

CHAPTER
2

European Exploration of the Americas 1492-1700

Section 1 Spain Claims an Empire

Section 2 European Competition in North America

Section 3 The Impact of Colonization



Ships in a harbor in Lisbon, Portugal, are preparing for a voyage of exploration.



Interact *with* History

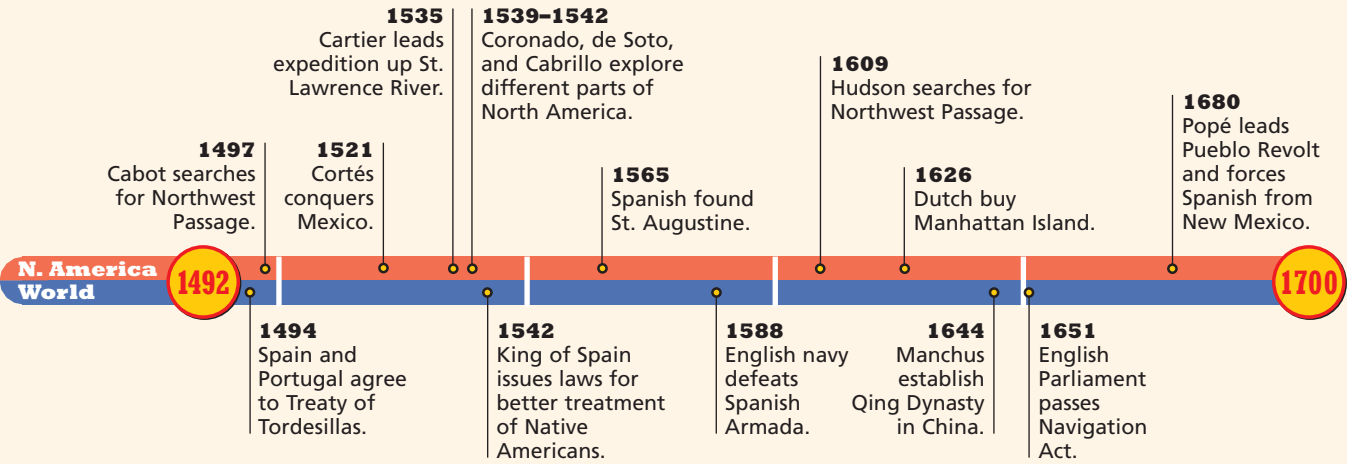


The year is 1510. You live in a European port town and have heard exciting tales about mysterious lands across the sea. You decide to join a voyage of exploration in search of fortune.

What Do You Think?

- What do you think led people like Balboa to explore distant lands?
- What reasons would make you want to join a voyage of exploration?
- What reasons would keep you from joining such a voyage?

Would you join a voyage of exploration?





Chapter 2 SETTING THE STAGE

BEFORE YOU READ

Previewing the Theme

Immigration and Migration From the 15th century to the 18th century, millions of people came to the Americas from other continents. Chapter 2 discusses why people came to the Americas and the effect that these migrations had on the people who already lived there.



What Do You Know?

What comes to mind when someone uses the word *explorer*? Why do you think people explored different territories?

THINK ABOUT

- what you've learned about explorers from movies, school, or your parents
- reasons that people travel throughout the world today

What Do You Want to Know?



What questions do you have about exploration or the early colonization of the Americas? Write those questions in your notebook before you read the chapter.

READ AND TAKE NOTES

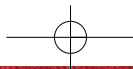
Reading Strategy: Taking Notes To help you remember what you read, take notes about the events and ideas discussed in the chapter. Taking notes means writing down important information.

The chart below lists the major events and ideas covered in the chapter. Use the chart to take notes about these important events and ideas.



See Skillbuilder Handbook, page R3.

Event/Idea	Notes
Exploration	
Establishing Colonies	
European Competition	
Columbian Exchange	
Origins of Slavery	



1 Spain Claims an Empire

TERMS & NAMES

Treaty of Tordesillas
mercantilism
conquistador
Hernando Cortés
Montezuma
Francisco Pizarro

MAIN IDEA

Spain claimed a large empire in the Americas.

WHY IT MATTERS NOW

The influence of Spanish culture remains strong in modern America.

ONE EUROPEAN'S STORY

Pope Alexander VI had an important decision to make. In 1493, the rulers of Spain and Portugal wanted him to decide who would control the lands that European sailors were exploring. Ferdinand and Isabella of Spain expected Alexander VI to give Spain the rights over many of these lands. But King John II of Portugal claimed territories, too. What would the new pope do?

In May 1493, the pope issued his ruling. He drew an imaginary line around the world. It was called the Line of Demarcation. Portugal could claim all non-Christian lands to the east of the line. Spain could claim the non-Christian lands to the west. In this section, you will learn how Spain and Portugal led Europe in the race to gain colonies in the Americas.



Pope Alexander VI

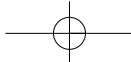
Treaty of Tordesillas (1494) →
Line of Demarcation (1493) ←

Spain and Portugal Compete

King John II was unhappy with the pope's placement of the line. He believed that it favored Spain. So he demanded that the Spanish rulers meet with him to change the pope's decision. In June 1494, the two countries agreed to the **Treaty of Tordesillas** (tawr•day•SEEL•yahs). This treaty moved the Line of Demarcation more than 800 miles farther to the west. The change eventually allowed Portugal to claim much of eastern South America, which later became the Portuguese colony of Brazil. Following this agreement, Spain and Portugal increased their voyages of exploration.

European countries had three main goals during this age of exploration. First, they wanted to spread Christianity beyond Europe. Second, they wanted to expand their empires. Third, they wanted to become rich.

By increasing their wealth, European countries could gain power and security. An economic system called **mercantilism** describes how Europeans enriched their treasuries. (See Economics in History on page 52.) Colonies helped nations grow rich in several ways. Colonies provided



Economics *in* History

Mercantilism

The main goal of mercantilism was to increase the money in a country's treasury by creating a favorable balance of trade. A country had a favorable balance of trade if it had more exports than imports. Colonies helped a country have the goods to maintain a favorable balance of trade.

For example, say Spain sold \$500 in sugar to France, and France sold \$300 in cloth to Spain. France would also have to pay Spain \$200 worth of precious metals to pay for all the sugar. Spain would then have a favorable balance of trade because the value of its exports (sugar) was greater than the value of its imports (cloth). Spain would become richer because of the precious metals it received from France.



various raw materials as well as mines that produced gold and silver. In addition, colonies served as markets for goods made in the home country.

Europeans Explore Foreign Lands

After Columbus's first voyage, many explorers went to sea. Italian sailor Amerigo Vespucci (vehs•POO•chee) set out in 1501 to find a sea route to Asia. Vespucci realized that the land he saw on this voyage was not Asia. A German mapmaker was impressed by Vespucci's account of the lands, so he named the continent "America" after him. Another famous explorer was the Spaniard Vasco Núñez de Balboa. In 1513, he led an expedition through the jungles of Panama and reached the Pacific Ocean.

In 1519, Portuguese sailor Ferdinand Magellan set out to reach Asia by sailing west around South America. During the long journey, he and his fellow sailors suffered great hardship. A member of the crew described what they ate.

A VOICE FROM THE PAST

We were three months and twenty days without . . . fresh food. We ate biscuit, which was no longer biscuit, but powder of biscuits swarming with worms. . . . We drank . . . water that had been putrid for many days.

Antonio Pigafetta, quoted in *The Discoverers*

Although Magellan died during the trip, his crew carried on and became the first people to sail around the world.

CONNECT TO HISTORY

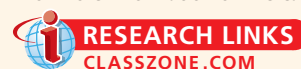
1. **Finding Main Ideas** Under mercantilism, what did a country need to do to become rich? Discuss the way colonies enriched a country according to mercantilism.

S See Skillbuilder Handbook, page R5.

CONNECT TO TODAY

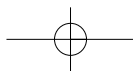
2. **Making Inferences** Think about your own family budget. What do you think would happen if your family collected less money than it paid for goods for several years? Do you think this situation would be the same for a nation as it would for a family?

For more information on mercantilism . . .



Background

Magellan was killed after becoming involved in a local war in the Philippines.



The Invasion of the Americas

While Magellan's crew was sailing around the world, the Spanish began their conquest of the Americas. Soldiers called *conquistadors* (kahn•KWIHS•tuh•DAWRZ), or conquerors, explored the Americas and claimed them for Spain. **Hernando Cortés** was one of these conquistadors. After landing in Central America in 1519, Cortés and his army of 508 men set their sights on conquering the mighty Aztec Empire.

The Spaniards marched inland and formed alliances (agreements with friendly peoples) with the native peoples who hated Aztec rule. Upon reaching the Aztec capital, Tenochtitlán (teh•NAWCH•tee•TLAHN), Cortés received a warm greeting from the Aztec emperor, **Montezuma**. Relations between the two sides quickly collapsed, however, as Cortés sought to take control of the empire. After several fierce clashes, the Aztecs drove the Spanish out.

Despite this defeat, the Spaniards and their allies regrouped. In May 1521, Cortés led his forces back to Tenochtitlán. At this point, the Spaniards got help from an invisible ally. Many Aztecs fell victim to an outbreak of smallpox, which severely weakened their ranks. The germs that caused this disease had been brought to America by the Europeans. After months of fighting, Cortés conquered the empire.

Reading History

A. Clarifying

Why did relations between the Spanish and Aztecs quickly break down?

AMERICA'S HISTORY MAKERS

HERNANDO CORTÉS

1485–1547

Hernando Cortés was born in Spain to a noble but poor family. In 1504, at the age of 19, he sailed to the Americas to seek his fortune. Although he became a wealthy landowner in Cuba, he was not satisfied. "I have come to win gold," he said, "not to plow the fields like a peasant." His great chance came when he was picked to lead the expedition to Mexico. Strong-willed, shrewd, and cruel, Cortés succeeded against great odds.

MONTEZUMA

1466–1520

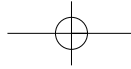
Montezuma, ruler of the Aztec Empire, rose to the throne in 1502. Eloquent and wise, his words carried weight with his subjects.

According to Juan de Tovar, a Jesuit, "When he spoke, he drew the sympathy of others by his subtle phrases and . . . by his profound reasoning."

Montezuma lived in great luxury, receiving officials and commoners alike at his lavish palace. His subjects treated him almost as a god and were not allowed to look at him. Though brutal at times, he was said to be a just and effective ruler.



Which man would you prefer to have as leader of your country? Why?



In 1531, a *conquistador* named **Francisco Pizarro** marched on the Incas. The Incas had built a powerful and wealthy empire centered in the Cuzco Valley in what is now Peru. With an army of only 180 men, Pizarro conquered the Inca.

People have long been amazed that the great Aztec and Incan empires fell to such small groups of Spanish *conquistadors*. But Spanish success can be explained by three major reasons.

1. The spread of European diseases killed millions of Native Americans.
2. The Spanish were excellent soldiers and sailors. They also had superior weapons, such as guns.
3. Spain made alliances with Native Americans who were enemies of the Aztecs and Incas.

Having conquered the major Native American empires in Central and South America, the Spaniards began to explore other parts of North and South America.

Estevanico was a slave who helped the Spanish explore parts of North America. He was killed during Coronado's search for golden cities.



Reading History

B. Drawing Conclusions

What was the most important reason for the Spanish success in conquering territory in the Americas?

Other Spanish Explorers

The Spaniards hoped to collect treasures from North America as they had from Mexico and Peru. Rumors of golden cities kept Spanish hopes high. For example, the Spaniard Álvar Núñez Cabeza de Vaca and Estevanico, a slave of North African descent, wandered across the continent and heard Native American stories about cities of gold.

Between 1539 and 1542, three expeditions set out to find these cities. Francisco Vázquez de Coronado traveled through present-day Arizona and New Mexico. Hernando de Soto set out from Florida to explore the southeast. Juan Rodríguez Cabrillo sailed up the California coast. But all three failed to find the fabled cities of gold.

For a while, it seemed that the Spaniards would explore the Americas all by themselves. As you will read in the next section, however, the Spanish would soon face competition from other Europeans.

Section 1 Assessment

1. Terms & Names

Explain the significance of:

- Treaty of Tordesillas
- mercantilism
- *conquistador*
- Hernando Cortés
- Montezuma
- Francisco Pizarro

2. Taking Notes

Review the section and find four events to place on a time line that shows how Spain built its empire.

Spain Builds an Empire



Which event do you think is the most important? Why?

3. Main Ideas

- a. Why did Europeans explore different territories?
- b. Why did Spain succeed in conquering so much of the Americas?
- c. What was significant about the Magellan expedition?

4. Critical Thinking

Comparing What was similar about the conquests of Mexico and Peru?

THINK ABOUT

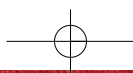
- the *conquistadors*
- the size of their armies

ACTIVITY OPTIONS

ART

LANGUAGE ARTS

Use the library or Internet to find a photograph of an Aztec or Incan artifact. Create a **replica** or write a **description** of the object.



2 European Competition in North America

TERMS & NAMES

Henry Hudson
John Cabot
Giovanni da Verrazzano
Jacques Cartier
Spanish Armada
Samuel de Champlain
New France

MAIN IDEA

Other European countries competed with Spain for control over territory in the Americas.

WHY IT MATTERS NOW

European culture has strongly influenced American culture.

ONE EUROPEAN'S STORY

In 1609, an Englishman named **Henry Hudson** set sail from Europe. He sailed under the Dutch flag and hoped to find a route to China. Arriving at the coast of present-day New York, he sailed up the river that now bears his name. In his journal, Hudson described what he saw.

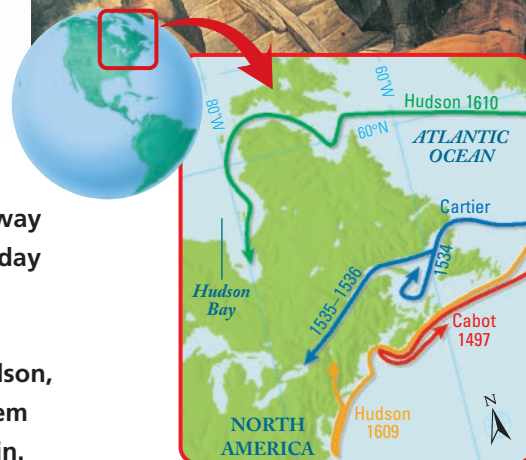
A VOICE FROM THE PAST

The land is the finest for cultivation that I ever in my life set foot upon, and it also abounds in trees of every description. The natives are a very good people; for, when they saw that I would not remain, they supposed that I was afraid of their bows, and taking the arrows, they broke them in pieces and threw them into the fire.

Henry Hudson, quoted in *Discoverers of America*

Hudson did not find a passage to Asia, but he led another expedition in 1610, this time sailing for the English. He made his way through ice-clogged waters in Canada and entered a large bay, today called Hudson Bay. There he sailed for months, but still found no westward passage.

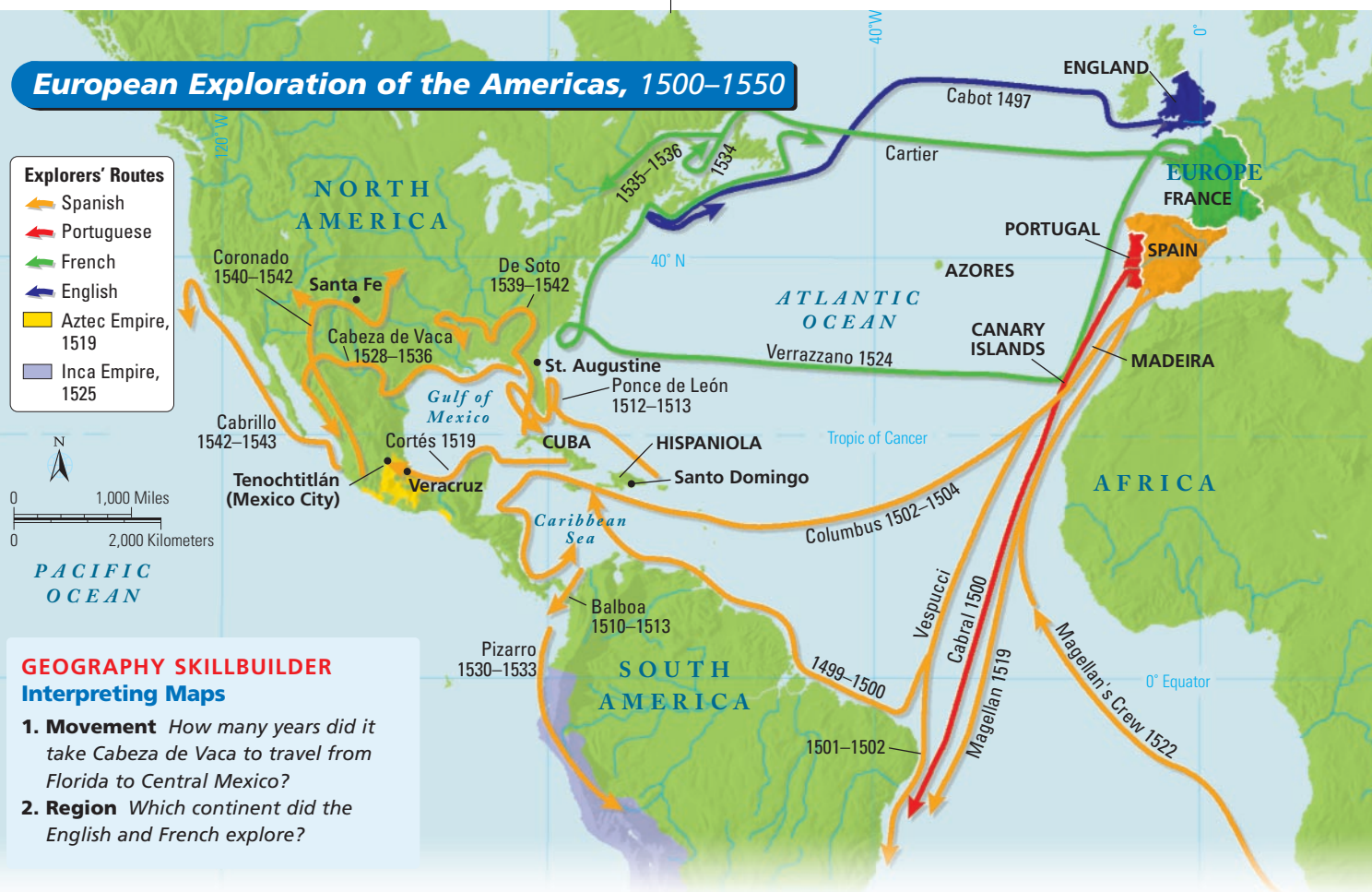
After enduring a harsh winter, his crew rebelled. They put Hudson, his young son, and several loyal sailors in a small boat and set them adrift (shown at right). Hudson's party was never heard from again.



The Search for the Northwest Passage

Hudson's voyages showed that some European countries hoped to find a westward route to Asia as late as the 1600s. While Spain was taking control of the Americas, other Europeans were sending out expeditions to find the Northwest Passage, a water route through North America to Asia.

One of the first explorers to chart a northern route across the Atlantic in search of Asia was the Italian sailor **John Cabot**. In 1497, Cabot crossed the Atlantic Ocean to explore for the English. He landed in the area of Newfoundland, Canada. He was certain that he had reached Asia and claimed the land for England. The next year he set sail once more, hoping



to reach Japan. He was never seen again. Even so, his voyages were the basis for future English colonies along the Atlantic shore of North America.

In 1524, another Italian, **Giovanni da Verrazano**, set out under the French flag to find the Northwest Passage. He explored the Atlantic coastline of North America, but there was no passage to be found.

France tried again between 1534 and 1536 with the voyages of **Jacques Cartier** (ZHAHK kahr•TYAY). Cartier traveled up the St. Lawrence River to the site of present-day Montreal. At that point, rapids blocked the way and ended his search for the Northwest Passage. It would be almost 75 years before the French would return to colonize the region.

Spain Responds to Competition

French and English claims to North America angered Spain, which had claimed the land under the Treaty of Tordesillas. The tensions between Spain, England, and France stemmed from religious conflicts in Europe, such as the Reformation, which you read about in Chapter 1. These conflicts also led to fighting in the Americas.

Florida was one of the battlegrounds between the Spanish and the French. In 1564, a group of French Protestants, called Huguenots (HYOO•guh•NAHTS), founded a colony called Fort Caroline. Before long, Spanish troops under the command of Pedro Menéndez de Avilés arrived in that area. “This is the armada of the King of Spain,” he announced, “who has sent me [here] to burn and hang the Lutheran [Protestant] French.” Menéndez built a fort, St. Augustine, a short distance away. Then he brutally massacred the French.

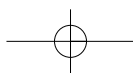
ReadingHistory

A. Reading a Map

Use the maps on pages 55 and 56 to see the areas Cabot, Hudson, Verrazano, and Cartier visited.

Vocabulary

armada: a fleet of warships



Spain and England Clash

Religious differences and the quest for national power also led to conflict between Spain and England. In 1558, Queen Elizabeth I, a Protestant, came to the English throne. Spain, which was Catholic, plotted to remove the Protestant queen. But Elizabeth fought to defend England and challenge Spain's power at sea.

Although England's navy was not as powerful as Spain's, the English fleet had many speedy ships with skillful sailors. Daring sailors, known as sea dogs, used these ships to attack the Spanish. The Spanish sailed bulky, slow-moving ships called galleons. These galleons brought gold and silver from the Americas to Spain.

Sir Francis Drake became the most famous of the sea dogs because of his bold adventures and attacks against the Spanish. In 1577, Drake began a three-year voyage that took him around the world. During this voyage, he raided Spanish ports and ships in South America. He stole great amounts of treasure from them. When he arrived home in 1580, he was a national hero. Not only had Drake and his men hounded the Spanish, but they were also the first Englishmen to sail around the world.

The Defeat of the Spanish Armada

The attacks of Drake and other sea dogs enraged Philip II, the Spanish king. Determined to teach the English a lesson, Philip sent the **Spanish Armada** to conquer England and restore Catholicism to that nation. This fleet, made up of 130 ships, set out for England in the summer of 1588.

The English and Spanish navies met in the English Channel, which separates England from the European continent. In their smaller but faster craft, the English darted among the Spanish warships, firing deadly rounds with their cannons. Confused and crippled, the armada was retreating when it was hit by a severe storm. With half of its ships destroyed, the armada barely made it home.

Spain was still quite strong after the defeat of the armada. It quickly rebuilt its navy and maintained its large colonial possessions. But Spain would never again be as powerful as it was in 1588.

The English victory over Spain had two important effects. First, it ensured that England would remain independent and Protestant. Although England was less powerful than Spain, England proved that it could defend itself. Second, Spain's image suffered. The world saw that Spain could be beaten. Other nations joined England in challenging Spain.

Reading History

B. Drawing

Conclusions

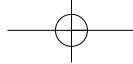
Why was the defeat of the Spanish Armada important?

America's HERITAGE

ST. AUGUSTINE

The thick stone walls of the fort at St. Augustine (shown below) still stand guard over the Florida coast today. Founded in 1565, St. Augustine is the oldest permanent European settlement in the United States. For more than two centuries, St. Augustine was an important outpost of Spain's empire in the Americas. Many Spanish colonial buildings remain at the site. The fort is now a national monument.





English adventurers like Drake continued to attack Spanish interests abroad. In addition, England challenged Spanish claims to lands in North America, such as California and Newfoundland. Even so, England took a cautious approach to overseas expansion. The English government refused to provide money to start colonies. Instead, private citizens had to provide the money for colonization. As a result, England did not establish a successful colony in America until after 1600.

The French and Dutch Seek Trade

France and the Netherlands were also looking for ways to gain wealth through exploration and colonization. At first, their goal in the Americas was to find the Northwest Passage to Asia. When that search failed, they began to focus on North America itself.

The Frenchman **Samuel de Champlain** (sham•PLAYN) explored the St. Lawrence River. In 1608, he founded a fur-trading post at Quebec. This post became the first permanent French settlement in North America. Champlain's activities opened a rich fur trade with local Native Americans. After a couple of decades, **New France**, as the colony was called, began to thrive.

At the same time, the Dutch were building a colony called New Netherland. It was located along the Hudson River in present-day New York. After Hudson's voyage up the river in 1609, the Dutch built Fort Nassau in 1614, near the site of the modern city of Albany.

In 1626, the Dutch bought Manhattan Island from Native Americans. The Dutch then founded the town of New Amsterdam on that site, where New York City is currently located. New Netherland was soon thriving from the fur trade with Native Americans.

These early French and Dutch colonies, however, were small compared to the large empire Spain was building in the Americas. You will read about Spain's empire and the impact of colonization in the next section.

ReadingHistory

C. Making Inferences Why do you think it took France and the Netherlands so long to set up colonies in the Americas?

Section 2 Assessment

1. Terms & Names

Explain the significance of:

- Henry Hudson
- John Cabot
- Giovanni da Verrazzano
- Jacques Cartier
- Spanish Armada
- Samuel de Champlain
- New France

2. Taking Notes

Use a chart like the one below to show how European nations competed for power.

England	
France	
Netherlands	
Spain	

3. Main Ideas

- What were the English, French, and Dutch searching for in their early voyages of exploration?
- How did England defeat the Spanish Armada?
- Where did the French and Dutch set up their first American colonies?

4. Critical Thinking

Making Inferences Why do you think England founded colonies later than Spain did?

THINK ABOUT

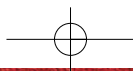
- conditions in Spain and England
- the lands each country discovered

ACTIVITY OPTIONS

MUSIC

TECHNOLOGY

Research the life of one of the explorers discussed in this section. Compose a **song** or design a **Web page** about that person.



3 The Impact of Colonization

TERMS & NAMES

encomienda

plantation

slavery

African Diaspora

middle passage

racism

Columbian

Exchange

MAIN IDEA

Spanish rule in the Americas had terrible consequences for Native Americans and Africans.

WHY IT MATTERS NOW

The effects of slavery, including racism, helped shape attitudes and social conditions in the United States.

ONE AMERICAN'S STORY

Huamán Poma, a Peruvian Native American, was angry about the abuse the Spanish heaped upon Native Americans. He wrote to King Philip III of Spain to complain about the bad treatment.

A VOICE FROM THE PAST

It is their [the Spanish] practice to collect Indians into groups and send them to forced labor without wages, while they themselves receive the payment for the work. . . . The royal administrators and the other Spaniards lord it over the Indians with absolute power.

Huamán Poma, *Letter to a King*

In his letter, Poma asked the king to help the Native Americans and uphold the rule of law in Peru. Regardless, the Spanish colonists continued to mistreat Native Americans as the Spaniards expanded their empire in the Americas. In time, colonists from Spain and other European nations would import millions of Africans to the Americas and enslave them as well. For the members of these subjected groups, American colonization was devastating.

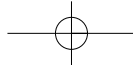


A Spanish priest forces a Native American woman to work at a loom.

Life in Spanish America

The Spanish Empire grew rapidly, despite efforts by other European countries to compete with Spain. By 1700, it controlled much of the Americas. Spain took several steps to establish an effective colonial government. First, it divided its American empire into two provinces called New Spain and Peru. Each province was called a viceroyalty. The top official of each viceroyalty was called the viceroy. He ruled in the king's name.

The Spaniards made sure that people with Spanish backgrounds held power in the colonies. Just below the Spanish were the Creoles—people of Spanish descent who were born in the colonies. The next step down



the social order were the *mestizos*. *Mestizos* are people of mixed Spanish and Native American ancestry. The people with the least power and fewest rights were Native Americans and enslaved Africans.

The Catholic Church played an important role in Spanish colonial society. In places like New Mexico and California, the church built missions, settlements that included a church, a town, and farmlands. The goal of the missions was to convert Native Americans to Christianity. The missions also increased Spanish control over the land.

Some Spanish colonists received *encomiendas* to help them make the colonies productive. An *encomienda* was a grant of Native American labor. The Spanish rulers also created large estates, called *haciendas*, to provide food for the colony. *Haciendas* often became **plantations**, large farms that raised cash crops, such as sugar, coffee, and cotton, which were in great demand in Europe. The Spanish forced Native Americans to work on these plantations.

Most Spaniards treated the Native Americans as little more than beasts of burden, forcing countless numbers of them to work in the fields and mines. Even the church mistreated them. The missionaries often worked the Native Americans terribly hard. They also tried to replace Native American religions and traditions.

Not all Spaniards approved of this treatment. One man in particular fought for better treatment of Native Americans. His name was Bartolomé de Las Casas. Las Casas, a Catholic priest, fought against the abuse of Native Americans, earning the title “Protector of the Indians.” Due largely to his efforts, Spanish authorities passed laws providing greater protection for Native Americans. Most colonists, however, ignored the laws.

In 1680, a man named Popé led the Pueblo Indians in a rebellion against the Spanish. His forces surrounded the Spanish settlement at Santa Fe, in present-day New Mexico, and forced the colonists to flee temporarily from the region.

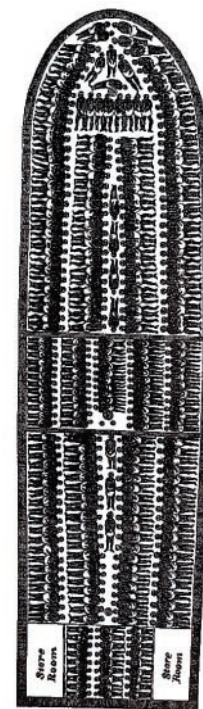
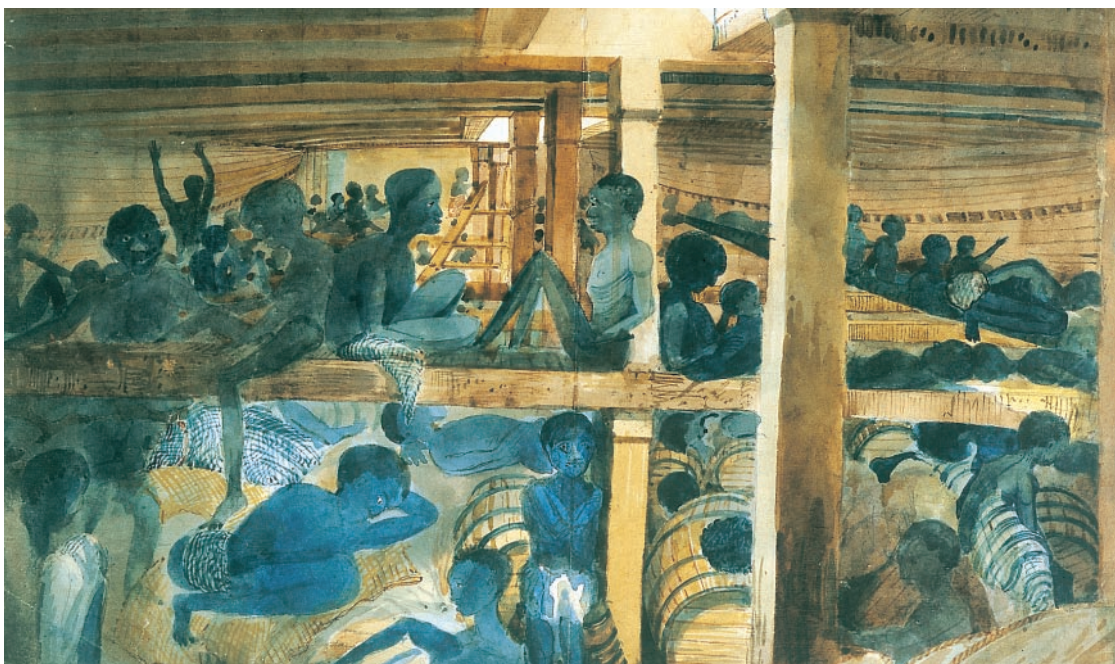
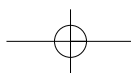
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The Emergence of American Slavery

As more and more Native Americans died from overwork and European diseases, the Spanish and Portuguese turned to another source for labor: enslaved Africans. **Slavery** is the practice of holding a person in bondage

Reading History

A. Summarizing
In what ways did the Spanish mistreat Native Americans?



The images above show how slave traders packed enslaved Africans onto slave ships for the middle passage.

for labor. The Europeans enslaved Africans for four basic reasons. First, Africans were immune to most European diseases. Second, Africans had no friends or family in the Americas to help them resist or escape enslavement. Third, enslaved Africans provided a permanent source of cheap labor. Even their children could be held in bondage. Fourth, many Africans had worked on farms in their native lands.

In the early 1500s, European traders began bringing Africans to the Americas for slave labor. This forced removal has become known as the **African Diaspora**. Before the slave trade ended in the late 1800s, approximately 12 million Africans had been enslaved and shipped to the Western Hemisphere.

Vocabulary
diaspora: the scattering of people outside their homeland

The voyage of the slave ships from Africa to the Americas was called the **middle passage**. The voyage was given this name because it was the middle leg of the triangular trade. The triangular trade refers to the movement of trade ships between Europe, Africa, and the Americas. You will learn more about the triangular trade in Chapter 4.

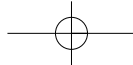
Olaudah Equiano (oh•LOW•duh EHK•wee•AHN•oh) was one of these kidnapped Africans. He made this journey in the 1700s. He was about 11 years old when he was sold into slavery. Later, after he bought his freedom, he wrote his life story and described the terror of the middle passage.

A VOICE FROM THE PAST

The first object which saluted my eyes when I arrived on the coast, was the sea, and a slave ship . . . waiting for its cargo. These filled me with astonishment, which was soon converted into terror, when I was carried on board.

Olaudah Equiano, quoted in *Great Slave Narratives*

It is estimated that perhaps two million Africans died during the middle passage. Those who survived faced a hard life in the Americas. Some were taken to large homes where they worked as servants. Most were forced to do hard labor in *haciendas* or mines.



Many slaves resisted slavery by running away or rebelling. To prevent rebellion, the Spanish government passed slave codes, laws to regulate the treatment of slaves. Some of these laws tried to soften the harsh conditions of slavery, but most were designed to punish slaves and keep them in bondage.

Over time, Europeans came to associate slavery with black Africans. To many Europeans, dark skin color became a sign of inferiority. Slavery, which developed to provide a labor force, led to racism. **Racism** is the belief that some people are inferior because of their race.

The slave trade lasted 400 years, from the 1500s until the 1800s. By the 1700s, all the American colonies of European countries had African slaves.

Despite the horrors of slavery, Africans survived in part by clinging to their African cultures, including their artistic heritage of dance, music, and storytelling. The slave trade brought together people from different parts of Africa with different cultural traditions. The experience of slavery helped create a common African-based culture in the Americas. African culture would become one of the forces that shaped life in the American colonies.

ReadingHistory

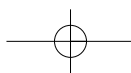
B. Analyzing Causes What could have caused slave traders to treat other humans with such cruelty?

The Columbian Exchange

The arrival of Europeans in the Americas brought more than a clash of peoples and cultures. It also brought a movement of plants, animals, and diseases between the Eastern and Western hemispheres. This movement of living things between hemispheres is called the **Columbian Exchange**.

One result of the Columbian Exchange was the transfer of germs from Europe to the Americas. When Europeans came to America, they brought with them germs that caused diseases such as smallpox, measles, and influenza. Native Americans had no immunity to them.





ReadingHistory

C. Making

Inferences What might have happened if Native Americans had been immune to European diseases?

Although exact numbers are unknown, historians estimate that diseases brought by Europeans killed more than 20 million Native Americans in Mexico in the first century after conquest. Many scholars agree that the population of Native Americans in Central America decreased by 90 to 95 percent between the years 1519 and 1619. The result was similar in Peru and other parts of the Americas. A Spanish missionary in Mexico described the effects of smallpox on the Aztecs.

A VOICE FROM THE PAST

There was a great havoc. Very many died of it. They could not walk. . . . They could not move; they could not stir; they could not change position, nor lie on one side; nor face down, nor on their backs. And if they stirred, much did they cry out. Great was its destruction.

Bernardino de Sahagún, quoted in *Seeds of Change*

Other effects of the Columbian Exchange were more positive. The Spanish brought many plants and animals to the Americas. European livestock—cattle, pigs, and horses—all thrived in the Americas. Crops from the Eastern Hemisphere, such as grapes, onions, and wheat, also thrived in the Western Hemisphere.

The Columbian Exchange benefited Europe, too. Many American crops became part of the European diet. Two that had a huge impact were potatoes and corn. They helped feed European populations that might otherwise have gone hungry. Potatoes, for example, became an important food in Ireland, Russia, and other parts of northern Europe. Without potatoes, Europe’s population might not have grown as rapidly as it did during the last five centuries.

By mixing the products of two hemispheres, the Columbian Exchange brought the world closer together. Of course, people were also moving from one hemisphere to the other. The next chapter discusses the movement of the English to the Americas and their efforts to build an empire.

Section 3 Assessment

1. Terms & Names

Explain the significance of:

- *encomienda*
- plantation
- slavery
- African Diaspora
- middle passage
- racism
- Columbian Exchange

2. Taking Notes

Use a diagram like the one below to compare the experience of Native Americans and Africans under slavery.

Native Americans	Africans

3. Main Ideas

- a. What were the four levels of Spanish colonial society?
- b. Why did Europeans bring Africans to the Americas?
- c. How did enslaved Africans respond to their enslavement in the Americas?

4. Critical Thinking

Recognizing Effects What were the positive and negative effects of the Columbian Exchange?

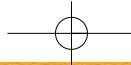
THINK ABOUT

- disease
- food
- livestock

ACTIVITY OPTIONS

ART
MATH

Research some aspect of the slave trade, such as the middle passage or the number of people enslaved. Paint a **picture** or draw a **graph** to show what you learned.



Chapter 2 ASSESSMENT

TERMS & NAMES

Briefly explain the significance of each of the following.

1. mercantilism
2. *conquistador*
3. Hernando Cortés
4. Montezuma
5. Spanish Armada
6. New France
7. *encomienda*
8. African Diaspora
9. middle passage
10. Columbian Exchange

REVIEW QUESTIONS

Spain Claims an Empire (pages 51–54)

1. What were three reasons for the European voyages of exploration in the 1400s and 1500s?
2. Who conquered the Aztecs and Incas?
3. What three reasons explain Spain’s success in building an empire in the Americas?

European Competition in North America (pages 55–58)

4. What was the Northwest Passage?
5. Why did the Spanish Armada attack England?
6. What did the French and Dutch colonists trade?

The Impact of Colonization (pages 59–63)

7. How did Spanish rule affect Native Americans?
8. How did the middle passage get its name?
9. Why did the Spanish and Portuguese use slave labor in their colonies?
10. How did the Columbian Exchange affect Europe?

CRITICAL THINKING

1. USING YOUR NOTES

Event/Idea	Notes
Exploration	
Establishing Colonies	
European Competition	
Columbian Exchange	
Origins of Slavery	

Using your completed chart, answer the questions below.

- a. What causes did European competition and exploration have in common?
- b. How did the establishment of colonies in the Americas lead to slavery?
- c. Which concept in the chart contributed most to the Columbian Exchange?

2. ANALYZING LEADERSHIP

Think about the explorers and *conquistadors* discussed in this chapter. What qualities did they possess that made them successful in their efforts?

3. THEME: IMMIGRATION AND MIGRATION

What were the causes and effects of the migration of Europeans and Africans to the Americas?

4. APPLYING CITIZENSHIP SKILLS

What kind of values did Bartolomé de Las Casas demonstrate in his actions? How effective was he in improving his society?

Interact *with* History

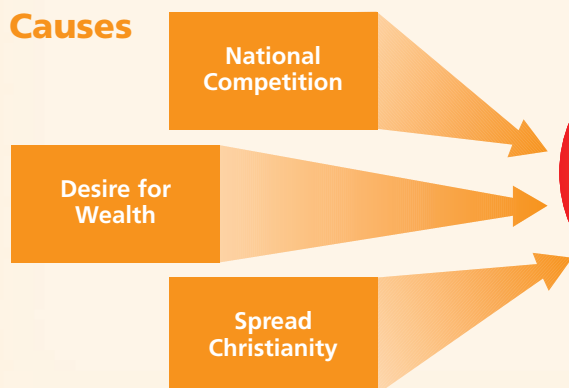
Have your answers about whether or not you would join a voyage of exploration changed after reading the chapter? Explain.

VISUAL

SUMMARY

European Exploration of the Americas

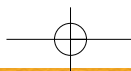
Causes



European Exploration of the Americas

Effects





HISTORY SKILLS

1. INTERPRETING CHARTS

1601–1810		
Slaves Imported to the Americas (in thousands)		
REGION/COUNTRY	1601–1700	1701–1810
British N. America	*	348
British Caribbean	263.7	1,401.3
French Caribbean	155.8	1,348.4
Spanish America	292.5	578.6
Dutch Caribbean	40	460
Danish Caribbean	4	24
Brazil (Portugal)	560	1,891.4

*=less than 1,000

Source: Philip D. Curtin, *The Atlantic Slave Trade*

Basic Chart Elements

- What is the subject of the chart?
- How many years are covered in each column?

Interpreting the Chart

- Which European nation imported the most slaves in the Americas?
- Which region imported less than 1,000 slaves before 1700?

2. INTERPRETING PRIMARY SOURCES

Bernal Díaz del Castillo was a *conquistador* who accompanied Cortés during the conquest of Mexico. Díaz described what he saw when Cortés and Montezuma met. Read the passage. Then answer the questions.

On our arrival we entered the large court, where the great Montezuma was awaiting our Captain [Cortés]. Taking him by the hand, the prince led him to his apartment in the hall where he was to lodge, which was very richly furnished. . . . Montezuma had ready for him a very rich necklace, made of golden crabs, a marvelous piece of work, which he hung round Cortés's neck. His captains were greatly astonished at this sign of honour.

Bernal Díaz del Castillo, from *The Conquest of New Spain*

- What can you tell about Montezuma from this passage?
- How would you describe the relationship between Montezuma and Cortés?

ALTERNATIVE ASSESSMENT

1. INTERDISCIPLINARY ACTIVITY: Language Arts

Writing a News Report Research an event in the conquest of the Americas, such as *La Noche Triste* or the death of Atahualpa, the Inca ruler. Write a news report about the event that explains what happened and who was involved. You should also explain when, where, why, and how the event occurred. Be sure to use standard grammar, spelling, sentence structure, and punctuation in your news report.

2. COOPERATIVE LEARNING ACTIVITY

Creating a Diorama With a group of classmates, research the communities of Spanish America in the 1600s. Then create a diorama of one of those settlements, including a mission, a hacienda, roads, and mines or sugar mills. Use elements such as drawings, maps, and written text to show significant features of life there. Display your diorama and discuss it in class.

3. TECHNOLOGY ACTIVITY

Making a Class Presentation The Columbian Exchange refers to the movement of plants and animals around the world as a result of exploration. Today, species of plants and animals continue to move across the planet. Using the library or the Internet, find diaries and news articles about the effects of this continued movement of plants and animals.

For more information on the migration of plants and animals . . .



Create a class presentation about the movement of plants and animals around the world, using the suggestions below.

- Choose a specific species of plant or animal. Use a map or globe to show where that species has moved in recent years.
- Choose one specific place, and list any species that are new to the area as well as their effects on the ecology.

4. HISTORY PORTFOLIO

Review your section and chapter assessment activities. Select one that you think was your best work. Then revise your work based on the comments of your teacher or classmates and add your work to your portfolio.

Additional Test Practice,
pp. S1–S33



TEST PRACTICE
CLASSZONE.COM