When Europeans arrived in America, they were carrying viruses that were new to Native Americans. These diseases were deadly and eventually killed millions.

GEOGRAPHIC REASONING

Food items were exchanged among the Americas and Europe, Africa, and Asia.

1. PATTERNS AND MOVEMENT

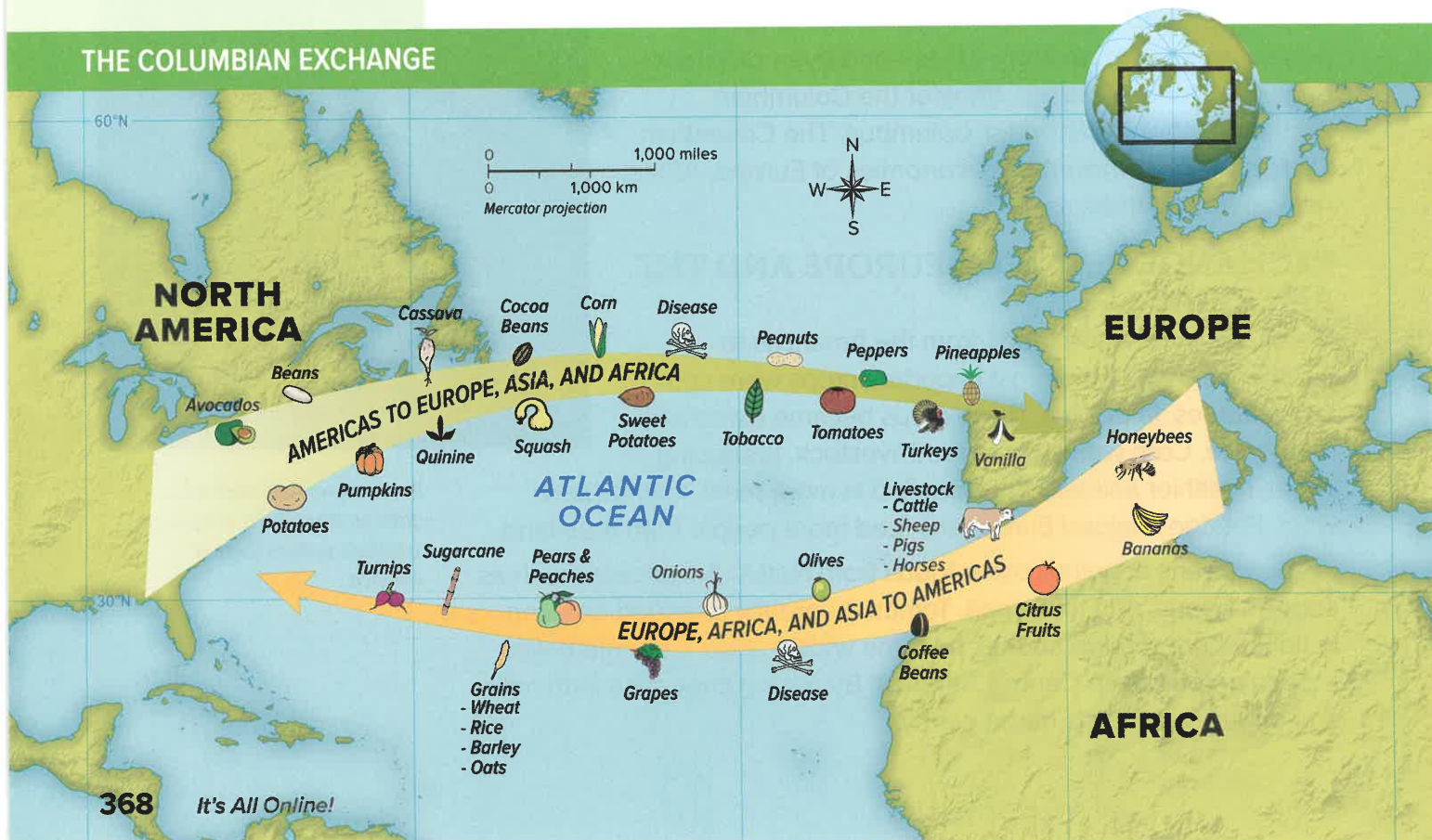
Where did sugarcane originate, and where was it sent?

2. EXPLORING CULTURE Why were food items part of the exchange?

ASIA AND AFRICA IN THE GLOBAL EXCHANGE

European powers proved to be an important link among Asia, Africa, and the Americas. As European powers transformed the Americas, they also transformed Asia and Africa.

Unlike in the Americas, European colonization took much longer in Afroeurasia. European powers did not colonize China,



India, Africa, and Asia until the 1800s. Throughout the Early Modern Period, Europeans mainly influenced Asia and Africa through the exchange of goods and people.

Asia remained an important part of the global exchange. Sugar, originally from Asia, became an important cash crop in the Americas. Likewise, chili peppers that originated in Central America became essential to Southeast Asian culture. Also, Asia exported a variety of commodities. For example, China traded so much silk, porcelain, and spices to Europeans that, as part of their payment, silver from the Americas found its way to China.

Africa was deeply influenced by the global exchange. As the plantation economy grew in the Americas from the 1500s to the 1800s, so did the dependence on enslaved people from Africa. European powers imported kidnapped Africans to meet the shortages of labor in the Americas.

Europeans attempted to justify the enslavement of Africans by arguing that people of African ancestry were supposed to be enslaved. The loss of so many people transformed the environment and human population of Africa.

✓ CHECKING FOR UNDERSTANDING

- 1. IDENTIFYING EFFECTS** What were the two most important crops introduced from the Americas to Europe?
- 2. EXPLAINING IDEAS** Was the Columbian Exchange a benefit or a problem for the Americas?

MAKING CONNECTIONS

AFRICAN ENSLAVEMENT

During the 1500s, Spanish conquerors enslaved Native Americans and used them to work on plantations and farms. Many Native Americans were worked to death or died from disease brought by Europeans. Some Spaniards, including Bartolomé de Las Casas, condemned the mistreatment of the enslaved people. He wrote extensively in defense of Native Americans. To prevent their complete destruction, however, he and others proposed bringing enslaved Africans to replace the Native Americans. Later in his life, Bartolomé de Las Casas greatly regretted this recommendation. He turned against the slave trade and became a strong supporter of human rights for all enslaved persons.

LESSON 3 REVIEW AND ACTIVITIES

Time and Place

- 1. EXPLAINING CAUSES** Why did the English establish settlements in North America?

Building History-Social Science Analysis Skills

- 2. EXPLAINING EFFECTS** How does mercantilism benefit the homeland more than the colony?
- 3. SUMMARIZING** Why was growing tobacco an important boost to colonists' trade?
- 4. DESCRIBING** What was the Columbian Exchange?

Writing About History

- 5. NARRATIVE WRITING** Write a paragraph describing how Europeans or Native Americans might have reacted when they first tasted foods from another continent, such as chocolate, tomatoes, peanuts, and bananas.

Collaborating

- 6. USING EVIDENCE** Do you think the Columbian Exchange had a positive or a negative effect on the world? In small groups, create a short presentation defending your position to share with the class. As you listen to other presentations, take notes to contribute to a class discussion.



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Did the benefits of trade and cultural exchange outweigh the costs?

When Europeans began to explore the Americas, their lives depended on trading their European goods, skills, and knowledge for those held by the native people. This period of European-Native American trade and cultural exchange, known as the Columbian Exchange, had many costs and benefits. While Native Americans had access to new types of food and goods, interaction with the increasing population of European colonists exposed them to disease, led to struggles over land rights, and resulted in violent conflicts that caused massive loss of life. As you read these passages, think about the benefits and costs to Native Americans associated with European-Native American trade and cultural exchange.

VOCABULARY

manioc: cassava; a starchy, tuberous root

stimulants: things that increase activity

obliteration: complete destruction

demographers: people who study the characteristics of human populations

ratio: the relative sizes of two or more values

genocide: the deliberate killing of a large group of people

“When Europeans first touched the shores of the Americas, Old World crops such as wheat, barley, rice, and turnips had not traveled west across the Atlantic, and New World crops such as maize, white potatoes, sweet potatoes, and manioc had not traveled east to Europe. In the Americas, there were no horses, cattle, sheep, or goats, all animals of Old World origin. Except for the llama, alpaca, dog, a few fowl, and guinea pig, the New World had no equivalents to the domesticated animals associated with the Old World. . . .

. . . Amerindian [Native American] crops that have crossed oceans—for example, maize to China and the white potato to Ireland—have been stimulants to population growth in the Old World. The latter’s crops and livestock have had much the same effect in the Americas—for example, wheat in Kansas and the Pampa, and beef cattle in Texas and Brazil.”

—Alfred W. Crosby, *The Columbian Exchange*, 2007

CITING TEXT EVIDENCE

What evidence does the author provide to support his claim that the Columbian Exchange increased the efficiency of “New World” food production?



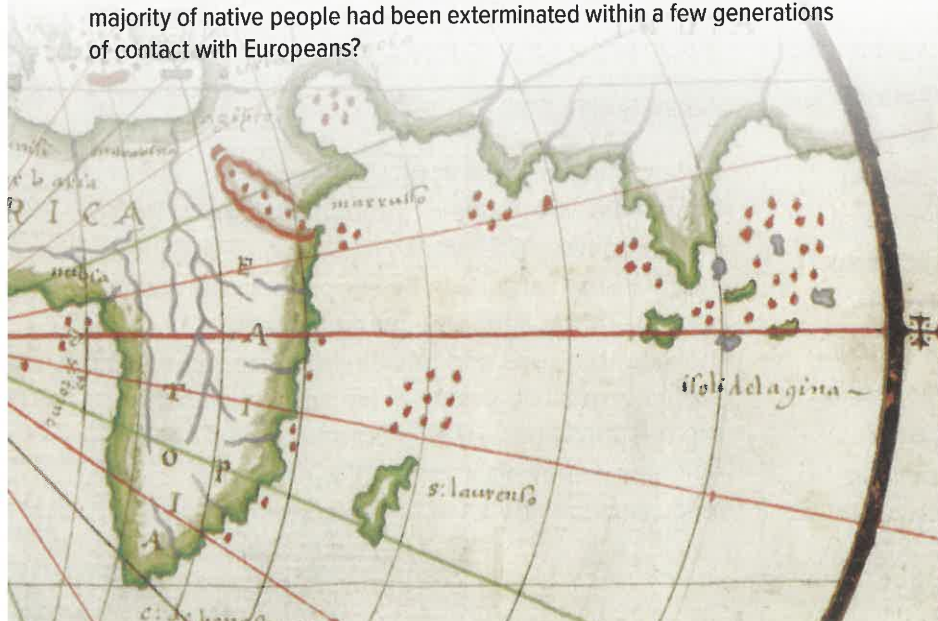
“Within no more than a handful of generations following their first encounters with Europeans, the vast majority of the Western Hemisphere’s native peoples had been exterminated [eliminated]. The pace and magnitude [size] of their obliteration varied from place to place and from time to time, but for years now historical demographers have been uncovering, in region upon region, post-Columbian depopulation [population reduction] rates of between 90 and 98 percent with such regularity that an overall decline of 95 percent has become a working rule of thumb. What this means is that, on average, for every twenty natives alive at the moment of European contact—when the lands of the Americas teemed with numerous tens of millions of people—only one stood in their place when the bloodbath was over.

To put this in contemporary context, the ratio of native survivorship in the Americas following European contact was less than half of what the human survivorship ratio would be in the United States today if every single white person and every single black person died. The destruction of the Indians of the Americas was, far and away, the most massive act of genocide in the history of the world.”

—David E. Stannard, *The American Holocaust: The Conquest of the New World*, 1992

CITING TEXT EVIDENCE

What evidence does the author provide to back up the claim that the majority of native people had been exterminated within a few generations of contact with Europeans?



[Map c. 1590]



WHAT DO YOU THINK?

- 1. DETERMINING CENTRAL IDEAS** How do the authors’ central ideas differ?
- 2. CITING TEXT EVIDENCE** What details do the authors provide to support their central ideas?
- 3. ANALYZING POINTS OF VIEW** In what way do the sources of the selections reveal the difference between each author’s purpose for writing? What details support your answer?
- 4. EVALUATING ARGUMENTS** Does either author provide sufficient evidence to prove the other’s central idea wrong?

EFFECTS OF THE COLUMBIAN EXCHANGE

Christopher Columbus's first voyage in 1492 changed the world in ways that neither he nor his fellow explorers could have imagined. The Columbian Exchange, or the exchange of people, goods, ideas, technology, and disease, helped shape the world as we know it today. How did the Columbian Exchange impact people from different places? How did the Columbian Exchange positively impact people around the world? How did it negatively impact people?

VOCABULARY

vessel: ship

toil: to work hard

lust: desire

aggravates: makes worse

foresee: to predict in the future

relieve: to ease

tendency: the likelihood of behaving a certain way

assaulted: attacked

barbarously: in an uncivilized way

uncultivated: land that is not ready to grow crops

PRIMARY SOURCE: AUTOBIOGRAPHY

THE INTERESTING NARRATIVE OF THE LIFE OF OLAUDAH EQUIANO

Olaudah Equiano, 1789

Olaudah Equiano was born around the year 1745 in West Africa. At age 11, young Olaudah was captured by slave traders and taken to the Americas. There, he was sold in Virginia to a sea captain. Equiano traveled for years aboard his owner's ship before eventually saving enough money to buy his own freedom in 1766. The rest of Equiano's life was dedicated to abolition, or bringing an end to slavery. Equiano's autobiography details the horrors of the slave trade and the institution of slavery.

“I remember, in the **vessel** in which I was brought over, in the men's apartment, there were several brothers, who, in the sale, were sold in different lots; and it was very moving on this occasion, to see and hear their cries at parting. O, ye nominal Christians [Christians only in name]! might not an African ask you . . . Is it not enough that we are torn from our country and friends, to **toil** for your luxury and **lust** of gain? Must every tender feeling be likewise sacrificed to your avarice [greed]? Why are parents to lose their children, brothers their sisters, or husbands their wives? Surely,

this is a new refinement in cruelty, which, while it has no advantage to atone [make up] for it, thus **aggravates** distress [suffering], and adds fresh horrors even to the wretchedness of slavery.”

ANALYZE THE TEXT

- IDENTIFYING EFFECTS** What does Olaudah Equiano say happened to families sold into slavery?
- DETERMINING CENTRAL IDEAS** What is the significance of the author referring to the captors as “nominal Christians”?

PRIMARY SOURCE: BOOK

THE WEALTH OF NATIONS

Adam Smith, 1776

Adam Smith, a Scottish philosopher and economist, wrote one of the most influential books on economics: *The Wealth of Nations*. Published in 1776, Smith argues in this book that countries should embrace the free market in which individual citizens and businesses determine what and how much to produce. He studied closely the relationships between countries and their colonies, especially those in the Americas. Smith discusses the impact of discovering the Americas:

“The discovery of America, and that of a passage to the East Indies by the Cape of Good Hope, are the two greatest and most important events recorded in the history of mankind. . . . What benefits, or what misfortunes to mankind may hereafter result from those great events, no human wisdom can **foresee**. By uniting, in some measure, the most distant parts of the world, by enabling them to **relieve** one another’s wants, to increase one another’s enjoyments, and to encourage one another’s industry, their general **tendency** would seem to be beneficial.”

ANALYZE THE TEXT

1. **CITING TEXT EVIDENCE** Does Adam Smith believe the Columbian Exchange is a good thing? How can you tell?
2. **DETERMINING MEANING** What does Adam Smith mean when he says the exchange will “encourage one another’s industry”?

PRIMARY SOURCE: BOOK

A BRIEF ACCOUNT OF THE DESTRUCTION OF THE INDIES

Bartolomé de Las Casas, published in 1552

Bartolomé de Las Casas, a Spanish missionary and historian, helped expose the abuse of native peoples living in the Americas. Written in 1542,

his book captured the attention of the king of Spain and led to some reforms in the Americas. In this excerpt, he describes the cruelty of the Spaniards toward the natives:

“The Spaniards first **assaulted** the innocent Sheep [natives], so qualified by the Almighty, as is premention’d [said before], like most cruel Tygers [tigers], Wolves and Lions hunger-starv’d, studying nothing, for the space of Forty Years, after their first landing, but the Massacre of these Wretches, whom they have so inhumanely and **barbarously** butcher’d and harass’d with several kinds of Torments, never before known, or heard . . . that of Three Millions of Persons, which lived in Hispaniola itself, there is at present but the inconsiderable remnant [leftover] of scarce [barely] Three Hundred. Nay the Isle of Cuba, which extends as far, as Valledolid in Spain is distant from Rome, lies now **uncultivated**, like a Desert, and intomb’d [buried] in its own Ruins. You may also find the Isles of St. John, and Jamaica, both large and fruitful places, unpeopled and desolate [empty].”

ANALYZE THE TEXT

1. **CITING TEXT EVIDENCE** To what animals does Bartolomé de Las Casas compare the Spanish? Why do you think he makes this comparison?
2. **DETERMINING MEANING** What does Bartolomé de Las Casas mean when he says that Cuba is “intomb’d [buried] in its own Ruins”?



MULTIPLE PERSPECTIVES

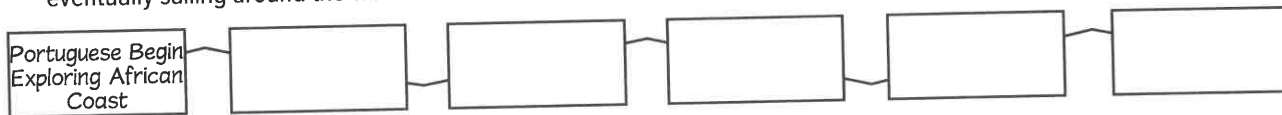
How does the perspective of each author influence his view of the Columbian Exchange? Do you think Olaudah Equiano and Bartolomé de Las Casas would agree with Adam Smith’s interpretation of the Columbian Exchange? Why or why not?

CHAPTER 10 Analysis Skills Activities

Write your answers on a separate piece of paper.

Thinking Like a Historian

1. **RELATING EVENTS** Create a diagram like the one shown here that traces the progress of European explorations. Start with the first attempts to seek a route to Asia by going around Africa and end with eventually sailing around the world.



Understanding Time

2. **SEQUENCING** Create a time line to arrange the events in the order in which they occurred.
- Jacques Cartier sails along the St. Lawrence River to Montreal.
 - Ferdinand Magellan is hired by the Spanish.
 - Bartolomeu Dias sails around the tip of Africa.
 - Spain and Portugal sign the Treaty of Tordesillas.
 - Jacques Marquette and Louis Joliet reach the Mississippi River.
 - Amerigo Vespucci is convinced that Christopher Columbus discovered a new world.
 - The Dutch begin the Asian spice trade.
 - Francisco Pizarro conquers Peru.
 - Hernán Cortés arrives in Mexico.

Building Citizenship

3. **EXPLAINING IDEAS** How was the governance of the European colonies similar to and different from the government of the United States today?

Geographic Reasoning

Use the map to answer the following question.

4. **SPATIAL THINKING** Match the letters on the map with the numbered places listed below.
- | | | |
|-------------|----------------------|-----------------------|
| 1. Portugal | 2. Aztec Empire | 3. Inca Empire |
| 4. Spain | 5. Cape of Good Hope | 6. Strait of Magellan |



CHAPTER 10 Assessment

Write your answers on a separate piece of paper.

Vocabulary Practice

- 1 Determine the meaning of each word as it is used in the text.
- A. conquistadors
 - B. circumnavigate
 - C. plantation
 - D. cash crops
 - E. mercantilism
 - F. commerce
 - G. entrepreneur
 - H. cottage industry
 - I. allies
 - J. smallpox

Short Answer

- 2 **RELATING EVENTS** How did the work of Arab scholars and inventors promote European exploration in the 1400s and 1500s?
- 3 **EXPLAINING** Which European country was the first to launch large-scale voyages of exploration? Which country followed?
- 4 **RELATING EVENTS** What common goal did Spanish, French, and English explorers share?
- 5 **IDENTIFYING** Which Native American empire did Francisco Pizarro conquer?
- 6 **SUMMARIZING** What advantages did Hernán Cortés use to help him defeat the Aztec?
- 7 **DESCRIBING** How did the Treaty of Tordesillas divide the Americas?
- 8 **IDENTIFYING** Which cash crops did European settlers produce?
- 9 **DETERMINING CONTEXT** What was mercantilism? What was the relationship between mercantilism and European colonization of the Americas?

- 10 **SUMMARIZING** Why did merchants form joint-stock companies and use cottage industries?
- 11 **DESCRIBING** What was the Columbian Exchange?
- 12 **EXPLAINING CAUSES** What do you believe was the main motivation of overseas exploration in the 1400s and 1500s? Explain.
- 13 **IDENTIFYING CAUSES** Why did early European mapmakers name the Americas after Amerigo Vespucci and not Christopher Columbus?
- 14 **INFERRING** Why do you think Malintzin agreed to work with Hernán Cortés?
- 15 **PREDICTING** How might the histories of Mexico and South America have been different had Native Americans been resistant to smallpox and other similar diseases?
- 16 **EXPLAINING ISSUES** Unlike the Spanish and Portuguese, the French did not enslave Native Americans. Speculate on some reasons why they did not.
- 17 **EXPLAINING EFFECTS** In your opinion, which country's colonization efforts had the greatest effect on Native Americans? Explain your answer.
- 18 **INFERRING** Why might colonists have disliked the economic theory of mercantilism?
- 19 **EXPLAINING CAUSE AND EFFECT** How did foods brought from the Americas through the Columbian Exchange benefit Europe? Which provided the greatest benefit? Explain.
- 20 **EXPLAINING CAUSE AND EFFECT** Why would a strong military benefit a country that supported a mercantilist economic policy?

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Review Lesson	1-3	1	1	1	2	2	3	3	3	3	3	1	1	2	2	3	2, 3	3	3	3

CHAPTER 10 Assessment, continued

Write your answers on a separate piece of paper.

Analyzing Primary Sources

William Hickling Prescott describes the interactions between Hernán Cortés and the Aztec he encountered in Mexico:

“[The Indians] brought presents of fruits and flowers and little ornaments of gold, which they gladly exchanged for the usual trinkets. . . . With the aid of his two intelligent interpreters, Cortés entered into conversation with his Indian visitors. He learned that they were . . . subjects of the great Mexican empire, of which their own province formed one of the comparatively [fairly] recent conquests. The country was ruled by a powerful monarch, called Mochtezuma [Montezuma], who dwelt [lived] on the mountain plains of the interior . . . Cortés acquainted them in turn with his own friendly views in visiting their country, and with his desire of an interview with the Aztec governor. He then dismissed them loaded with presents, having first ascertained [made sure] that there was abundance of gold in the interior, like the specimens [examples] they had brought. Cortés, pleased with the manners of the people, and the goodly reports of the land, resolved [determined] to take up his quarters here for the present.”

—from *The History of the Conquest of Mexico*, 1842

- 21 DETERMINING MEANING** Read the phrase from the excerpt:

“ . . . which they gladly exchanged for the usual trinkets.”

Which of the following words best replace the underlined words in the phrase?

- A. traded, ornaments
 - B. gifted, jewelry
 - C. distributed, figurines
 - D. saved, treasure
- 22 DESCRIBING** How did Cortés behave toward the Aztec in the passage?
- A. He behaved as if he were better than the Aztec.
 - B. He behaved in a generous and giving manner.
 - C. He behaved as if he had known them for years.
 - D. He behaved in a rude and inappropriate way.

- 23 ANALYZING INTERACTIONS** Why did Cortés show Spanish gold to the Aztec?
- A. to impress their king
 - B. to win their friendship
 - C. to show off the impressive wealth of his homeland
 - D. to make sure they had the riches he was looking for

- 24 CITING TEXT EVIDENCE** Which of the following lines from the excerpt indicates that Cortés was satisfied with what he had discovered in Mexico?
- A. “of which their own province formed one of the comparatively [fairly] recent conquests”
 - B. “He then dismissed them loaded with presents”
 - C. “Cortés entered into conversation with his Indian visitors”
 - D. “resolved [determined] to take up his quarters here for the present”

- 25 DETERMINING MEANING** Read the following sentence from the excerpt.

“Cortés acquainted them in turn with his own friendly views in visiting their country, and with his desire of an interview with the Aztec governor.”

Write a brief explanation of what this sentence means and how it relates to the writer’s main point.

Extended Response Essay

- 26 EXPLANATORY WRITING** Write a paragraph about how the Columbian Exchange presented advantages and disadvantages for Native Americans and Europeans.

Need Extra Help?

If You’ve Missed Question	21	22	23	24	25	26
Review Lesson	2	2	2	2	2	3