

The Atlantic World, 1492–1800

Previewing Main Ideas

CULTURAL INTERACTION The voyages of Columbus prompted a worldwide exchange of everything from religious and political ideas to new foods and plants.

Geography According to the map, what lands were included in the viceroyalty of New Spain in 1700?

ECONOMICS The vast wealth to be had from colonizing the Americas sealed the fate of millions of Native Americans and Africans who were forced to work in mines and on plantations.

Geography On which coast of the Americas would enslaved persons from Africa have arrived?

EMPIRE BUILDING Over the span of several centuries, Europeans conquered the Americas' native inhabitants and built powerful American empires.

Geography What two major Native American empires did the Spanish conquer in the sixteenth century?

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



VIDEO *Patterns of Interaction: The Impact of Potatoes and Sugar*



INTERNET RESOURCES

Go to classzone.com for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

AMERICAS

1492

Columbus makes first voyage.

1521

Cortés conquers Aztec Empire. ▶



1533

Pizarro conquers Incan Empire.

1607

English found Jamestown.

1500

1600

WORLD

1494

Spain and Portugal sign Treaty of Tordesillas.

1547

Ivan the Terrible assumes throne of Russia.



1603

◀ Tokugawa shoguns rule Japan.



European Claims in America, 1700



1608

Champlain claims Quebec for France. ▶



1754

French and Indian War begins.

1700

1800

1649

King Charles I of England is executed.



1789

◀ Storming of Bastille ignites French Revolution.

What might you gain or lose by joining the fight?

You are a Native American living in central Mexico in 1520. Suddenly you are faced with a decision that may change your life forever. Invaders, known as the Spanish, are engaged in a fierce battle with the nearby Aztecs, who are cruel and harsh rulers. Like many of your people, you hate the powerful Aztecs and hope for their defeat. The newcomers, however, are equally frightening. They ride on large beasts and fire loud, deadly weapons. You wonder whether you should follow the example of your friends and join the fight, or not fight at all.



▲ This 16th-century painting by an Indian artist depicts a battle on the left between the Aztecs and Spanish. The right side shows the Spanish with their main Indian allies, the Tlaxcalans.

EXAMINING *the* ISSUES

- **What are the advantages and disadvantages of not fighting?**
- **Which might be the lesser of two evils—supporting the Aztecs, whom you know as oppressors, or the fierce invaders, about whom you know almost nothing?**

Discuss these questions with your classmates. In your discussion, examine whether invading armies throughout history have made life better or worse for people in the areas they conquer. As you read about colonization in the Americas, learn the outcome of the battle between the Aztecs and the Spanish.



Spain Builds an American Empire

MAIN IDEA

EMPIRE BUILDING The voyages of Columbus prompted the Spanish to establish colonies in the Americas.

WHY IT MATTERS NOW

Throughout the Americas, Spanish culture, language, and descendants are the legacy of this period.

TERMS & NAMES

- Christopher Columbus
- colony
- Hernando Cortés
- conquistador
- Francisco Pizarro
- Atahualpa
- mestizo
- *encomienda*

SETTING THE STAGE Competition for wealth in Asia among European nations was fierce. This competition prompted a Genoese sea captain named **Christopher Columbus** to make a daring voyage from Spain in 1492. Instead of sailing south around Africa and then east, Columbus sailed west across the Atlantic in search of an alternate trade route to Asia and its riches. Columbus never reached Asia. Instead, he stepped onto an island in the Caribbean. That event would bring together the peoples of Europe, Africa, and the Americas.

CALIFORNIA STANDARDS

10.4.2 Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

CST 3 Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

REP 3 Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

The Voyages of Columbus

The *Niña*, *Pinta*, and *Santa María* sailed out of a Spanish port around dawn on August 3, 1492. In a matter of months, Columbus's fleet would reach the shores of what Europeans saw as an astonishing new world.

First Encounters In the early hours of October 12, 1492, the long-awaited cry came. A lookout aboard the *Pinta* caught sight of a shoreline in the distance. "Tierra! Tierra!" he shouted. "Land! Land!" By dawn, Columbus and his crew were ashore. Thinking he had successfully reached the East Indies, Columbus called the surprised inhabitants who greeted him, *los indios*. The term translated into "Indian," a word mistakenly applied to all the native peoples of the Americas. In his journal, Columbus recounted his first meeting with the native peoples:

PRIMARY SOURCE

I presented them with some red caps, and strings of glass beads to wear upon the neck, and many other trifles of small value, wherewith they were much delighted, and became wonderfully attached to us. Afterwards they came swimming to the boats where we were, bringing parrots, balls of cotton thread, javelins, and many other things which they exchanged for articles we gave them . . . in fact they accepted anything and gave what they had with the utmost good will.

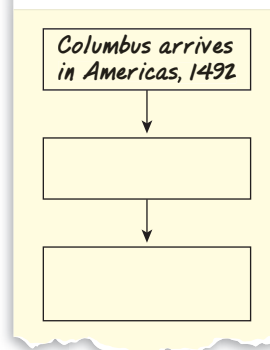
CHRISTOPHER COLUMBUS, *Journal of Columbus*

Columbus had miscalculated where he was. He had not reached the East Indies. Scholars believe he landed instead on an island in the Bahamas in the Caribbean Sea. The natives there were not Indians, but a group who called themselves the Taino. Nonetheless, Columbus claimed the island for Spain. He named it San Salvador, or "Holy Savior."

TAKING NOTES

Following Chronological Order

Use a diagram to trace the major events in the establishment of Spain's empire in the Americas.





▲ *Portrait of a Man Called Christopher Columbus* (1519) by Sebastiano del Piombo

Columbus, like other explorers, was interested in gold. Finding none on San Salvador, he explored other islands, staking his claim to each one. “It was my wish to bypass no island without taking possession,” he wrote.

In early 1493, Columbus returned to Spain. The reports he relayed about his journey delighted the Spanish monarchs. Spain’s rulers, who had funded his first voyage, agreed to finance three more trips. Columbus embarked on his second voyage to the Americas in September of 1493. He journeyed no longer as an explorer, but as an empire builder. He commanded a fleet of some 17 ships that carried over 1,000 soldiers, crewmen, and colonists. The Spanish intended to transform the islands of the Caribbean into **colonies**, or lands that are controlled by another nation. Over the next two centuries, other European explorers began sailing across the Atlantic in search of new lands to claim.

Other Explorers Take to the Seas In 1500, the Portuguese explorer Pedro Álvares Cabral reached the

shores of modern-day Brazil and claimed the land for his country. A year later, Amerigo Vespucci (vehs•POO•chee), an Italian in the service of Portugal, also traveled along the eastern coast of South America. Upon his return to Europe, he claimed that the land was not part of Asia, but a “new” world. In 1507, a German mapmaker named the new continent “America” in honor of Amerigo Vespucci.

In 1519, Portuguese explorer Ferdinand Magellan led the boldest exploration yet. Several years earlier, Spanish explorer Vasco Núñez de Balboa had marched through modern-day Panama and had become the first European to gaze upon the Pacific Ocean. Soon after, Magellan convinced the king of Spain to fund his voyage into the newly discovered ocean.

With about 250 men and five ships, Magellan sailed around the southern end of South America and into the waters of the Pacific. The fleet sailed for months without seeing land, except for some small islands. Food supplies soon ran out.

After exploring the island of Guam, Magellan and his crew eventually reached the Philippines. Unfortunately, Magellan became involved in a local war there and was killed. His crew, greatly reduced by disease and starvation, continued sailing west toward home. Out of Magellan’s original crew, only 18 men and one ship arrived back in Spain in 1522, nearly three years after they had left. They were the first persons to circumnavigate, or sail around, the world. **A**

MAIN IDEA

Making Inferences

A What was the significance of Magellan’s voyage?

Spanish Conquests in Mexico

In 1519, as Magellan embarked on his historic voyage, a Spaniard named **Hernando Cortés** landed on the shores of Mexico. After colonizing several Caribbean islands, the Spanish had turned their attention to the American mainland. Cortés marched inland, looking to claim new lands for Spain. Cortés and the many other Spanish explorers who followed him were known as **conquistadors** (conquerors). Lured by rumors of vast lands filled with gold and silver, conquistadors carved out colonies in regions that would become Mexico, South America, and the United States. The Spanish were the first European settlers in the Americas. As a result of their colonization, the Spanish greatly enriched their empire and left a mark on the cultures of North and South America that exists today.



European Exploration of the Americas, 1492–1682

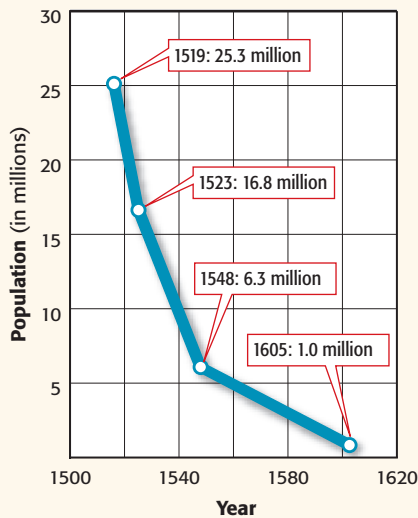
INTERACTIVE



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Movement** How many different voyages did Columbus make to the Americas?
- 2. Region** Which general region did the Spanish and Portuguese explore? Where did the English, Dutch, and French explore?

Native Population of Central Mexico, 1500–1620



Source: *The Population of Latin America: A History*

SKILLBUILDER: Interpreting Graphs

- Drawing Conclusions** *By what percentage did the native population decrease between 1519 and 1605?*
- Making Inferences** *How did the sharp decline in the native population, due greatly to disease, affect the Spaniards' attempts to conquer the region?*

Cortés Conquers the Aztecs Soon after landing in Mexico, Cortés learned of the vast and wealthy Aztec Empire in the region's interior. After marching for weeks through difficult mountain passes, Cortés and his force of roughly 600 men finally reached the magnificent Aztec capital of Tenochtitlán (teh•NAWCH•tee•TLAHN). The Aztec emperor, Montezuma II, was convinced at first that Cortés was a god wearing armor. He agreed to give the Spanish explorer a share of the empire's existing gold supply. The conquistador was not satisfied. Cortés admitted that he and his comrades had a "disease of the heart that only gold can cure."

In the late spring of 1520, some of Cortés's men killed many Aztec warriors and chiefs while they were celebrating a religious festival. In June of 1520, the Aztecs rebelled against the Spanish intruders and drove out Cortés's forces.

The Spaniards, however, struck back. Despite being greatly outnumbered, Cortés and his men conquered the Aztecs in 1521. Several factors played a key role in the stunning victory. First, the Spanish had the advantage of superior weaponry. Aztec arrows were no match for the Spaniards' muskets and cannons.

Second, Cortés was able to enlist the help of various native groups. With the aid of a native woman translator named Malinche, Cortés learned that some natives resented the Aztecs. They hated their harsh practices, including human sacrifice. Through Malinche, Cortés convinced these natives to fight on his side.

Finally, and most important, the natives could do little to stop the invisible warrior that marched alongside the Spaniards—disease. Measles, mumps, smallpox, and typhus were just some of the diseases Europeans were to bring with them to the Americas. Native Americans had never been exposed to these diseases. Thus, they had developed no natural immunity to them. As a result, they died by the hundreds of thousands. By the time Cortés launched his counterattack, the Aztec population had been greatly reduced by smallpox and measles. In time, European disease would truly devastate the natives of central Mexico, killing millions of them. **B**

MAIN IDEA

Summarizing

B What factors enabled the Spanish to defeat the Aztecs?

Spanish Conquests in Peru

In 1532, another conquistador, **Francisco Pizarro**, marched a small force into South America. He conquered the Incan Empire.

Pizarro Subdues the Inca Pizarro and his army of about 200 met the Incan ruler, **Atahualpa** (AH•tuh•WAHL•puh), near the city of Cajamarca. Atahualpa, who commanded a force of about 30,000, brought several thousand mostly unarmed men for the meeting. The Spaniards waited in ambush, crushed the Incan force, and kidnapped Atahualpa.

Atahualpa offered to fill a room once with gold and twice with silver in exchange for his release. However, after receiving the ransom, the Spanish strangled the Incan king. Demoralized by their leader's death, the remaining Incan force retreated from Cajamarca. Pizarro then marched on the Incan capital, Cuzco. He captured it without a struggle in 1533.

As Cortés and Pizarro conquered the civilizations of the Americas, fellow conquistadors defeated other native peoples. Spanish explorers also conquered the Maya in Yucatan and Guatemala. By the middle of the 16th century, Spain had created an American empire. It included New Spain (Mexico and parts of Guatemala), as well as other lands in Central and South America and the Caribbean.

Spain's Pattern of Conquest In building their new American empire, the Spaniards drew from techniques used during the *reconquista* of Spain. When conquering the Muslims, the Spanish lived among them and imposed their Spanish culture upon them. The Spanish settlers to the Americas, known as *peninsulares*, were mostly men. As a result, relationships between Spanish settlers and native women were common. These relationships created a large **mestizo**—or mixed Spanish and Native American—population.

Although the Spanish conquerors lived among the native people, they also oppressed them. In their effort to exploit the land for its precious resources, the Spanish forced Native Americans to work within a system known as **encomienda**. Under this system, natives farmed, ranched, or mined for Spanish landlords. These landlords had received the rights to the natives' labor from Spanish authorities. The holders of *encomiendas* promised the Spanish rulers that they would act fairly and respect the workers. However, many abused the natives and worked many laborers to death, especially inside dangerous mines.

The Portuguese in Brazil One area of South America that remained outside of Spanish control was Brazil. In 1500, Cabral claimed the land for Portugal. During the 1530s, colonists began settling Brazil's coastal region. Finding little gold or silver, the settlers began growing sugar. Clearing out huge swaths of forest land, the Portuguese built giant sugar plantations. The demand for sugar in Europe was great, and the colony soon enriched Portugal. In time, the colonists pushed farther west into Brazil. They settled even more land for the production of sugar.

History Makers



Francisco Pizarro 1475?–1541

Pizarro was the son of an infantry captain and a young peasant woman. His parents never married. Raised by his mother's poor family, he never learned to read.

Ambitious, brave, and

ruthless, he determined to make his fortune as an explorer and conqueror.

Embarked on a voyage of conquest down the west coast of South America, Pizarro was ordered by the governor of Panama to abandon the expedition to prevent the loss of lives. Pizarro took his sword and drew a line in the dust, inviting those of his followers who desired wealth and fame to cross the line and follow him. Thus began the conquest of Peru.

Pizarro founded the city of Lima, Peru's capital, in 1535. He became governor of Peru and encouraged settlers from Spain.



Atahualpa 1502?–1533

Atahualpa was the last ruler of the Incan empire in Peru. After Atahualpa was captured and held for ransom by the Spanish, the Incan people throughout the empire brought gold and

silver that the Spanish then had melted down into bullion and ingots. They accumulated 24 tons of gold and silver, the richest ransom in history.

The Spanish executed Atahualpa despite the ransom paid by his people. As he was about to be burned at the stake, the Spanish offered him a more merciful death by strangulation if he agreed to convert to Christianity, which he did. Thus died the last emperor of the Inca.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a poster about the ransom paid by the Incan people to rescue Atahualpa. Go to classzone.com for your research.

This U.S. postage stamp was issued in 1940 to celebrate the 400th anniversary of the Coronado expedition.



Spain's Influence Expands

Spain's American colonies helped make it the richest, most powerful nation in the world during much of the 16th century. Ships filled with treasures from the Americas continually sailed into Spanish harbors. This newfound wealth helped usher in a golden age of art and culture in Spain. (See Chapter 5.)

Throughout the 16th century, Spain also increased its military might. To protect its treasure-filled ships, Spain built a powerful navy. The Spanish also strengthened their other military forces, creating a skillful and determined army. For a century and a half, Spain's army seldom lost a battle. Meanwhile, Spain enlarged its American empire by settling in parts of what is now the United States.

Conquistadors Push North Dreams of new conquests prompted Spain to back a series of expeditions into the southwestern United States. The Spanish actually had settled in parts of the United States before they even dreamed of building an empire on the American mainland. In 1513, Spanish explorer Juan Ponce de León landed on the coast of modern-day Florida and claimed it for Spain.

By 1540, after building an empire that stretched from Mexico to Peru, the Spanish once again looked to the land that is now the United States. In 1540–1541, Francisco Vázquez de Coronado led an expedition throughout much of present-day Arizona, New Mexico, Texas, Oklahoma, and Kansas. He was searching for another wealthy empire to conquer. Coronado found little gold amidst the dry deserts of the Southwest. As a result, the Spanish monarchy assigned mostly priests to explore and colonize the future United States.

Catholic priests had accompanied conquistadors from the very beginning of American colonization. The conquistadors had come in search of wealth. The priests who accompanied them had come in search of converts. In the winter of 1609–1610, Pedro de Peralta, governor of Spain's northern holdings, called New Mexico, led settlers to a tributary on the upper Rio Grande. They built a capital called Santa Fe, or "Holy Faith." In the next two decades, a string of Christian missions arose among the Pueblo, the native inhabitants of the region. Scattered missions, forts, and small ranches dotted the lands of New Mexico. These became the headquarters for advancing the Catholic religion. **C**

MAIN IDEA

Contrasting

C How did Spain's colony in New Mexico differ from its colonies in New Spain?

Opposition to Spanish Rule

Spanish priests worked to spread Christianity in the Americas. They also pushed for better treatment of Native Americans. Priests spoke out against the cruel treatment of natives. In particular, they criticized the harsh pattern of labor that emerged under the *encomienda* system. “There is nothing more detestable or more cruel,” Dominican monk Bartolomé de Las Casas wrote, “than the tyranny which the Spaniards use toward the Indians for the getting of pearl [riches].”

African Slavery and Native Resistance The Spanish government abolished the *encomienda* system in 1542. To meet the colonies’ need for labor, Las Casas suggested Africans. “The labor of one . . . [African] . . . [is] more valuable than that of four Indians,” he said. The priest later changed his view and denounced African slavery. However, others promoted it.

Opposition to the Spanish method of colonization came not only from Spanish priests, but also from the natives themselves. Resistance to Spain’s attempt at domination began shortly after the Spanish arrived in the Caribbean. In November of 1493, Columbus encountered resistance in his attempt to conquer the present-day island of St. Croix. Before finally surrendering, the inhabitants defended themselves by firing poison arrows.

As late as the end of the 17th century, natives in New Mexico fought Spanish rule. Although they were not risking their lives in silver mines, the natives still felt the weight of Spanish force. In converting the natives, Spanish priests and soldiers burned their sacred objects and prohibited native rituals. The Spanish also forced natives to work for them and sometimes abused them physically.

In 1680, Popé, a Pueblo ruler, led a well-organized rebellion against the Spanish. The rebellion involved more than 8,000 warriors from villages all over New Mexico. The native fighters drove the Spanish back into New Spain. For the next 12 years, until the Spanish regained control of the area, the southwest region of the future United States once again belonged to its original inhabitants. **D**

By this time, however, the rulers of Spain had far greater concerns. The other nations of Europe had begun to establish their own colonies in the Americas.

MAIN IDEA

Analyzing Causes

D Why did the natives of New Mexico revolt against Spanish settlers?

SECTION

1

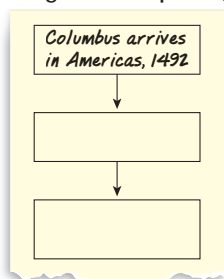
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Christopher Columbus
- colony
- Hernando Cortés
- conquistador
- Francisco Pizarro
- Atahualpa
- mestizo
- *encomienda*

USING YOUR NOTES

2. Which event do you think had the greatest impact? (10.4.2)



MAIN IDEAS

3. What process did Columbus and his followers begin? (10.4.2)
4. Why were most of the Spanish explorers drawn to the Americas? (10.4.2)
5. Which country was the richest and most powerful in the 16th century, and why? (10.4.2)

CRITICAL THINKING & WRITING

6. **ANALYZING PRIMARY SOURCES** Reread the primary source on page 119. How might Columbus’s view of the Taino have led the Spanish to think they could take advantage of and impose their will on the natives? (10.4.2)
7. **COMPARING** What might have been some similarities in character between Cortés and Pizarro? (10.4.2)
8. **CLARIFYING** Through what modern-day states did Coronado lead his expedition? (10.4.2)
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Write a **dialogue** in which a Native American and a conquistador debate the merits of Spain’s colonization of the Americas. (Writing 2.1.c)

CONNECT TO TODAY MAKING A DATABASE

Use library resources to compile a **database** of places and geographical features in the Americas named after Columbus. Display your list in the classroom. (Writing 2.6.a)

Different Perspectives: Using Primary and Secondary Sources

INTERACTIVE

The Legacy of Columbus

In the years and centuries since Christopher Columbus's historic journeys, people still debate the legacy of his voyages. Some argue they were the heroic first steps in the creation of great and democratic societies. Others claim they were the beginnings of an era of widespread cruelty, bloodshed, and epidemic disease.

A SECONDARY SOURCE

Samuel Eliot Morison

Morison, a strong supporter of Columbus, laments that the sea captain died without realizing the true greatness of his deeds.

One only wishes that the Admiral might have been afforded the sense of fulfillment that would have come from foreseeing all that flowed from his discoveries; that would have turned all the sorrows of his last years to joy. The whole history of the Americas stems from the Four Voyages of Columbus; and as the Greek city-states looked back to the deathless gods as their founders, so today a score of independent nations and dominions unite in homage to Christopher, the stout-hearted son of Genoa, who carried Christian civilization across the Ocean Sea.

B PRIMARY SOURCE

Bartolomé de Las Casas

Las Casas was an early Spanish missionary who watched fellow Spaniards unleash attack dogs on Native Americans.

Their other frightening weapon after the horses: twenty hunting greyhounds. They were unleashed and fell on the Indians at the cry of *Tómalo!* ["Get them!"]. Within an hour they had preyed on one hundred of them. As the Indians were used to going completely naked, it is easy to imagine what the fierce greyhounds did, urged to bite naked bodies and skin much more delicate than that of the wild boars they were used to. . . . This tactic, begun here and invented by the devil, spread throughout these Indies and will end when there is no more land nor people to subjugate and destroy in this part of the world.

CALIFORNIA STANDARDS

10.4.2 Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

REP 3 Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

C SECONDARY SOURCE

Suzan Shown Harjo

Harjo, a Native American, disputes the benefits that resulted from Columbus's voyages and the European colonization of the Americas that followed.

Columbus Day, never on Native America's list of favorite holidays, became somewhat tolerable as its significance diminished to little more than a good shopping day. But this next long year [1992] of Columbus hoopla will be tough to take amid the spending sprees and horn blowing to tout a five-century feeding frenzy that has left Native people and this red quarter of Mother Earth in a state of emergency. For Native people, this half millennium of land grabs and one-cent treaty sales has been no bargain.

D PRIMARY SOURCE

Anonymous

Contemporary with the Spanish conquest of the Americas, this illustration depicts a medicine man tending to an Aztec suffering from smallpox, which killed millions of Native Americans.



Document-Based QUESTIONS

1. Based on Source A, was the legacy of Columbus a positive or negative thing?
2. In what ways do Sources B and C agree about Columbus?
3. Which aspect of the legacy of Columbus does the illustration in Source D show?
4. If you had to construct a balance sheet on Columbus, would you come up with a positive or negative balance? On a poster board, make up a list of positive and negative elements, and display your chart in the classroom.



European Nations Settle North America

MAIN IDEA

EMPIRE BUILDING Several European nations fought for control of North America, and England emerged victorious.

WHY IT MATTERS NOW

The English settlers in North America left a legacy of law and government that guides the United States today.

TERMS & NAMES

- New France
- Jamestown
- Pilgrims
- Puritans
- New Netherland
- French and Indian War
- Metacom

SETTING THE STAGE Spain’s successful colonization efforts in the Americas did not go unnoticed. Other European nations, such as England, France, and the Netherlands, soon became interested in obtaining their own valuable colonies. The Treaty of Tordesillas, signed in 1494, had divided the newly discovered lands between Spain and Portugal. However, other European countries ignored the treaty. They set out to build their own empires in the Americas. This resulted in a struggle for North America.

Competing Claims in North America

Magellan’s voyage showed that ships could reach Asia by way of the Pacific Ocean. Spain claimed the route around the southern tip of South America. Other European countries hoped to find an easier and more direct route to the Pacific. If it existed, a northwest trade route through North America to Asia would become highly profitable. Not finding the route, the French, English, and Dutch instead established colonies in North America.

Explorers Establish New France The early French explorers sailed west with dreams of reaching the East Indies. One explorer was Giovanni da Verrazzano (VEHR•uh•ZAHN•noh), an Italian in the service of France. In 1524, he sailed to North America in search of a sea route to the Pacific. While he did not find the route, Verrazzano did discover what is today New York harbor. Ten years later, the Frenchman Jacques Cartier (kahr•TYAY) reached a gulf off the eastern coast of Canada that led to a broad river. Cartier named it the St. Lawrence. He followed it inward until he reached a large island dominated by a mountain. He named the island Mont Real (Mount Royal), which later became known as Montreal. In 1608, another French explorer, Samuel de Champlain, sailed up the St. Lawrence with about 32 colonists. They founded Quebec, which became the base of France’s colonial empire in North America, known as **New France**.

Then the French penetrated the North American continent. In 1673, French Jesuit priest Jacques Marquette and trader Louis Joliet explored the Great Lakes and the upper Mississippi River. Nearly 10 years later, Sieur de La Salle explored the lower Mississippi. He claimed the entire river valley for France. He named it Louisiana in honor of the French king, Louis XIV. By the early 1700s, New France covered much of what is now the midwestern United States and eastern Canada.

CALIFORNIA STANDARDS

10.1.2 Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato’s *Republic* and Aristotle’s *Politics*.

CST 3 Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

REP 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

HI 1 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

TAKING NOTES

Clarifying Use a chart to record information about early settlements.

Name of Settlement	General Location
New France	
New Netherland	
Massachusetts Bay	

A Trading Empire France's North American empire was immense. But it was sparsely populated. By 1760, the European population of New France had grown to only about 65,000. A large number of French colonists had no desire to build towns or raise families. These settlers included Catholic priests who sought to convert Native Americans. They also included young, single men engaged in what had become New France's main economic activity, the fur trade. Unlike the English, the French were less interested in occupying territories than they were in making money off the land. **A**

MAIN IDEA

Summarizing

A Why were France's North American holdings so sparsely populated?

The English Arrive in North America

The explorations of the Spanish and French inspired the English. In 1606, a company of London investors received from King James a charter to found a colony in North America. In late 1606, the company's three ships, and more than 100 settlers, pushed out of an English harbor. About four months later, in 1607, they reached the coast of Virginia. The colonists claimed the land as theirs. They named the settlement **Jamestown** in honor of their king.

The Settlement at Jamestown The colony's start was disastrous. The settlers were more interested in finding gold than in planting crops. During the first few years, seven out of every ten people died of hunger, disease, or battles with the Native Americans.

Despite their nightmarish start, the colonists eventually gained a foothold in their new land. Jamestown became England's first permanent settlement in North America. The colony's outlook improved greatly after farmers there discovered tobacco. High demand in England for tobacco turned it into a profitable cash crop.

Puritans Create a "New England" In 1620, a group known as **Pilgrims** founded a second English colony, Plymouth, in Massachusetts. Persecuted for their religious beliefs in England, these colonists sought religious freedom. Ten years later, a group known as **Puritans** also sought religious freedom from England's Anglican Church. They established a larger colony at nearby Massachusetts Bay.

▼ Henry Hudson's ship arrives in the bay of New York on September 12, 1609.



The Puritans wanted to build a model community that would set an example for other Christians to follow. Although the colony experienced early difficulties, it gradually took hold. This was due in large part to the numerous families in the colony, unlike the mostly single, male population in Jamestown.

The Dutch Found New Netherland Following the English and French into North America were the Dutch. In 1609, Henry Hudson, an Englishman in the service of the Netherlands, sailed west. He was searching for a northwest sea route to Asia. Hudson did not find a route. He did, however, explore three waterways that were later named for him—the Hudson River, Hudson Bay, and Hudson Strait.

The Dutch claimed the region along these waterways. They established a fur trade with the Iroquois Indians. They built trading posts along the Hudson River at Fort Orange (now Albany) and on Manhattan Island. Dutch merchants formed the Dutch West India Company. In 1621, the Dutch government granted the company permission to colonize the region and expand the fur trade. The Dutch holdings in North America became known as **New Netherland**.

Although the Dutch company profited from its fur trade, it was slow to attract Dutch colonists. To encourage settlers, the colony opened its doors to a variety of peoples. Gradually more Dutch, as well as Germans, French, Scandinavians, and other Europeans, settled the area. **B**

Colonizing the Caribbean During the 1600s, the nations of Europe also colonized the Caribbean. The French seized control of present-day Haiti, Guadeloupe, and Martinique. The English settled Barbados and Jamaica. In 1634, the Dutch captured what are now the Netherlands Antilles and Aruba from Spain.

On these islands, the Europeans built huge cotton and sugar plantations. These products, although profitable, demanded a large and steady supply of labor. Enslaved Africans eventually would supply this labor.

The Struggle for North America

As they expanded their settlements in North America, the nations of France, England, and the Netherlands battled each other for colonial supremacy.

The English Oust the Dutch To the English, New Netherland separated their northern and southern colonies. In 1664, the English king, Charles II, granted his brother, the Duke of York, permission to drive out the Dutch. When the duke's fleet arrived at New Netherland, the Dutch surrendered without firing a shot. The Duke of York claimed the colony for England and renamed it New York.

With the Dutch gone, the English colonized the Atlantic coast of North America. By 1750, about 1.2 million English settlers lived in 13 colonies from Maine to Georgia.

England Battles France The English soon became hungry for more land for their colonial population. So they pushed farther west into the continent. By doing so, they collided with France's North American holdings. As their colonies expanded, France and England began to interfere with each other. It seemed that a major conflict was on the horizon.

In 1754 a dispute over land claims in the Ohio Valley led to a war between the British and French on the North

MAIN IDEA

Contrasting

B How were the Dutch and French colonies different from the English colonies in North America?

History *in* Depth

Pirates

The battle for colonial supremacy occurred not only on land, but also on the sea. Acting on behalf of their government, privately owned armed ships, known as privateers, attacked merchant ships of enemy nations and sank or robbed them.

Also patrolling the high seas were pirates. They attacked ships for their valuables and did not care what nation the vessels represented. One of the best-known pirates was Edward B. Teach, whose prominent beard earned him the nickname Blackbeard. According to one account, Blackbeard attempted to frighten his victims by sticking "lighted matches under his hat, which appeared on both sides of his face and eyes, naturally fierce and wild."





GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** Which nation claimed the largest area of the present-day United States in 1754?
- Place** How did Britain's North American empire change by 1763?

American continent. The conflict became known as the **French and Indian War**. The war became part of a larger conflict known as the Seven Years' War. Britain and France, along with their European allies, also battled for supremacy in Europe, the West Indies, and India.

In North America, the British colonists, with the help of the British Army, defeated the French in 1763. The French surrendered their North American holdings. As a result of the war, the British seized control of the eastern half of North America.

Native Americans Respond

As in Mexico and South America, the arrival of Europeans in the present-day United States had a great impact on Native Americans. European colonization brought mostly disaster for the lands' original inhabitants.

A Strained Relationship French and Dutch settlers developed a mostly cooperative relationship with the Native Americans. This was due mainly to the mutual benefits of the fur trade. Native Americans did most of the trapping and then traded the furs to the French for such items as guns, hatchets, mirrors, and beads. The Dutch also cooperated with Native Americans in an effort to establish a fur-trading enterprise.

The groups did not live together in complete harmony. Dutch settlers fought with various Native American groups over land claims and trading rights. For the most part, however, the French and Dutch colonists lived together peacefully with their North American hosts. **C**

MAIN IDEA

Analyzing Issues

C Why were the Dutch and French able to coexist in relative peace with the Native Americans?

The same could not be said of the English. Early relations between English settlers and Native Americans were cooperative. However, they quickly worsened over the issues of land and religion. Unlike the French and Dutch, the English sought to populate their colonies in North America. This meant pushing the natives off their land. The English colonists seized more land for their population—and to grow tobacco.

MAIN IDEA

Identifying Problems

D Why did the issues of land and religion cause strife between Native Americans and settlers?

Religious differences also heightened tensions. The English settlers considered Native Americans heathens, people without a faith. Over time, many Puritans viewed Native Americans as agents of the devil and as a threat to their godly society. Native Americans developed a similarly harsh view of the European invaders. **D**

Settlers and Native Americans Battle The hostility between the English settlers and Native Americans led to warfare. As early as 1622, the Powhatan tribe attacked colonial villages around Jamestown and killed about 350 settlers. During the next few years, the colonists struck back and massacred hundreds of Powhatan.

One of the bloodiest conflicts between colonists and Native Americans was known as King Philip's War. It began in 1675 when the Native American ruler **Metacom** (also known as King Philip) led an attack on colonial villages throughout Massachusetts. In the months that followed, both sides massacred hundreds of victims. After a year of fierce fighting, the colonists defeated the natives. During the 17th century, many skirmishes erupted throughout North America.

Natives Fall to Disease More destructive than the Europeans' weapons were their diseases. Like the Spanish in Central and South America, the Europeans who settled North America brought with them several diseases. The diseases devastated the native population in North America.

In 1616, for example, an epidemic of smallpox ravaged Native Americans living along the New England coast. The population of one tribe, the Massachusett, dropped from 24,000 to 750 by 1631. From South Carolina to Missouri, nearly whole tribes fell to smallpox, measles, and other diseases.

One of the effects of this loss was a severe shortage of labor in the colonies. In order to meet their growing labor needs, European colonists soon turned to another group: Africans, whom they would enslave by the million.

SECTION 2 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- New France
- Jamestown
- Pilgrims
- Puritans
- New Netherland
- French and Indian War
- Metacom

USING YOUR NOTES

2. What did these settlements have in common? (10.1.2)

Name of Settlement	General Location	Reasons Settled
New France		
New Netherland		
Massachusetts Bay		

MAIN IDEAS

3. What was a basic difference between French and English attitudes about the land they acquired in North America? (10.1.2)
4. What was the main result of the French and Indian War? (10.1.2)
5. What were some of the results for Native Americans of European colonization of North America? (10.1.2)

CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** What may have been one reason the English eventually beat the French in North America? (10.1.2)
7. **DRAWING CONCLUSIONS** What need drove the English farther west into the North American continent? (10.1.2)
8. **COMPARING** In what ways did the colonies at Jamestown and Massachusetts Bay differ? (10.1.2)
9. **WRITING ACTIVITY** **EMPIRE BUILDING** What were some of the grievances of Native Americans toward English colonists? Make a bulleted **list** of Native American complaints to display in the classroom. (Writing 2.6.b)

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to research French Cajun culture in Louisiana. Make a poster displaying your findings. (Writing 2.3.d)

INTERNET KEYWORD

Cajun



The Atlantic Slave Trade

MAIN IDEA

CULTURAL INTERACTION To meet their growing labor needs, Europeans enslaved millions of Africans in the Americas.

WHY IT MATTERS NOW

Descendants of enslaved Africans represent a significant part of the Americas' population today.

TERMS & NAMES

- Atlantic slave trade
- triangular trade
- middle passage

CALIFORNIA STANDARDS

10.4.1 Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

10.4.2 Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

10.4.3 Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

REP 1 Students distinguish valid arguments from fallacious arguments in historical interpretations.

SETTING THE STAGE Sugar plantations and tobacco farms required a large supply of workers to make them profitable for their owners. European owners had planned to use Native Americans as a source of cheap labor. But millions of Native Americans died from disease, warfare, and brutal treatment. Therefore, the Europeans in Brazil, the Caribbean, and the southern colonies of North America soon turned to Africa for workers. This demand for cheap labor resulted in the brutalities of the slave trade.

The Causes of African Slavery

Beginning around 1500, European colonists in the Americas who needed cheap labor began using enslaved Africans on plantations and farms.

Slavery in Africa Slavery had existed in Africa for centuries. In most regions, it was a relatively minor institution. The spread of Islam into Africa during the seventh century, however, ushered in an increase in slavery and the slave trade. Muslim rulers in Africa justified enslavement with the Muslim belief that non-Muslim prisoners of war could be bought and sold as slaves. As a result, between 650 and 1600, Muslims transported about 17 million Africans to the Muslim lands of North Africa and Southwest Asia.

In most African and Muslim societies, slaves had some legal rights and an opportunity for social mobility. In the Muslim world, a few slaves even occupied positions of influence and power. Some served as generals in the army. In African societies, slaves could escape their bondage in numerous ways, including marrying into the family they served.

The Demand for Africans The first Europeans to explore Africa were the Portuguese during the 1400s. Initially, Portuguese traders were more interested in trading for gold than for captured Africans. That changed with the colonization of the Americas, as natives began dying by the millions.

Europeans saw advantages in using Africans in the Americas. First, many Africans had been exposed to European diseases and had built up some immunity. Second, many Africans had experience in farming and could be taught plantation work. Third, Africans were less likely to escape because they did not know their way around the new land. Fourth, their skin color made it easier to catch them if they escaped and tried to live among others.

TAKING NOTES

Recognizing Effects Use a diagram like the one below to list effects of the Atlantic slave trade.

Consequences of the slave trade

I. in Africa

A.

B.

II. in the Americas

A.

B.

MAIN IDEA

Analyzing Motives

A What advantages did Europeans see in enslaving Africans?

In time, the buying and selling of Africans for work in the Americas—known as the **Atlantic slave trade**—became a massive enterprise. Between 1500 and 1600, nearly 300,000 Africans were transported to the Americas. During the next century, that number climbed to almost 1.3 million. By the time the Atlantic slave trade ended around 1870, Europeans had imported about 9.5 million Africans to the Americas. **A**

Spain and Portugal Lead the Way The Spanish took an early lead in importing Africans to the Americas. Spain moved on from the Caribbean and began to colonize the American mainland. As a result, the Spanish imported and enslaved thousands more Africans. By 1650, nearly 300,000 Africans labored throughout Spanish America on plantations and in gold and silver mines.

By this time, however, the Portuguese had surpassed the Spanish in the importation of Africans to the Americas. During the 1600s, Brazil dominated the European sugar market. As the colony's sugar industry grew, so too did European colonists' demand for cheap labor. During the 17th century, more than 40 percent of all Africans brought to the Americas went to Brazil.

Slavery Spreads Throughout the Americas

As the other European nations established colonies in the Americas, their demand for cheap labor grew. Thus, they also began to import large numbers of Africans.

England Dominates the Slave Trade As England's presence in the Americas grew, it came to dominate the Atlantic slave trade. From 1690 until England abolished the slave trade in 1807, it was the leading carrier of enslaved Africans. By the time the slave trade ended, the English had transported nearly 1.7 million Africans to their colonies in the West Indies.

African slaves were also brought to what is now the United States. In all, nearly 400,000 Africans were sold to Britain's North American colonies. Once in North America, however, the slave population steadily grew. By 1830, roughly 2 million slaves toiled in the United States.

History *in* Depth

Slavery

Slavery probably began with the development of farming about 10,000 years ago. Farmers used prisoners of war to work for them.

Slavery has existed in societies around the world. People were enslaved in civilizations from Egypt to China to India. The picture at the right shows slaves working in a Roman coal mine.

Race was not always a factor in slavery. Often, slaves were captured prisoners of war, or people of a different nationality or religion.

However, the slavery that developed in the Americas was based largely on race. Europeans viewed black people as naturally inferior. Because of this, slavery in the Americas was hereditary.



African Cooperation and Resistance Many African rulers and merchants played a willing role in the Atlantic slave trade. Most European traders, rather than travel inland, waited in ports along the coasts of Africa. African merchants, with the help of local rulers, captured Africans to be enslaved. They then delivered them to the Europeans in exchange for gold, guns, and other goods. **B**

As the slave trade grew, some African rulers voiced their opposition to the practice. Nonetheless, the slave trade steadily grew. Lured by its profits, many African rulers continued to participate. African merchants developed new trade routes to avoid rulers who refused to cooperate.

MAIN IDEA

Analyzing Issues

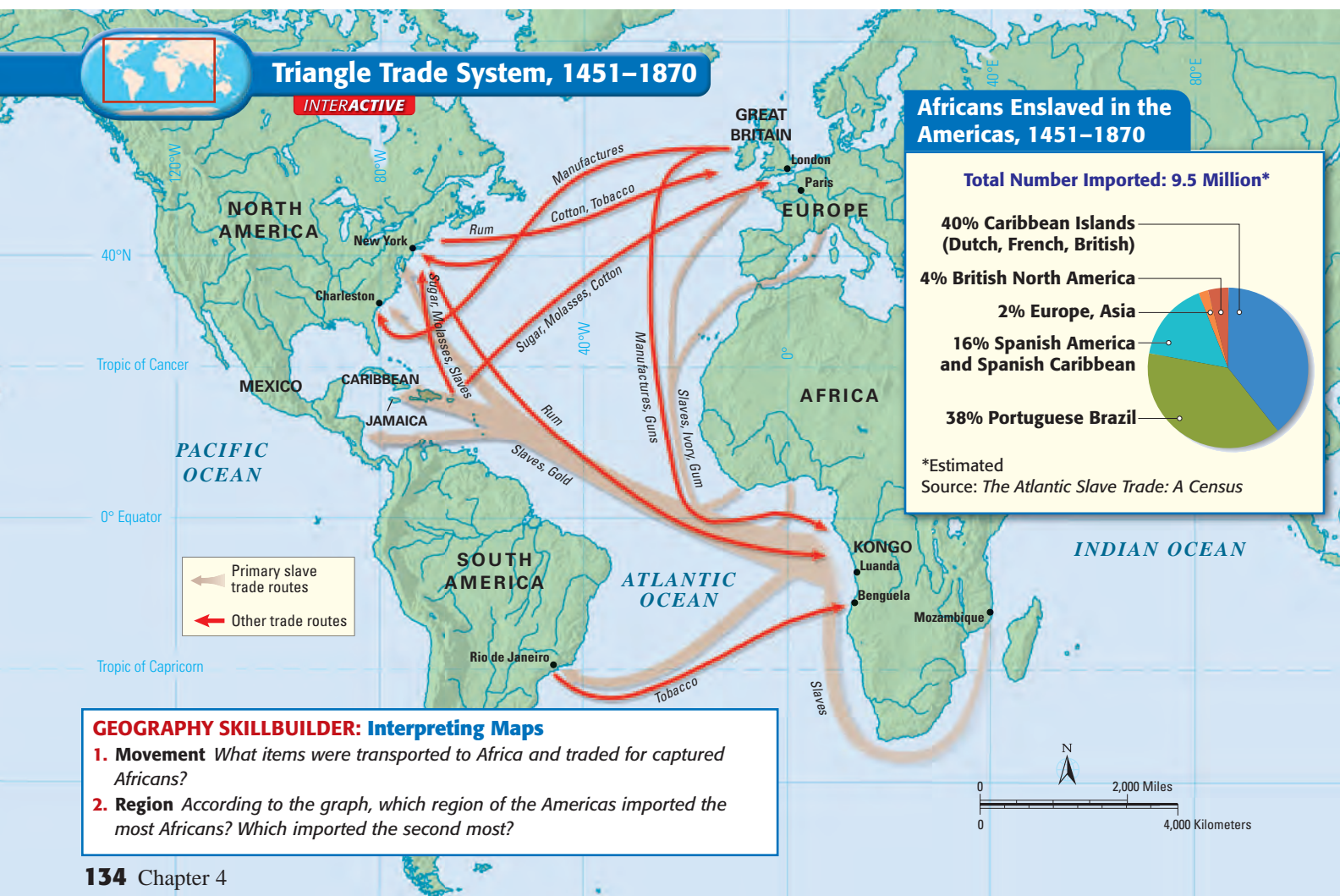
B Why did many African rulers participate in the Atlantic slave trade?

A Forced Journey

After being captured, African men and women were shipped to the Americas as part of a profitable trade network. Along the way, millions of Africans died.

The Triangular Trade Africans transported to the Americas were part of a transatlantic trading network known as the **triangular trade**. Over one trade route, Europeans transported manufactured goods to the west coast of Africa. There, traders exchanged these goods for captured Africans. The Africans were then transported across the Atlantic and sold in the West Indies. Merchants bought sugar, coffee, and tobacco in the West Indies and sailed to Europe with these products.

On another triangular route, merchants carried rum and other goods from the New England colonies to Africa. There they exchanged their merchandise for Africans. The traders transported the Africans to the West Indies and sold them for sugar and molasses. They then sold these goods to rum producers in New England.



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Movement** What items were transported to Africa and traded for captured Africans?
- 2. Region** According to the graph, which region of the Americas imported the most Africans? Which imported the second most?

> Analyzing Primary Sources

The Horrors of the Middle Passage

One African, Olaudah Equiano, recalled the inhumane conditions on his trip from West Africa to the West Indies at age 12 in 1762.

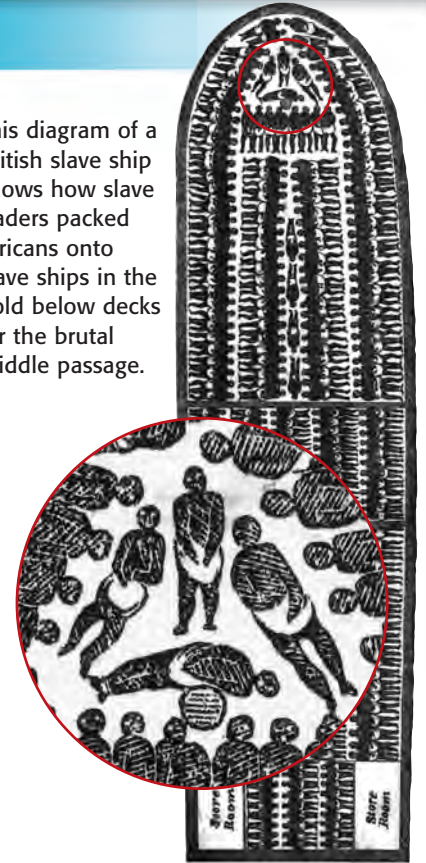
PRIMARY SOURCE

I was soon put down under the decks, and there I received such a salutation [greeting] in my nostrils as I never experienced in my life; so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat . . . but soon, to my grief, two of the white men offered me eatables; and on my refusing to eat, one of them held me fast by the hands, and laid me across . . . the windlass, while the other flogged me severely.

OLAUDAH EQUIANO, quoted in
Eyewitness: The Negro in American History



This diagram of a British slave ship shows how slave traders packed Africans onto slave ships in the hold below decks for the brutal middle passage.



DOCUMENT-BASED QUESTIONS

1. **Making Inferences** Why might the white men have forced Equiano to eat?
2. **Drawing Conclusions** What does the diagram of the slave ship suggest about conditions on board?

Various other transatlantic routes existed. The “triangular” trade encompassed a network of trade routes crisscrossing the northern and southern colonies, the West Indies, England, Europe, and Africa. The network carried a variety of traded goods.

The Middle Passage The voyage that brought captured Africans to the West Indies and later to North and South America was known as the **middle passage**. It was considered the middle leg of the transatlantic trade triangle. Sickening cruelty characterized this journey. In African ports, European traders packed Africans into the dark holds of large ships. On board, Africans endured whippings and beatings from merchants, as well as diseases that swept through the vessel. Numerous Africans died from disease or physical abuse aboard the slave ships. Many others committed suicide by drowning. Scholars estimate that roughly 20 percent of the Africans aboard each slave ship perished during the brutal trip.

Slavery in the Americas

Africans who survived their ocean voyage faced a difficult life in the Americas. Forced to work in a strange land, enslaved Africans coped in a variety of ways.

A Harsh Life Upon arriving in the Americas, captured Africans usually were auctioned off to the highest bidder. After being sold, slaves worked in mines or fields or as domestic servants. Slaves lived a grueling existence. Many lived on little food in small, dreary huts. They worked long days and suffered beatings. In much of the Americas, slavery was a lifelong condition, as well as a hereditary one.

Resistance and Rebellion To cope with the horrors of slavery, Africans developed a way of life based on their cultural heritage. They kept alive such things as their musical traditions as well as the stories of their ancestors.

Slaves also found ways to resist. They made themselves less productive by breaking tools, uprooting plants, and working slowly. Thousands also ran away.

Some slaves pushed their resistance to open revolt. As early as 1522, about 20 slaves on Hispaniola attacked and killed several Spanish colonists. Larger revolts occurred throughout Spanish settlements during the 16th century.

Occasional uprisings also occurred in Brazil, the West Indies, and North America. In 1739, a group of slaves in South Carolina led an uprising known as the Stono Rebellion. Uprisings continued into the 1800s.

Consequences of the Slave Trade

The Atlantic slave trade had a profound impact on both Africa and the Americas. In Africa, numerous cultures lost generations of their fittest members—their young and able—to European traders and plantation owners. In addition, countless African families were torn apart. Many of them were never reunited. The slave trade devastated African societies in another way: by introducing guns into the continent.

While they were unwilling participants in the growth of the colonies, African slaves contributed greatly to the economic and cultural development of the Americas. Their greatest contribution was their labor. Without their back-breaking work, colonies such as those on Haiti and Barbados may not have survived. In addition to their muscle, enslaved Africans brought their expertise, especially in agriculture. They also brought their culture. Their art, music, religion, and food continue to influence American societies.

The influx of so many Africans to the Americas also has left its mark on the very population itself. From the United States to Brazil, many of the nations of the Western Hemisphere today have substantial African-American populations. Many Latin American countries have sizable mixed-race populations.

As the next section explains, Africans were not the only cargo transported across the Atlantic during the colonization of the Americas. The settlement of the Americas brought many different items from Europe, Asia, and Africa to North and South America. It also introduced items from the Americas to the rest of the world.

SECTION

3

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Atlantic slave trade
- triangular trade
- middle passage

USING YOUR NOTES

2. What seems to have been the most important consequence? Explain. (10.4.2)

Consequences of the slave trade

I. in Africa

A.

B.

II. in the Americas

A.

B.

MAIN IDEAS

3. What effect did the spread of Islam have on the slave trade? (10.4.3)
4. How did enslaved Africans resist their bondage? (10.4.3)
5. How did African slaves contribute to the development of the Americas? (10.4.3)

CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** How was slavery in the Americas different from slavery in Africa? (10.4.3)
7. **SYNTHESIZING** What does the percentage of enslaved Africans imported to the Caribbean Islands and Brazil suggest about the racial makeup of these areas? (10.4.2)
8. **MAKING INFERENCES** Why do you think the slave trade flourished for so long? (10.4.3)
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Imagine you are an African ruler. Write a **letter** to a European leader in which you try to convince him or her to stop participating in the slave trade. (Writing 2.6.a)

CONNECT TO TODAY MAKING A MAP

Research which of the original 13 colonies had the greatest numbers of slaves in the late 18th century. Then make a **map** of the colonies in which you show the numbers for each state. (CST 3)



4

The Columbian Exchange and Global Trade

MAIN IDEA

ECONOMICS The colonization of the Americas introduced new items into the Eastern and Western hemispheres.

WHY IT MATTERS NOW

This global exchange of goods permanently changed Europe, Asia, Africa, and the Americas.

TERMS & NAMES

- Columbian Exchange
- capitalism
- joint-stock company
- mercantilism
- favorable balance of trade

SETTING THE STAGE The colonization of the Americas dramatically changed the world. It prompted both voluntary and forced migration of millions of people. It led to the establishment of new and powerful societies. Other effects of European settlement of the Americas were less noticeable but equally important. Colonization resulted in the exchange of new items that greatly influenced the lives of people throughout the world. The new wealth from the Americas resulted in new business and trade practices in Europe.

CALIFORNIA STANDARDS

10.3.6 Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

10.4.1 Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

HI 1 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

HI 4 Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

The Columbian Exchange

The global transfer of foods, plants, and animals during the colonization of the Americas is known as the **Columbian Exchange**. Ships from the Americas brought back a wide array of items that Europeans, Asians, and Africans had never before seen. They included such plants as tomatoes, squash, pineapples, tobacco, and cacao beans (for chocolate). And they included animals such as the turkey, which became a source of food in the Eastern Hemisphere.

Perhaps the most important items to travel from the Americas to the rest of the world were corn and potatoes. Both were inexpensive to grow and nutritious. Potatoes, especially, supplied many essential vitamins and minerals. Over time, both crops became an important and steady part of diets throughout the world. These foods helped people live longer. Thus they played a significant role in boosting the world's population. The planting of the first white potato in Ireland and the first sweet potato in China probably changed more lives than the deeds of 100 kings.

Traffic across the Atlantic did not flow in just one direction, however. Europeans introduced various livestock animals into the Americas. These included horses, cattle, sheep, and pigs. Foods from Africa (including some that originated in Asia) migrated west in European ships. They included bananas, black-eyed peas, and yams. Grains introduced to the Americas included wheat, rice, barley, and oats.

Some aspects of the Columbian Exchange had a tragic impact on many Native Americans. Disease was just as much a part of the Columbian Exchange as goods and food. The diseases Europeans brought with them, which included smallpox and measles, led to the deaths of millions of Native Americans.

TAKING NOTES

Recognizing Effects Use a chart to record information about the Columbian Exchange.

Food/ Livestock/ Disease	Place of Origin	Effect
Potato		
Horse		
Smallpox		

Global Impact: Food Exchange

The Columbian Exchange

Few events transformed the world like the Columbian Exchange. This global transfer of plants, animals, disease, and especially food brought together the Eastern and Western hemispheres and touched, in some way, nearly all the peoples of the world.

Frightening Foods

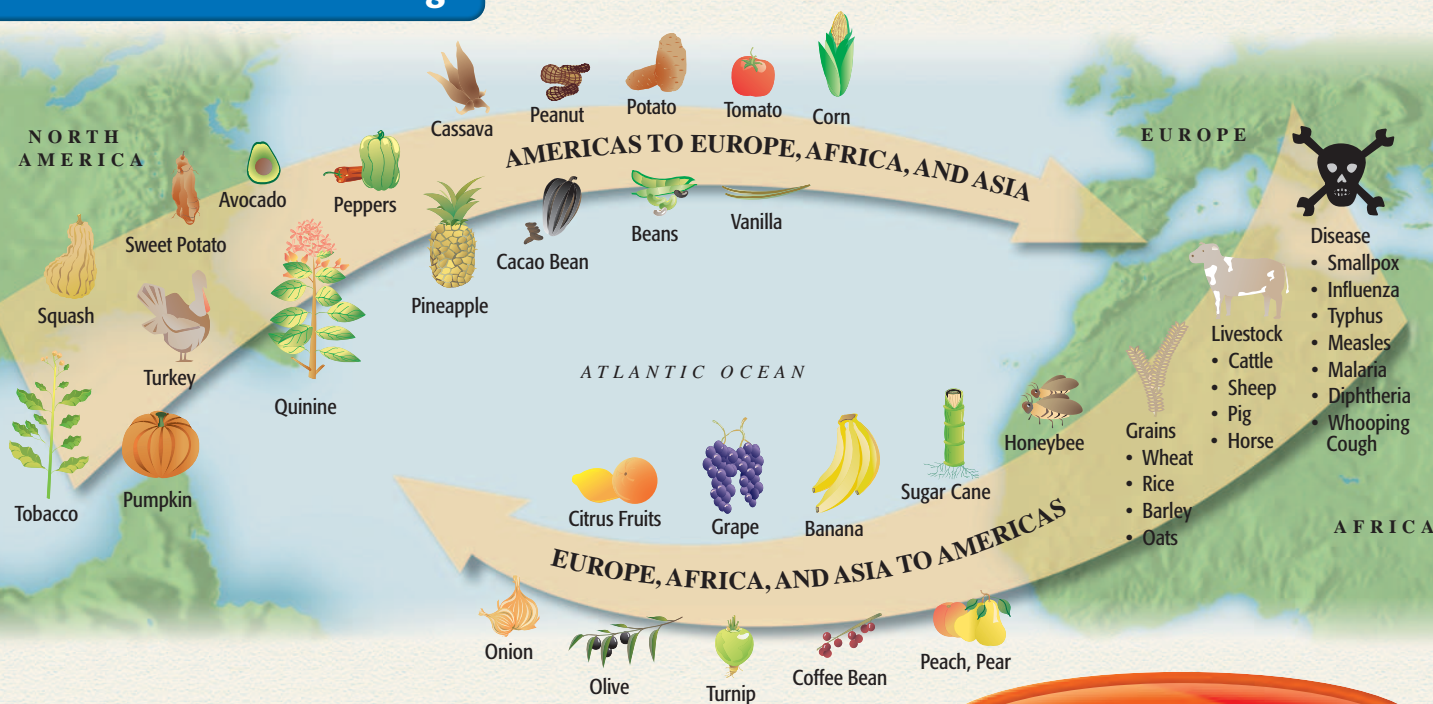
Several foods from the Americas that we now take for granted at first amazed and terrified Europeans. Early on, people thought the tomato was harmful to eat. One German official warned that the tomato "should not be taken internally." In 1619, officials in Burgundy, France, banned potatoes, explaining that "too frequent use of them caused the leprosy." In 1774, starving peasants in Prussia refused to eat the spud.

CALIFORNIA STANDARDS

10.4.1 Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

HI 2 Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

The Columbian Exchange



Connect to Today

1. Forming Opinions Have students work in small groups to pose and answer questions about the beneficial and harmful aspects of the Columbian Exchange.

See Skillbuilder Handbook, page R20.

2. Comparing and Contrasting Find out what major items are exchanged or traded between the United States and either Asia, Africa, or Europe. How do the items compare with those of the Columbian Exchange? Report your findings to the class.



Patterns of Interaction

The Geography of Food: The Impact of Potatoes and Sugar

Think about your favorite foods. Chances are that at least one originated in a distant land. Throughout history, the introduction of new foods into a region has dramatically changed lives—for better and worse. Dependence on the potato, for example, led to a famine in Ireland. This prompted a massive migration of Irish people to other countries. In the Americas, the introduction of sugar led to riches for some and enslavement for many others.

A Spanish missionary in Mexico described the effects of smallpox on the Aztecs:

PRIMARY SOURCE

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 SAHAGUN, quoted in *Seeds of Change*

Other diseases Europeans brought with them included influenza, typhus, malaria, and diphtheria. **A**

Global Trade

The establishment of colonial empires in the Americas influenced the nations of Europe in still other ways. New wealth from the Americas was coupled with a dramatic growth in overseas trade. The two factors together prompted a wave of new business and trade practices in Europe during the 16th and 17th centuries. These practices, many of which served as the root of today's financial dealings, dramatically changed the economic atmosphere of Europe.

The Rise of Capitalism One aspect of the European economic revolution was the growth of **capitalism**. Capitalism is an economic system based on private ownership and the investment of resources, such as money, for profit. No longer were governments the sole owners of great wealth. Due to overseas colonization and trade, numerous merchants had obtained great wealth. These merchants continued to invest their money in trade and overseas exploration. Profits from these investments enabled merchants and traders to reinvest even more money in other enterprises. As a result, businesses across Europe grew and flourished.

The increase in economic activity in Europe led to an overall increase in many nations' money supply. This in turn brought on inflation, or the steady rise in the price of goods. Inflation occurs when people have more money to spend and thus demand more goods and services. Because the supply of goods is less than the demand for them, the goods become both scarce and more valuable. Prices then rise. At this time in Europe, the costs of many goods rose. Spain, for example, endured a crushing bout of inflation during the 1600s, as boatloads of gold and silver from the Americas greatly increased the nation's money supply.

Joint-Stock Companies Another business venture that developed during this period was known as the **joint-stock company**. The joint-stock company worked much like the modern-day corporation, with investors buying shares of stock in a company. It involved a number of people combining their wealth for a common purpose.

Three Worlds Meet, 1492–1700

1492 (Europeans)

Columbus embarks on voyage.

1511 (Africans)

Africans begin working as slaves in the Americas.

1521 (Americans)

The Aztec Empire in Mexico is conquered by Hernando Cortés.

1533 (Americans)

The Inca Empire in South America falls to Francisco Pizarro.



1630 (Europeans)

Puritans establish the Massachusetts Bay Colony in North America.

1650 (Africans)

The number of Africans toiling in Spanish America reaches 300,000.

1675 (Americans)

Native Americans battle colonists in King Philip's War.

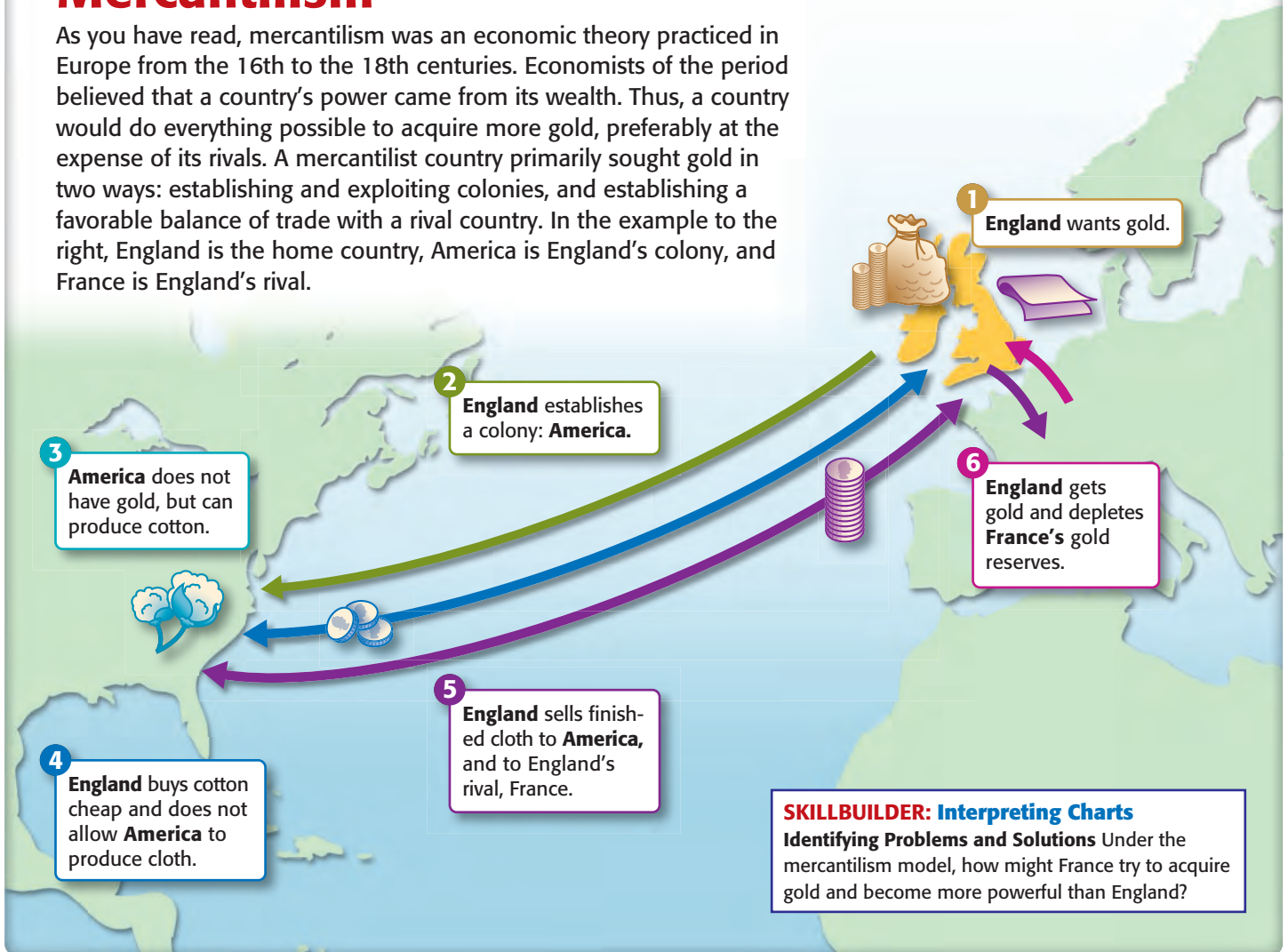
MAIN IDEA

Making Inferences

A Why is the Columbian Exchange considered a significant event?

Mercantilism

As you have read, mercantilism was an economic theory practiced in Europe from the 16th to the 18th centuries. Economists of the period believed that a country's power came from its wealth. Thus, a country would do everything possible to acquire more gold, preferably at the expense of its rivals. A mercantilist country primarily sought gold in two ways: establishing and exploiting colonies, and establishing a favorable balance of trade with a rival country. In the example to the right, England is the home country, America is England's colony, and France is England's rival.



In Europe during the 1500s and 1600s, that common purpose was American colonization. It took large amounts of money to establish overseas colonies. Moreover, while profits may have been great, so were risks. Many ships, for instance, never completed the long and dangerous ocean voyage. Because joint-stock companies involved numerous investors, the individual members paid only a fraction of the total colonization cost. If the colony failed, investors lost only their small share. If the colony thrived, the investors shared in the profits. It was a joint-stock company that was responsible for establishing Jamestown, England's first North American colony. **B**

MAIN IDEA

Making Inferences

B Why would a joint-stock company be popular with investors in overseas colonies?

The Growth of Mercantilism

During this time, the nations of Europe adopted a new economic policy known as **mercantilism**. The theory of mercantilism (shown above) held that a country's power depended mainly on its wealth. Wealth, after all, allowed nations to build strong navies and purchase vital goods. As a result, the goal of every nation became the attainment of as much wealth as possible.

Balance of Trade According to the theory of mercantilism, a nation could increase its wealth and power in two ways. First, it could obtain as much gold and silver as possible. Second, it could establish a **favorable balance of trade**, in which it sold more goods than it bought. A nation's ultimate goal under mercantilism was to become self-sufficient, not dependent on other countries for goods. An English author of the time wrote about the new economic idea of mercantilism:

PRIMARY SOURCE

Although a Kingdom may be enriched by gifts received, or by purchases taken from some other Nations . . . these are things uncertain and of small consideration when they happen. The ordinary means therefore to increase our wealth and treasure is by Foreign Trade, wherein we must ever observe this rule: to sell more to strangers yearly than we consume of theirs in value.

THOMAS MUN, quoted in *World Civilizations*

Mercantilism went hand in hand with colonization, for colonies played a vital role in this new economic practice. Aside from providing silver and gold, colonies provided raw materials that could not be found in the home country, such as wood or furs. In addition to playing the role of supplier, the colonies also provided a market. The home country could sell its goods to its colonies. **C**

Economic Revolution Changes European Society The economic changes that swept through much of Europe during the age of American colonization also led to changes in European society. The economic revolution spurred the growth of towns and the rise of a class of merchants who controlled great wealth.

The changes in European society, however, only went so far. While towns and cities grew in size, much of Europe's population continued to live in rural areas. And although merchants and traders enjoyed social mobility, the majority of Europeans remained poor. More than anything else, the economic revolution increased the wealth of European nations. In addition, mercantilism contributed to the creation of a national identity. Also, as Chapter 5 will describe, the new economic practices helped expand the power of European monarchs, who became powerful rulers.

MAIN IDEA

Summarizing

C What role did colonies play in mercantilism?

SECTION 4 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Columbian Exchange
- capitalism
- joint-stock company
- mercantilism
- favorable balance of trade

USING YOUR NOTES

2. Which effect do you think had the most impact on history? (10.3.6)

Food/ Livestock/ Disease	Place of Origin	Effect
Potato		
Horse		
Smallpox		

MAIN IDEAS

3. What were some of the food items that traveled from the Americas to the rest of the world? (10.4.1)
4. What food and livestock from the rest of the world traveled to the Americas? (10.4.1)
5. What were some of the effects on European society of the economic revolution that took place in the 16th and 17th centuries? (10.4.1)

CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** Why were colonies considered so important to the nations of Europe? (10.4.1)
7. **DRAWING CONCLUSIONS** Why might establishing overseas colonies have justified high profits for those who financed the colonies? (10.3.6)
8. **COMPARING** What were some positive and negative consequences of the Columbian Exchange? (10.3.6)
9. **WRITING ACTIVITY** **ECONOMICS** Do you think the economic changes in Europe during the American colonization era qualify as a revolution? Why or why not? Support your opinions in a two-paragraph **essay**. (Writing 2.4.a)

CONNECT TO TODAY **MAKING A POSTER**

Research one crop that developed in the Americas (such as corn or potatoes) and its impact on the world today. Show your findings in a **poster**. (Writing 2.3.d)

Chapter 4 Assessment

TERMS & NAMES

For each term or name below, briefly explain its connection to the Atlantic world from 1492 to 1800.

1. conquistador
2. *encomienda*
3. Jamestown
4. French and Indian War
5. Atlantic slave trade
6. triangular trade
7. Columbian Exchange
8. mercantilism

MAIN IDEAS

Spain Builds an American Empire Section 1 (pages 119–126)

9. Why did Columbus set sail westward? (10.4.2)
10. What were three goals of the Spanish in the Americas? (10.4.3)
11. Why did Popé lead a rebellion against the Spanish? (10.4.3)

European Nations Settle North America Section 2 (pages 127–131)

12. What did the Europeans mostly grow in their Caribbean colonies? (10.4.1)
13. What was the result of the French and Indian War? (10.1.2)

The Atlantic Slave Trade Section 3 (pages 132–136)

14. What factors led European colonists to use Africans to resupply their labor force? (10.4.3)
15. What were the conditions on board a slave ship? (10.1.2)
16. What were several ways in which enslaved Africans resisted their treatment in the Americas? (10.1.2)

The Columbian Exchange and Global Trade Section 4 (pages 137–141)

17. Why was the introduction of corn and potatoes to Europe and Asia so significant? (HI 1)
18. What was the economic policy of mercantilism? (10.4.1)

CRITICAL THINKING

1. USING YOUR NOTES

Use the chart to identify which nation sponsored each explorer and the regions he explored.

Explorer	Nation	Regions
Cabral		
Magellan		
Cartier		

(10.4.2)

2. DRAWING CONCLUSIONS

EMPIRE BUILDING What factors helped the Europeans conquer the Americas? Which was the most important? Why? (10.4.3)

3. RECOGNIZING EFFECTS

ECONOMICS Explain the statement, “Columbus’s voyage began a process that changed the world forever.” Consider all the peoples and places American colonization affected economically. (HI 1)

4. COMPARING AND CONTRASTING

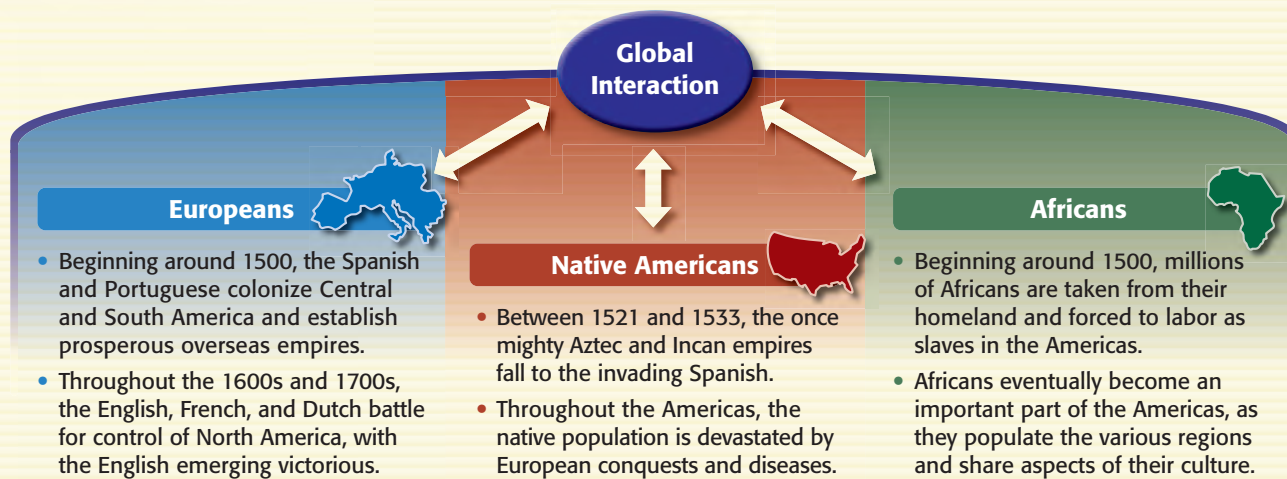
CULTURAL INTERACTION What might have been some of the differences in the Europeans’ and Native Americans’ views of colonization? (10.4.3)

5. SYNTHESIZING

How did enslaved Africans help create the societies in the New World? (REP 4)

VISUAL SUMMARY

The Atlantic World



STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33

PRIMARY SOURCE

Where there is a vacant place, there is liberty for . . . [Christians] to come and inhabit, though they neither buy it nor ask their leaves. . . . Indeed, no nation is to drive out another without special commission from Heaven . . . unless the natives do unjustly wrong them, and will not recompense the wrongs done in a peaceable fort [way]. And then they may right themselves by lawful war and subdue the country unto themselves.

JOHN COTTON, from "God's Promise to His Plantation"

1. What do you think Native Americans might have said about Cotton's statement that America was a "vacant place"? (10.4.3)
 - A. agreed that the continent was largely empty
 - B. discussed development plans with him
 - C. pointed out that they inhabited the land
 - D. offered to sell the land to him
2. How might the last part of Cotton's statement have helped the Puritans justify taking land from the Native Americans? (10.4.3)
 - A. Puritans could claim natives had wronged them.
 - B. Natives could claim Puritans had wronged them.
 - C. Puritans believed war was wrong in all circumstances.
 - D. Native Americans were willing to negotiate their grievances.

Use the Aztec drawing below and your knowledge of world history to answer question 3.



3. How does the artist depict the clash of Aztec and Spanish cultures? (CST 3)
 - A. meeting to negotiate peace
 - B. meeting as warriors
 - C. engaging in a sports competition
 - D. meeting as friends

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact with History (10.4.3)

On page 118 you examined the choices some Native Americans faced during the invasion by Spanish conquistadors. Now that you have read the chapter, rethink the choice you made. If you chose to side with the Spaniards, would you now change your mind? Why? If you decided to fight with the Aztecs, what are your feelings now? Discuss your thoughts and opinions with a small group.

2. WRITING ABOUT HISTORY (Writing 2.1.e)

An English colony would have looked strange and different to a Native American of the time. Write a **paragraph** describing an English colony of the 17th century. In your paragraph, provide details about the following:

- clothes
- food
- shelter
- weapons

INTEGRATED TECHNOLOGY

Participating in a WebQuest (Writing 2.3.b)

Introduction The Columbian Exchange marked the beginning of worldwide trade. Imagine that you are an exporter of a product and want to know how tariffs will affect your sales in various countries.

Task Collect and organize data about a particular product, including how much of the product various countries import and the tariff each country imposes.

Process and Resources With a team of four other students, use the Internet to research your product. Internet keyword: *customs tariffs various countries*. Identify at least five countries that import the product. Organize your findings in a spreadsheet.

Evaluation and Conclusion How did this project contribute to your understanding of global trade? How do you think tariffs will affect demand for your product in each country?

Four Governments

In Unit 1, you studied how cultures around the world organized and governed themselves. The next six pages focus on four of those governments—the Incan Empire, Italian city-states, Tokugawa Japan, and the Ottoman Empire. How they functioned and the physical symbols they used to communicate their power are important themes. The chart below identifies some key characteristics of the four different governments, and the map locates them in time and place. Take notes on the similarities and differences between the four governments.

CALIFORNIA STANDARDS

10.1.2 Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.

HI 1 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

Key Characteristics				
	Incan Empire	Italian City-States	Tokugawa Japan	Ottoman Empire
Title of Ruler	<ul style="list-style-type: none"> Inca 	<ul style="list-style-type: none"> varied by city: some had title of nobility, others of an elected position 	<ul style="list-style-type: none"> Shogun; emperor was a figurehead only 	<ul style="list-style-type: none"> Sultan
Ruling Structure	<ul style="list-style-type: none"> monarchical 	<ul style="list-style-type: none"> oligarchic 	<ul style="list-style-type: none"> militaristic 	<ul style="list-style-type: none"> bureaucratic
Basis of Authority	<ul style="list-style-type: none"> ruler believed to be descendant of the Sun god 	<ul style="list-style-type: none"> inheritance or social status supported by financial influence 	<ul style="list-style-type: none"> absolute loyalty and devoted service of samurai to their daimyo 	<ul style="list-style-type: none"> military power
Distinctive Feature of Government	<ul style="list-style-type: none"> Officials reported from the village level up to the king. Members of an ethnic group, or <i>mitimas</i>, were moved from their homes to other areas to increase agricultural output or put down rebellions. Children of Inca, local officials, and some others were taken to Cuzco for training. 	<ul style="list-style-type: none"> Power was in the hands of the ruling family or of a few wealthy families of bankers and merchants. Many cities had constitutions and elected assemblies with little power. 	<ul style="list-style-type: none"> Daimyo were the shogun's vassals and local administrators. Shogun controlled daimyo's marriage alliances and the number of samurai each had. To ensure cooperation, daimyo's families were held hostage at court while daimyos administered their home regions. 	<ul style="list-style-type: none"> Sultan owned everything of value (such as land and labor); his bureaucracy was in charge of managing and protecting it. Members of the bureaucracy derived status from the sultan but were his slaves along with their families. Heads of <i>millets</i> governed locally.

SKILLBUILDER: Interpreting Charts

Drawing Conclusions How did the rulers of most of these governments keep themselves in power?



Monarchy in the Incan Empire, 1438–1535

The Incan monarchy was different from European monarchies. In the Incan Empire, all people worked for the state, either as farmers, or artisans making cloth, for example. Men also served as road builders, as messengers, or as soldiers. The state provided clothing, food, and any necessities in short supply. Every year, the amount of land every family had was reviewed to make sure it could produce enough food to live on.





Oligarchy in the Italian City-States, 1000–1870

Oligarchy is government by a small group of people. In Venice, citizens elected a great council, but real power was held by the senate, which made all decisions. Only members of 125 to 150 wealthy and cultured families were eligible for membership.



Militarism in Tokugawa Japan, 1603–1867

A militaristic government is run by the military. All those in power under the Tokugawa shoguns were samurai. As the samurais' work became more administrative than military, the Tokugawa rulers encouraged cultural pursuits such as poetry, calligraphy, and the tea ceremony to keep warlike tendencies in check.

EUROPE

ASIA

Sea of Japan

40°N

Mediterranean Sea

AFRICA

PACIFIC OCEAN

Bureaucracy in the Ottoman Empire, 1451–1922

A bureaucratic government is organized into departments and offices staffed by workers who perform limited tasks. Because of the size of the empire, the Ottoman bureaucracy required tens of thousands of civil servants. The empire also supported and encouraged the arts.



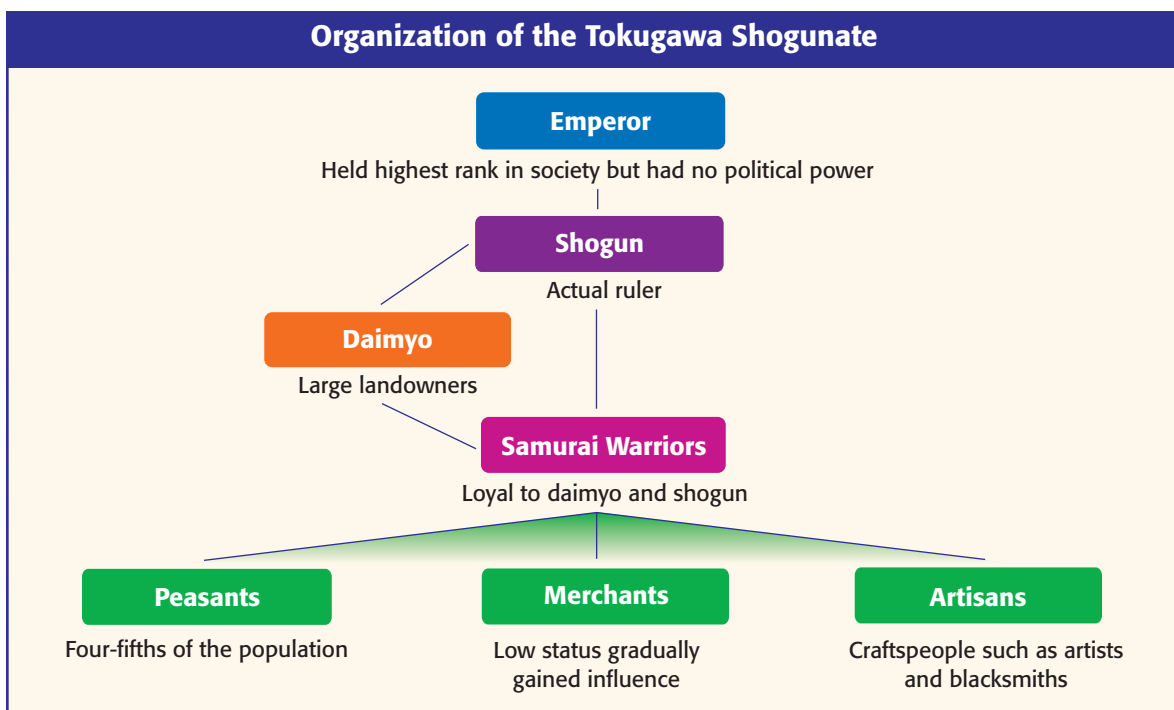
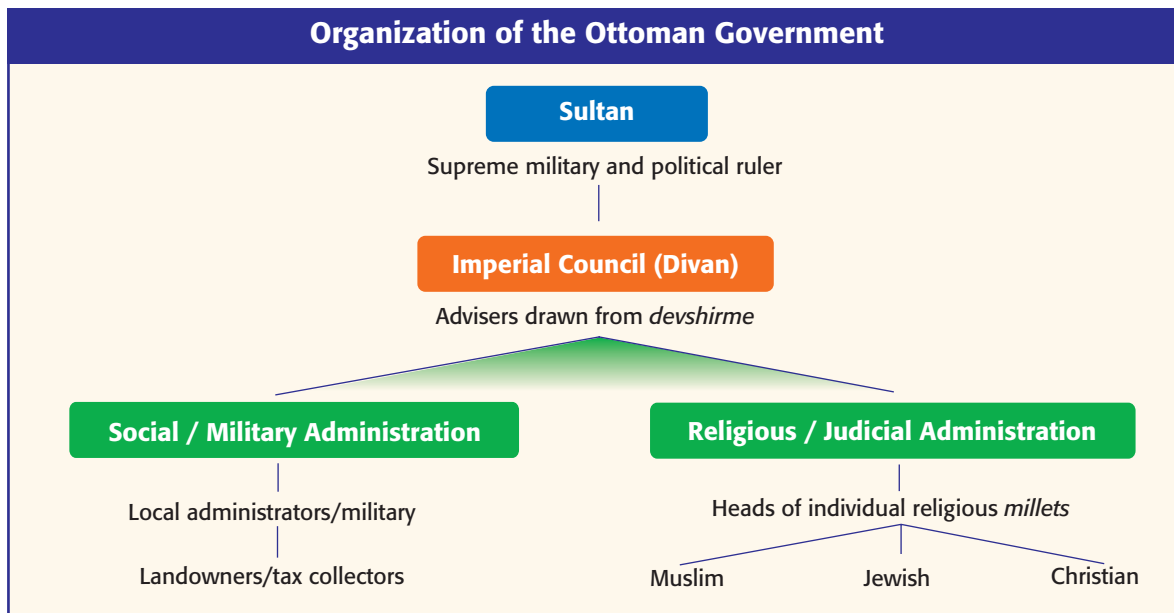
INDIAN OCEAN

Comparing & Contrasting

1. In what ways did the Incan government resemble the Ottoman bureaucracy?
2. What similarities and differences were there in the way the sultans and shoguns controlled government officials?
3. What characteristic did the ruling class of the Italian city-states and Tokugawa Japan have in common?

Structures of Government

All of the governments have officials at different levels with varying degrees of power and responsibility. Compare the governmental structure of the Ottoman bureaucracy with that of Tokugawa Shogunate's militaristic government using the charts below.



SKILLBUILDER: Interpreting Charts

1. **Clarifying** To whom were the heads of the millets answerable?
2. **Drawing Conclusions** How might the samurai's loyalty to his daimyo conflict with his loyalty to the shogun?

Artifacts of Power

The everyday objects used by members of government often serve a symbolic purpose. Note how the objects below communicated the rank and importance of the person who used them. Examine them and consider the effect they probably had on the people who saw them.

CALIFORNIA STANDARDS

10.1.2 Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.

HI 1 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

◀ Japanese Sword

Beautiful weapons and armor were symbols of status and power in Tokugawa Japan. Swords were the special weapons of the samurai, who were the only people allowed to carry arms. Daimyo had artisans make fine swords with expensively decorated hilts and scabbards for ceremonial occasions.



Image not available for use on this CD-ROM. Please refer to the image in the textbook.

◀ Incan Headdress

All of the people in the Incan Empire were required to wear the clothing of their particular ethnic group. The patterns on clothes and headdresses immediately identified a person's place of birth and social rank.



Italian Medici Pitcher ▲

As well as being great patrons of the fine arts, wealthy Italians surrounded themselves with luxurious practical objects. Even ordinary items, like a pitcher, were elaborately made of expensive materials.

Comparing & Contrasting

1. How did the role of the sultan compare with the role of the Japanese emperor?
2. What message were expensive personal items meant to convey?
3. How does a household item like the pitcher differ from a sword or headdress as a symbol of power?



Architecture of Government

A ruler's castle or palace was a luxurious and safe home where he was surrounded by vassals who protected him. It was also a center of government where his administrators carried on their work under his supervision. Castles and palaces are a show of greatness. Large rooms that accommodate many guests demonstrate the ruler's authority over many people. Rich decorations display the ruler's wealth, refinement, and superior rank.

Japanese Palace ►

Osaka Castle was originally built by Toyotami Hideyoshi and has been rebuilt twice since then due to fire. It is surrounded by gardens, and the interior was known for its wall paintings and painted screens. During the Tokugawa period, the city of Osaka was a center of trade for agricultural and manufactured goods. The city was governed directly by the shoguns who owned the castle.



◄ Ottoman Palace

Topkapi Palace in modern Istanbul, Turkey, was the home of the Ottoman sultans. The buildings were built around several courtyards. Within the outer walls were gardens, a school for future officials, the treasury, and an arsenal. Elaborate paintings, woodwork, and tile designs decorated the walls and ceilings of rooms used by the sultan and his high officials.

Descriptions of Government

The following passages were written by writers who were reflecting not only on the past, but also on places and events they had personally witnessed.

PRIMARY SOURCE

Machiavelli

In this excerpt from *The Discourses*, Italian writer Niccolò Machiavelli discusses six types of government—three good and three bad.

[T]he three bad ones result from the degradation of the other three. . . . Thus monarchy becomes tyranny; aristocracy degenerates into oligarchy; and the popular government lapses readily into licentiousness [lack of restraint].

[S]agacious legislators . . . have chosen one that should partake of all of them, judging that to be the most stable and solid. In fact, when there is combined under the same constitution a prince, a nobility, and the power of the people, then these three powers will watch and keep each other reciprocally in check.

DOCUMENT-BASED QUESTION

Why does Machiavelli think a combined government is the best type of government?

INTERACTIVE



PRIMARY SOURCE

Garcilaso de la Vega

This description of government administration comes from Garcilaso's history of the Inca.

[Local administrators] were obliged each lunar month to furnish their superiors . . . with a record of the births and deaths that had occurred in the territory administered by them. . . .

[E]very two years . . . the wool from the royal herds was distributed in every village, in order that each person should be decently clothed during his entire life. It should be recalled that . . . the people . . . possessed only very few cattle, whereas the Inca's and the Sun's herds were . . . numerous. . . . Thus everyone was always provided with clothing, shoes, food, and all that is necessary in life.

DOCUMENT-BASED QUESTION

What and how did the Incan authorities provide for the common people's needs?

INTERACTIVE

CALIFORNIA STANDARDS

10.1.2 Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.

REP 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Comparing & Contrasting

1. How do Osaka Castle and Topkapi Palace project the importance of their owners? Explain.
2. Does Machiavelli favor a system of government that would provide directly for people's needs? Explain.

EXTENSION ACTIVITY

Use the library to get some additional information about the government structure of the Incan Empire and Renaissance Venice. Then draw an organizational chart for each of those governments like the charts on page 146.