CHAPTER 2

Exploring the Americas

1400–1625

Why It Matters

Although the English have been the major influence on United States history, they are only part of the story. Beginning with Native Americans and continuing through time, people from many cultures came to the Americas.

The Impact Today

Before 1492, the cultures that arose in the Americas had almost no contact with the rest of the world. The Great Convergence—the interactions among Native Americans, Europeans, and Africans—shaped the history of the Americas.

The American Republic to 1877 *Video* *The chapter 2 video, "Exploring the Americas," presents the challenges faced by European explorers, and discusses the reasons they came to the Americas.*



1492
- Christopher Columbus reaches America

1497
- John Cabot sails to Newfoundland

1513
- Balboa crosses the Isthmus of Panama

The Americas

1400 1450 1500

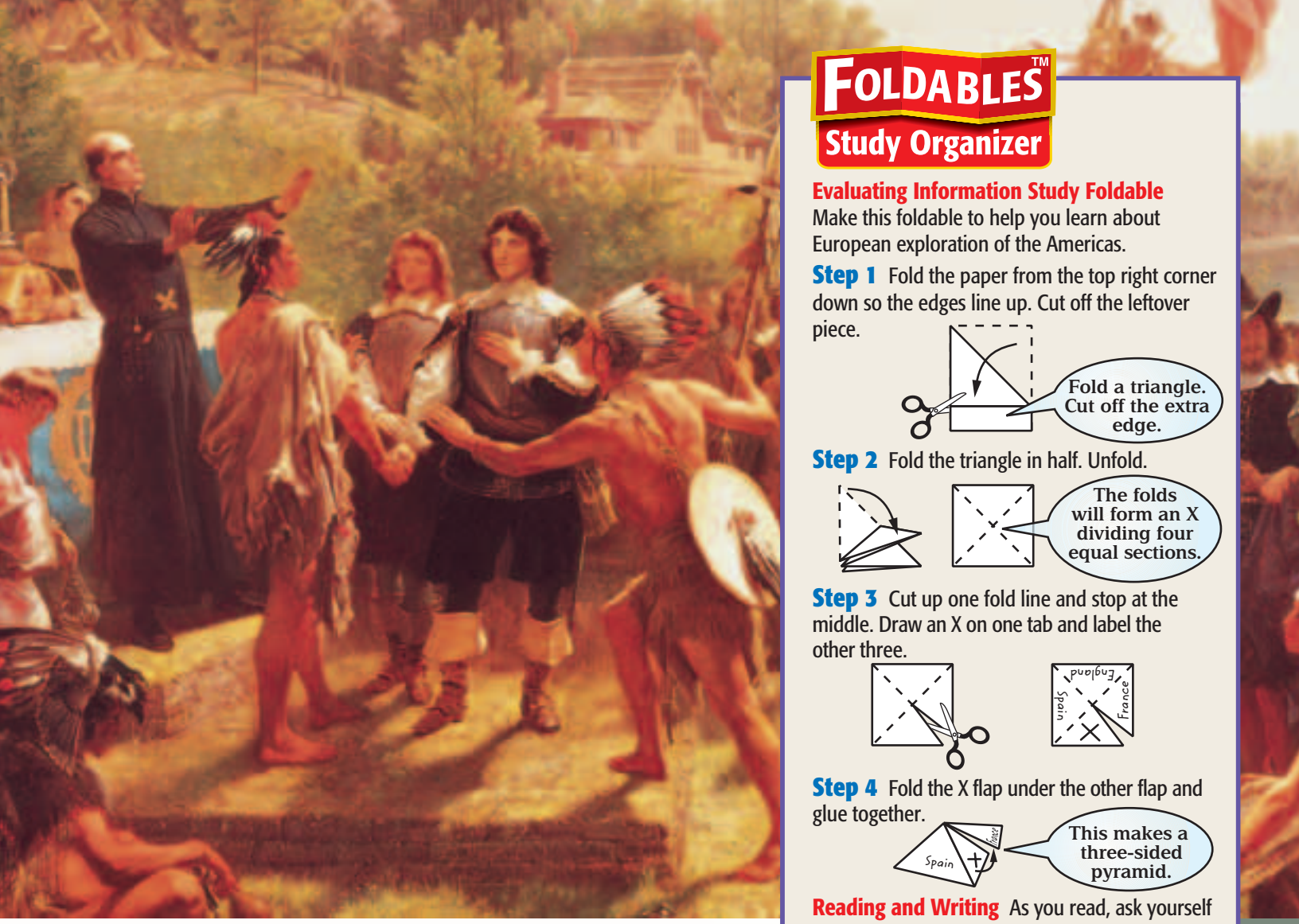
World

1429
- Joan of Arc defeats the English at French town of Orléans

c. 1456
- Johannes Gutenberg uses movable metal type in printing



c. 1500
- Songhai Empire rises in Africa
- Rome becomes a major center of Renaissance culture



Founding of Maryland by Emanuel Leutze Native Americans lived in North America long before the Europeans arrived.

FOLDABLES™ Study Organizer

Evaluating Information Study Foldable
Make this foldable to help you learn about European exploration of the Americas.

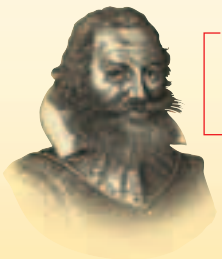
Step 1 Fold the paper from the top right corner down so the edges line up. Cut off the leftover piece.

Step 2 Fold the triangle in half. Unfold.

Step 3 Cut up one fold line and stop at the middle. Draw an X on one tab and label the other three.

Step 4 Fold the X flap under the other flap and glue together.

Reading and Writing As you read, ask yourself why England, France, and Spain were exploring the Americas. Write your questions under each appropriate pyramid wall.



1534
- Cartier claims Canada for France

c. 1570
- Iroquois form League of Five Nations

1607
- Jamestown settled

1620
- Pilgrims found Plymouth

1550 — 1600

1517
- Martin Luther promotes Church reform

1522
- Magellan's crew completes first world voyage



1588
- England defeats Spanish Armada

HISTORY Online

Chapter Overview
Visit tarvol1.glencoe.com and click on **Chapter 2—Chapter Overviews** to preview chapter information.

SECTION 1

A Changing World

Guide to Reading

Main Idea
New knowledge and ideas led Europeans to explore overseas.

Key Terms
classical, Renaissance, technology, astrolabe, caravel, pilgrimage, mosque

Reading Strategy
Determining Cause and Effect As you read the section, re-create the diagram below and identify three reasons Europeans increased overseas exploration.



Read to Learn
- how technology made long sea voyages possible.
- how great civilizations flourished in Africa.

Section Theme
Culture and Traditions The spirit of the Renaissance changed the way Europeans thought about the world.

Preview of Events





Marco Polo

A European Story

In 1271 Marco Polo set off from the city of Venice on a great trek across Asia to China. Only 17 years old at the time, Polo journeyed with his father and uncle, both Venetian merchants. Traveling on camels for more than three years, the merchants crossed almost 7,000 miles (11,265 km) of mountains and deserts. Finally they reached the palace of Kublai Khan (KOO•bluh KAHN), the Mongol emperor of China. There Marco Polo spent 17 years working for the Khan and learning much about China's advanced culture.

Expanding Horizons

For centuries after the fall of the Roman Empire, the people of western Europe were isolated from the rest of the world. Their world, dominated by the Catholic Church, was divided into many small kingdoms and city-states.

Meanwhile, the religion known as Islam swept across the Middle East and Africa. The followers of Islam are known as Muslims. As Muslim power grew,

European Christians became fearful of losing access to the Holy Land, the birthplace of Christianity, in what is now Israel.

Beginning in 1095, the Europeans launched the first of nine expeditions, known as the Crusades, to regain control of their holy sites. The Crusades brought western Europeans into contact with the Middle East. Arab merchants sold spices, sugar, silk and other goods from China and India to the Europeans. As European interest in Asia grew, Marco Polo returned from China. In 1296, he began writing an account of his trip describing the marvels of Asia. Polo's *Travels* was widely read in Europe. Little did he realize that 200 years later his book about the East would inspire Christopher Columbus and others to sail in the opposite direction to reach the same destination.

Economics

The Growth of Trade

Merchants could make a fortune selling goods from the Orient. Wealthy Europeans clamored for cinnamon, pepper, cloves, and other spices. They also wanted perfumes, silks, and precious stones. Buying the goods from Arab traders in the Middle East, the merchants sent them overland by caravan to the **Mediterranean Sea** and then by ship to Italian ports. The cities of Venice, Genoa, and Pisa prospered and became centers of the growing East-West trade. The Arab merchants, however, charged very high prices. As demand for Asian goods increased, Europeans began looking for a route to the East that bypassed the Arab merchants.

The Growth of Ideas

In the 1300s a powerful new spirit emerged in the Italian city-states and spread throughout Europe. The development of banking and the expansion of trade with Asia made Italian merchants wealthy. These citizens were able to pursue an interest in the region's past and learn more about the glorious civilizations of ancient Rome and Greece.

Because they wanted to improve their knowledge of people and of the world, Italians studied the **classical**—ancient Greek and Roman—works with new interest. Scholars translated Greek manuscripts on philosophy, poetry, and science. Many thinkers of this period began to take a more experimental approach to science; they tested new and old theories and evaluated the results.

Influenced by the classical texts, a great many authors began to write about the individual and the universe. Artists studied the sculpture and architecture of the classical world. They particularly admired the harmony and balance in Greek art, with its realistic way of portraying people.

The Renaissance

This period of intellectual and artistic creativity became known as the **Renaissance** (REH•nuh•SAHNTS). A French word meaning "rebirth," it refers to the renewed interest in classical Greek and Roman learning. Over the next two centuries, the Renaissance spread north, south, and west, reaching Spain and northern Europe in the 1400s.

The spirit of the Renaissance dramatically changed the way Europeans thought about themselves and the world. It encouraged them to pursue new ideas and set new goals; it paved the way for an age of exploration and discovery.

Reading Check **Describing** What cultures influenced the Renaissance?

Powerful Nations Emerge

During the 1400s the population of western Europe began to increase. Merchants and bankers in the growing cities wanted to expand their businesses through foreign trade. If they could buy spices and silks from the East directly, without going through the Arab and Italian cities, they could earn huge profits. They looked for alternatives to the overland route through the Middle East.

The development of large nation-states in western Europe helped expand trade and interest in overseas exploration. For many years Europe had been a patchwork of small states. Political power was divided among local lords, and few people traveled outside their region.

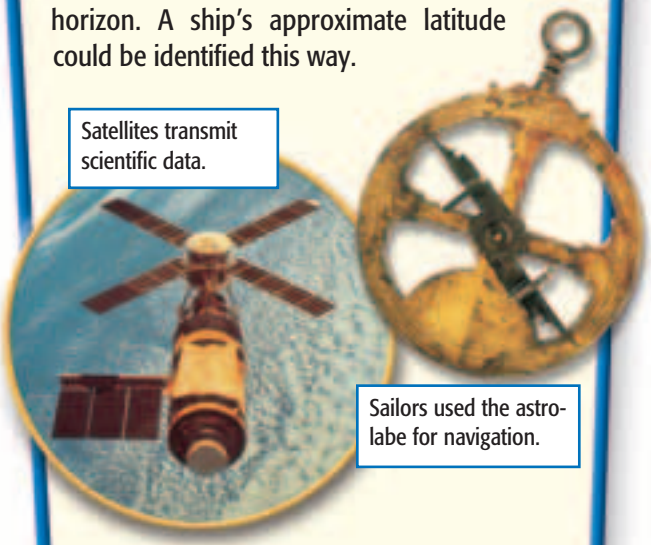
By the 1400s, however, a new type of centralized state was emerging in western Europe. Strong monarchs came to power in Spain, Portugal, England, and France. They began to establish national laws, courts, taxes, and armies to replace those of local lords. These ambitious kings and queens sought ways to increase trade and make their countries stronger and wealthier.

Reading Check **Explaining** What resulted from the emergence of large nation-states?

Linking Past & Present

Astrolabe to Satellite

"Land ho!" The tools that early explorers used to sail the uncharted seas were much different from the instruments used today. One early navigation tool was the astrolabe. A sailor held the astrolabe vertically, located a star through its sights, and measured the star's elevation above the horizon. A ship's approximate latitude could be identified this way.



Today navigation satellites do the work of an astrolabe—and more! The NAVSTAR Global Positioning System (GPS) satellites were launched by the United States in 1993. From space the GPS can track the location of a vehicle on the earth to within a few meters of its actual position.

Technology's Impact

Advances in **technology**—the use of scientific knowledge for practical purposes—paved the way for European voyages of exploration. In the 1450s the introduction of movable type and the printing press made it much easier to print books. Now more people could have access to books and to new information. After its publication in print form in 1477, many Europeans read Marco Polo's *Travels*.

Geography

Better Maps

Maps were a problem for early navigators. Most maps were inaccurate because they were drawn from the often-mistaken impressions of traders and travelers. Little by little, cartographers, or mapmakers, gradually improved their skills.

Using the reports of explorers and information from Arab geographers, mapmakers made more accurate land and sea maps. These maps showed the direction of ocean currents. They also showed lines of latitude, which measured the distance north and south of the Equator.

Better instruments were developed for navigating the seas. Sailors could determine their latitude while at sea with an **astrolabe,** an instrument that measured the position of stars. Europeans also acquired the magnetic compass, a Chinese invention that began to be widely used in Europe and the Middle East in the 1200s. The compass allowed sailors to determine their direction when they were far from land.

Better Ships

Advances in ship design allowed shipbuilders to build sailing vessels capable of long ocean voyages. The stern rudder and the triangular sail made it possible for ships to sail into the wind. Both of these new features came from the Arabs. In the late 1400s, the Portuguese developed the three-masted **caravel.** The caravel sailed faster than earlier ships and carried more cargo and food supplies. It also could float in shallow water, which allowed sailors to explore inlets and to sail their ships up to the beach to

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make repairs. A Venetian sailor called the caravels "the best ships that sailed the seas."

By the mid-1400s the Italian ports faced increased competition for foreign trade. Powerful countries like Portugal and Spain began searching for sea routes to Asia, launching a new era of exploration. Portugal began its exploration by sending ships down the west coast of Africa, which Europeans had never visited before.

Reading Check **Explaining** How did the caravel affect overseas exploration in the fifteenth and sixteenth centuries?

African Kingdoms

Powerful kingdoms flourished in Africa south of the Sahara between 400 and 1600. The region was rich with natural resources. Africans mined gold, copper, and iron ore. Trade with Islamic societies in North Africa brought both wealth and Islamic ideas and customs to the West African kingdoms.

City-states on the east coast of Africa also benefited from trade. There Arab traders from the Middle East brought cotton, silk, and porcelain from India and China to exchange for ivory and metals from the African interior.

As the Portuguese sailed south along the African coastline in the mid-1400s, they set up trading posts. From these, they traded for gold and for slaves.

Ghana—A Trading Empire

Between 400 and 1100, a vast trading empire called **Ghana** emerged in West Africa. Well located between the salt mines of the Sahara and the gold mines to the south, Ghana prospered from the taxes the leaders of the empire imposed on trade.

Caravans with gold, ivory, and slaves from Ghana crossed the Sahara to North Africa. Muslim traders from North Africa loaded caravans with salt, cloth, and brass and headed back to Ghana. As a result of their trading contacts, many West Africans became Muslims.

In 1076 people from North Africa called Almoravids attacked Ghana and disrupted its trade routes. While Ghana fought the Almoravids, new trade routes and gold mines opened up to the east, bypassing Ghana. Ghana then began to decline, and new states emerged in the region.

Mali—A Powerful Kingdom

Mali, one of the new states, grew into a powerful kingdom. The people of Mali developed their own trade routes across the desert to North Africa. By the late 1200s, Mali's expanded terri-



Geography Skills

Wealthy African trading kingdoms existed before Europeans sailed west to find riches.

1. **Location** What direction is Ghat from Timbuktu?
2. **Comparing** What African kingdom covered the smallest area?

tory included the former kingdom of Ghana. The country was mainly agricultural, but gold mines enriched the kingdom.

Mali's greatest king, **Mansa Musa,** ruled from 1312 to 1337. He was described at the time as "the most powerful, the richest, the most fortunate, the most feared by his enemies, and the most able to do good to those around him."

In 1324 Musa, a Muslim, made a grand pilgrimage to the Muslim holy city of **Makkah** (also spelled Mecca) in western Saudi Arabia. A **pilgrimage** is a journey to a holy place. Arab writers reported that Musa traveled with a huge military escort. Ahead of him marched 500 royal servants who carried gold to distribute along the way. Musa returned to Mali with an Arab architect who built great **mosques,** Muslim houses of worship, in the capital of **Timbuktu.** Under Mansa Musa, Timbuktu became an important center of Islamic art and learning.

The Songhai Empire

Some years later the Songhai (SAWNG•hy) people, who lived along the **Niger River,** rose up against Mali rule. They built a navy to control the Niger and in 1468 captured Timbuktu. In the late 1400s, **Askìya Muhammad** brought the Songhai empire to the height of its power. Askìya strengthened his country and made it the largest in the history of West Africa. He built many schools and encouraged trade with Europe and Asia.

HISTORY Online

Student Web Activity
Visit tarvol1.glencoe.com and click on **Chapter 2—Student Web Activities** for an activity on African kingdoms.

Plan of Government

Devoted to Islam, Askìya introduced laws based on the teachings of the holy book of Islam, the Quran. He appointed Muslim judges to uphold Islamic laws. Askìya also developed a sophisticated plan for his country's government. He divided Songhai into five provinces. For each province he appointed a governor, a tax collector, a court of judges, and a trade inspector. Everyone in Songhai used the same weights and measures and followed the same legal system.

In the late 1500s, the North African kingdom of Morocco sent an army across the Sahara to attack Songhai gold-trading centers. Armed with guns and cannons, the Moroccans easily defeated the Songhai.

Reading Check **Identifying** Which African kingdom thrived between A.D. 400 and A.D. 1100?

SECTION 1 ASSESSMENT

HISTORY Online **Study Central™** To review this section, go to tarvol1.glencoe.com and click on **Study Central™**.

Checking for Understanding

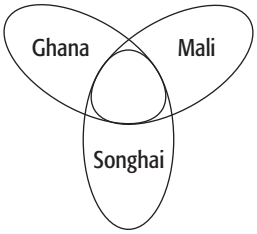
1. **Key Terms** Write sentences in which you use the following groups of terms: **classical and Renaissance; technology, astrolabe, and caravel; pilgrimage and mosque.**
2. **Reviewing Facts** Name three technological advances that furthered European exploration. Describe how these advances helped explorers.

Reviewing Themes

3. **Culture and Traditions** How did the Islamic religion spread to the early kingdoms of Africa? What is the name of the holy book of Islam?

Critical Thinking

4. **Drawing Conclusions** Why do you think the Renaissance began in Italy and not in another part of Europe?
5. **Comparing** Re-create the diagram below and compare three African kingdoms. In the outer spaces, describe each kingdom. In the shared space, identify similarities between them.



Analyzing Visuals

6. **Geography Skills** Review the map of the African trading kingdoms on page 41. Which of the trading kingdoms was established earliest? In which region of Africa did the three trading kingdoms develop?

Interdisciplinary Activity

Science Select a technological advance that has occurred during your lifetime. Compare its effects to the effects of one of the technological advances described in Section 1. Which has had the greater impact on society? Explain.

SECTION 2

Early Exploration

Guide to Reading

Main Idea
In search of trade routes, Portuguese explorers ushered in an era of overseas exploration.

Key Terms
line of demarcation, strait, circumnavigate

Reading Strategy
Organizing Information As you read the section, re-create the diagram below and identify explorers, when they traveled, and where they went.

Explorer	Date(s)	Region

Read to Learn
- how Portugal led the way in overseas exploration.
- about Columbus's plan for sailing to Asia.

Section Theme
Geography and History In 1400 Europeans had a limited knowledge of the geography of the world.

Preview of Events





Compass

A European Story

More than 150 years after the death of Marco Polo, a young Italian sea captain—Christopher Columbus—sat down to read Polo's *Travels* with interest. Columbus read what Polo had to say about the islands of Cipangu, or present-day Japan. According to Polo, Cipangu lay some 1,500 miles (2,414 km) off the eastern shore of Asia. Because the earth is round, Columbus reasoned, a person sailing west from Europe should quickly reach Cipangu. It could be much closer than anyone thought.

Unfortunately, Marco Polo—and therefore Columbus—was wrong.

Seeking New Trade Routes

The maps that Columbus and the first European explorers used did not include America. They showed three continents—Europe, Asia, and Africa—merged together in a gigantic landmass, or large area of land. This landmass was bordered by oceans. Some explorers thought that the Western (Atlantic) and Eastern (Pacific) Oceans ran together to form what they called the **Ocean Sea.** At the time, no one realized that another huge landmass was missing from the maps. They also did not realize that the oceans were as large as they are.



Portugal took the lead in exploring the boundaries of the known world. Because Portugal lacked a Mediterranean port, it could not be part of the profitable trade between Asia and Europe. The country's ambitious rulers wanted to find a new route to China and India.

The Portuguese also hoped to find a more direct way to get West African gold. The gold traveled by caravan across the desert to North Africa, then by ship across the Mediterranean. Portuguese traders needed a better route.

Early Portuguese Voyages

Prince Henry of Portugal laid the groundwork for a new era of exploration. He was fascinated by what lay beyond the known boundaries of the world. In about 1420 he set up a center for exploration on the southwestern tip of Portugal, "where endeth land and where beginneth sea." Known as **Henry the Navigator,** the prince brought astronomers, geographers, and mathematicians to share their knowledge with Portuguese sailors and shipbuilders.

As Portuguese ships moved south along the coast of West Africa, they traded for gold and ivory and established trading posts. Because of its abundance of gold, the area came to be known as the **Gold Coast.** In the mid-1400s the Portuguese began buying slaves there as well.

King John II of Portugal launched new efforts to realize the Portuguese dream of a trading empire in Asia. If the Portuguese could find a sea route around Africa, they could trade directly with India and China. In the 1480s the king urged Portuguese sea captains to explore farther south along the African coast.

Bartholomeu Dias

In 1487 the king sent **Bartholomeu Dias** to explore the southernmost part of Africa. As Dias approached the area, he ran into a terrible storm that carried him off course and around the southern tip of Africa. Dias wrote that he had been around the "Cape of Storms." On learning of Dias's discovery, King John II renamed this southern tip of land the Cape of Good Hope—he hoped that the passage around Africa might lead to a new route to India.

Vasco da Gama

The first Portuguese voyages to India were made years later. In July 1497, after much preparation, **Vasco da Gama** set out from Portugal with four ships. Da Gama sailed down the coast of West Africa, rounded the Cape of Good Hope, and visited cities along the coast of East Africa. He engaged an Arab pilot who knew the Indian Ocean well. With the pilot's help, Da Gama sailed on to India. He reached the port of Calicut in 1498, completing the long-awaited eastern sea route to Asia.

The Portuguese Empire

Events moved quickly after that. Pedro Alvares Cabral, following Da Gama's route, swung so wide around Africa that he touched Brazil. By claiming the land for his king, he gave

Portugal a stake in the Americas. Meanwhile, Portuguese fleets began to make annual voyages to India returning with cargoes that made Lisbon the marketplace of Europe.

Reading Check **Analyzing** Why was Portugal interested in exploration?

Columbus Crosses the Atlantic

Christopher Columbus had a different plan for reaching Asia. He thought he could get there by sailing west. Born in Genoa, Italy, in 1451, Columbus became a sailor for Portugal. He had traveled as far north as the Arctic Circle and as far south as the Gold Coast.

In the 1400s most educated people believed the world was round. A more difficult matter was determining its size. Columbus was among those who based their estimates of the earth's size on the work of Ptolemy, an ancient Greek astronomer. Columbus believed Asia was about 2,760 miles (4,441 km) from Europe—a voyage of about two months by ship. Ptolemy, however, had underestimated the size of the world.

The Viking Voyages

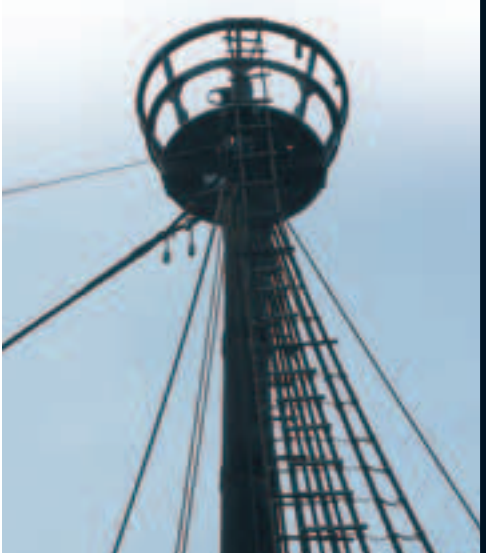
Several centuries before Columbus, northern Europeans called **Vikings** had sailed west and reached North America. In the 800s and 900s, Viking ships visited Iceland and Greenland and established settlements. According to Norse

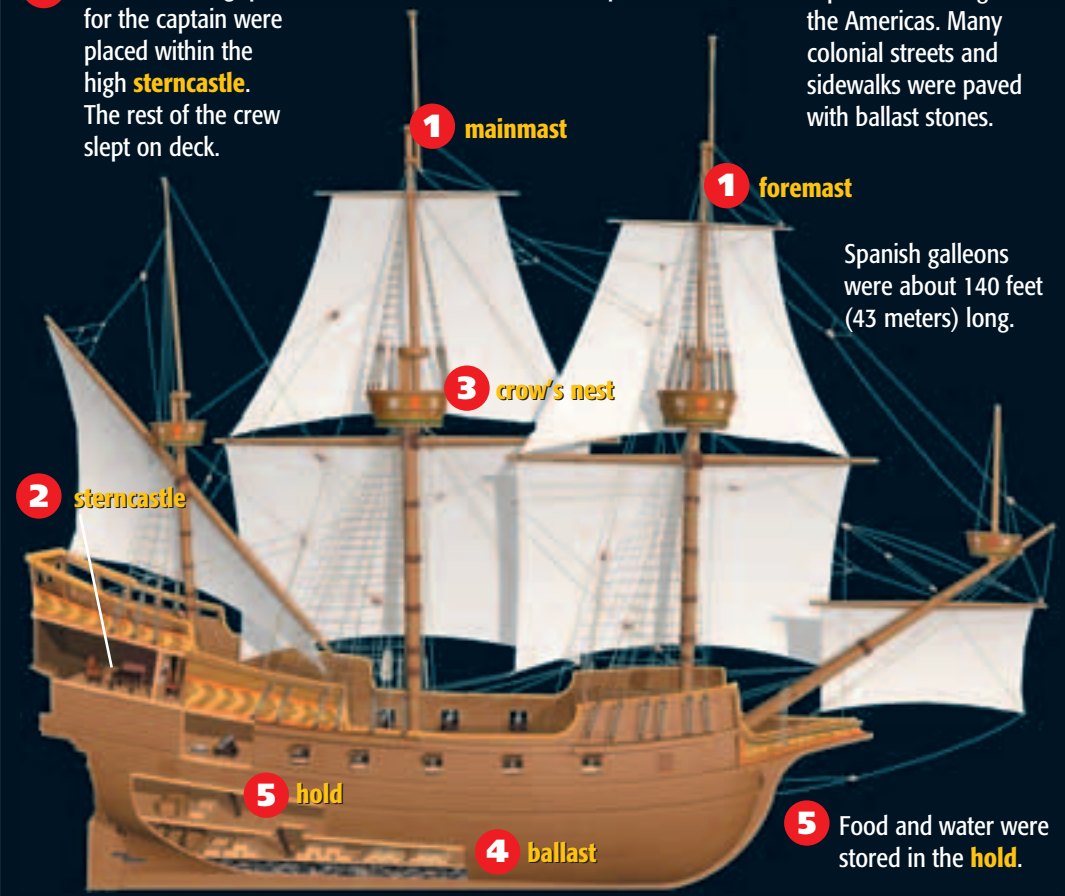
TECHNOLOGY & History

Spanish Galleon

In the late 1500s and early 1600s, Spanish galleons carried gold and silver from the West Indies to Spain. That's not all these ships carried, however. The threat of pirates prompted the Spanish galleons to carry weapons as part of their cargo. ***What powered the Spanish galleons?***

The crow's nest served as a lookout.





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Picturing History

Financed by Spain's Queen Isabella, the voyages of Columbus led to an exchange of goods between Europe and the Americas. **On what islands of the Americas did Columbus first set ashore?**

sagas, or traditional stories, a Viking sailor named Leif Eriksson explored a land west of Greenland—known as Vinland—about the year 1000. Other Norse sagas describe failed attempts by the Vikings to settle in Vinland. Historians think that Vinland was North America. Archaeologists have found the remains of a Viking settlement in Newfoundland. No one is sure what other parts of North America the Vikings explored.

The Viking voyages to other lands were not well known in the rest of Europe. Europeans did not "discover" the Americas until Columbus made his great voyage.

Spain Backs Columbus

For most of the 1400s, Spanish monarchs devoted their energy to driving the Muslims out of their country. With the fall of the last Muslim kingdom in southern Spain in 1492, **King Ferdinand** and **Queen Isabella** of Spain could focus on other goals. The Spanish had been watching the seafaring and trading successes of neighboring Portugal with envy. They, too, wanted to share in the riches of Asian trade. Columbus needed a sponsor to finance his ambitious project of a westward voyage to Asia. He visited many European courts looking for support. After years of frustration, he finally found a sponsor in Spain.

Queen Isabella, a devout Christian, was finally persuaded by her husband's minister of finance to support the expedition for two reasons. First, Columbus had promised to bring Christianity to any lands he found. Second, if he found a way to Asia, Spain would become very wealthy. She promised Columbus a share of any riches gained from lands he discovered on his way to Asia.

Columbus's First Voyage

On August 3, 1492, Columbus set out from Palos, Spain. He had two small ships, the *Niña* and the *Pinta*, and a larger one, the *Santa María*, carrying a total of about 90 sailors. The small fleet stopped at the Canary Islands for repairs and to stock up on supplies, then sailed westward into the unknown.

The ships had good winds, but after a month at sea the sailors began to worry. Columbus wrote that he was

> "having trouble with the crew . . . . I am told that if I persist in going onward, the best course of action will be to throw me into the sea."

Columbus, however, was determined. He told the men, "I made this voyage to go to the Indies, and [I] shall continue until I find them, with God's help." To convince the crew that they had not traveled too far from home, Columbus altered the distances in his ship's log. *(See page 593 of the Primary Sources Library for another log entry by Columbus.)*

"Tierra! Tierra!"

On October 12, 1492, at 2:00 in the morning, a lookout shouted, *"Tierra! Tierra!"*—"Land! Land!" He had spotted a small island, part of the group now called the Bahamas. Columbus went ashore, claimed the island for Spain, and named it San Salvador. Although he did not know it, Columbus had reached the Americas.

Columbus explored the area for several months, convinced he had reached the East Indies, the islands off the coast of Asia. Today the **Caribbean Islands** are often referred to as the **West Indies.** Columbus called the local people Indians. He noted that they regarded the Europeans with wonder and often touched them to find out "if they were flesh and bones like themselves."

When Columbus returned to Spain in triumph, Queen Isabella and King Ferdinand received him with great honor and agreed to finance his future voyages. Columbus had earned the title of Admiral of the Ocean Sea.

Columbus's Later Voyages

Columbus made three more voyages from Spain in 1493, 1498, and 1502. He explored the Caribbean islands of Hispaniola (present-day Haiti and the Dominican Republic), Cuba, and Jamaica, and he sailed along the coasts of Central America and northern South America. He claimed the new lands for Spain and established settlements.

Columbus originally thought the lands he had found were in Asia. Later explorations made it clear that Columbus had not reached Asia at all. He had found a part of the globe unknown to Europeans, Asians, and Africans. In the following years, the Spanish explored most of the Caribbean region. In time their voyages led to the establishment of the Spanish Empire in the Americas.

Dividing the World

Both Spain and Portugal wanted to protect their claims, and they turned to Pope Alexander VI for help. In 1493 the pope drew a **line of demarcation,** an imaginary line running down the

Two Viewpoints

Who Had the Right to Claim the Americas?

Who owned the land of the Americas before the Europeans arrived? Did it belong to the people who already lived there, or was it there to be taken by the Europeans? While reading the excerpts below, notice the difference in opinions about who owned the rights to the land of the Americas.



Christopher Columbus

Letter from Christopher Columbus to the King and Queen of Spain, March 4, 1493

. . . I come from the Indies with the armada Your Highnesses gave me . . . . I found innumerable [many] people and very many islands, of which I took possession in Your Highnesses' name, by royal crier and with Your Highnesses' royal banner unfurled, and it was not contradicted . . . .

And I continued to enter very many harbors, in each of which I placed a very large cross in the most appropriate spot, as I had done in all the other [harbors] of the other islands. . . .

Speech by Chief Red Jacket, leader of the Seneca Nation, to a white missionary, 1805

There was a time when our forefathers owned this great island. Their seats extended from the rising to the setting of the sun. The Great Spirit had made it for the use of Indians. He had created buffalo, the deer, and other animals for food. He had made the bear and beaver, and their skins served us for clothing . . . .

The white people, brother, had now found our country. Tidings were carried back and more came amongst us. Yet we did not fear them. We took them to be friends. . . .

Brother, our seats were once large, and yours were very small. You have now become a great people, and we have scarcely a place left to spread our blankets. You have got our country, but you are not satisfied. You want to force your religion upon us . . . .

Learning From History

1. According to Christopher Columbus, who owned the land that he explored in the Americas?
2. How did the relationship between Europeans and Native Americans seem to change as more and more Europeans came to America?

middle of the Atlantic from the North Pole to the South Pole. Spain was to control all the lands to the west of the line. Portugal was to have control of all lands to the east of the line. Portugal, however, protested that the division favored Spain. As a result, in 1494 the two countries signed the Treaty of Tordesillas (TOHR•day•SEE•yuhs), an agreement to move the line farther west. The treaty divided the entire unexplored world between Spain and Portugal.

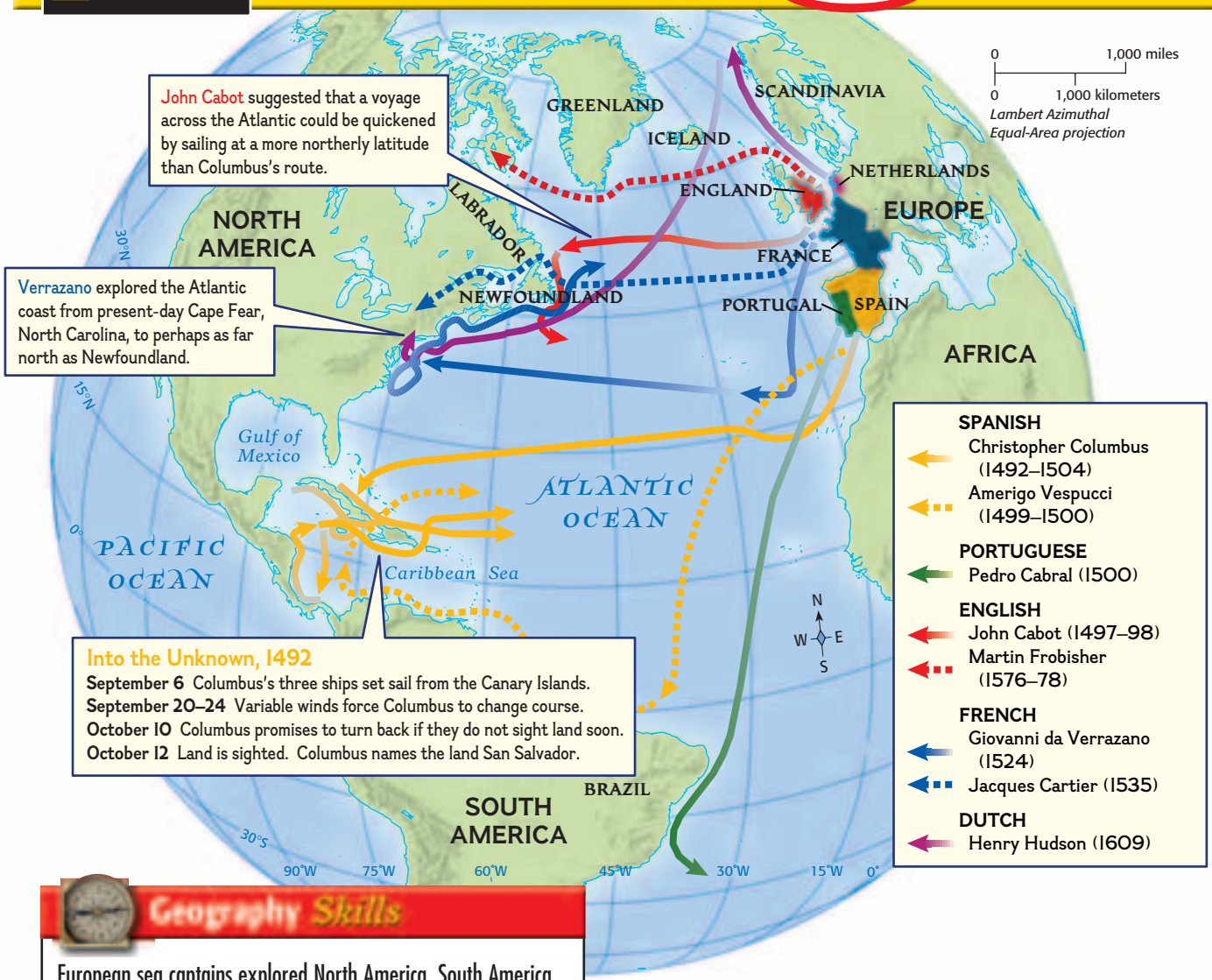
Geography

Exploring America

In 1499 explorer Amerigo Vespucci began mapping South America's coastline. Vespucci concluded that South America was a continent, not part of Asia. By the early 1500s, European geographers had begun to call the continent America, in honor of Amerigo Vespucci. While European geographers discussed Vespucci's findings, others continued to explore America.

NATIONAL GEOGRAPHIC

European Voyages of Exploration In Motion



Geography Skills

European sea captains explored North America, South America, and the islands of the Caribbean Sea.

1. **Movement** Who was the first English explorer to sail to the Americas?
2. **Evaluating Information** John Cabot's suggestion was true. Explain why.

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Vasco Núñez de Balboa (bal•BOH•uh), governor of a Spanish town in present-day Panama, had heard stories of the "great waters" beyond the mountains. In 1513 he formed an exploring party and hiked through the steaming jungles. After many days of difficult travel, the Spaniard climbed a hill and saw a vast body of water. When he reached the water's edge, Balboa waded in and claimed it and the adjoining lands for Spain. Balboa was the first European to see the Pacific Ocean from the Americas.

Sailing Around the World

The Spanish wanted to find a sea route through or around South America to Asia. In 1519 they hired **Ferdinand Magellan,** a Portuguese mariner, to lead an expedition of five ships. Sailing from Spain, Magellan headed west across the Atlantic Ocean and then south along the eastern coast of South America.

By late November 1520, Magellan had found and sailed through the narrow, twisting sea passage to the Pacific. This **strait** still bears his name. At the end of the strait, Magellan exclaimed: "We are about to stand [go] into an ocean where no ship has ever sailed before." He named the ocean the Pacific, which means "peaceful."

Fact · Fiction · Folklore

America's Flags

Spanish banner, 1492 Christopher Columbus proudly carried the Spanish banner of Castile and León to the shores of the Bahamas. The flag's castle represented Queen Isabella. The lion symbolized her husband, King Ferdinand.



Magellan expected to reach Asia in just a few weeks after rounding South America, but the voyage across the Pacific lasted four months. The crew ran out of food and ate sawdust, rats, and leather to stay alive. Magellan was killed in a skirmish in the Philippines, but some of his crew continued. Their trip had taken almost three years. Only one of the five original ships and 18 of the more than 200 crew members completed the difficult journey. These men were the first to **circumnavigate,** or sail around, the world.

Reading Check **Describing** Why did Spain finance Columbus's voyage?

SECTION 2 ASSESSMENT

HISTORY Online | **Study Central™** To review this section, go to tarvol1.glencoe.com and click on **Study Central™**.

Checking for Understanding

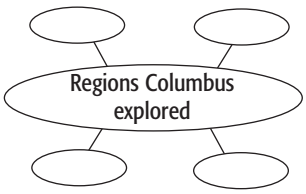
1. **Key Terms** Write a short paragraph in which you use the following terms: **line of demarcation, strait, circumnavigate.**
2. **Reviewing Facts** Who were the first Europeans to reach the Americas and when did they arrive?

Reviewing Themes

3. **Geography and History** What nations signed the Treaty of Tordesillas? What was the purpose of the line of demarcation? How did the treaty affect European exploration of the Americas?

Critical Thinking

4. **Making Inferences** For years, many history books have claimed that "Columbus discovered America." Why do you think Native Americans might disagree with the choice of the word "discovered" in this statement? What might be a better word?
5. **Organizing Information** Re-create the diagram below and identify the regions Columbus explored.



Analyzing Visuals

6. **Geography Skills** Review the map of European voyages of exploration on page 48; then answer the questions that follow. When did Verrazano make his voyage? For what country did he sail? How did Cabot's route to the Americas differ from that of Columbus?

Interdisciplinary Activity

Geography Draw a map of the world as you think Columbus might have seen it in 1492. Remember his error in calculating distance.

America's LITERATURE

Michael Dorris (1945–1997)



A Modoc Native American, Michael Dorris was an educator, a social activist, and an award-winning author. *Morning Girl,* his first book for young adults, portrays the lives of the Taino people of the Bahamas.

READ TO DISCOVER

Morning Girl is the fictional story of a young Native American woman who meets Columbus and his crew as they arrive in the Bahamas in 1492. While reading this passage, think about the ways that Morning Girl's life might change as a result of Columbus's visit.

READER'S DICTIONARY

backward: undeveloped
Morning Girl: a young Taino woman



Chief's chair, Taino people

Morning Girl

I swam closer to get a better look and had to stop myself from laughing. The strangers had wrapped every part of their bodies with colorful leaves and cotton. Some had decorated their faces with fur and wore shiny rocks on their heads. Compared to us, they were very round. Their canoe was short and square, and, in spite of all their dipping and pulling, it moved so slowly. What a **backward,** distant island they must have come from. But really, to laugh at guests, no matter how odd, would be impolite, especially since I was the first to meet them. If I was foolish, they would think they had arrived at a foolish place. . . .

I kicked toward the canoe and called out the simplest thing.

"Hello!". . .

The man stared at me as though he'd never seen a girl before, then shouted something to his relatives. They all stopped paddling and looked in my direction.

"Hello," I tried again. "Welcome to home. My name is **Morning Girl.** . . ."

All the fat people in the canoe began pointing at me and talking at once. In their excitement they almost turned themselves over, and I allowed my body to sink beneath the waves for a moment in order to hide my smile. . . .

When I came up they were still watching, the way babies do: wide eyed and with their mouths uncovered. They had much to learn about how to behave. . . . It was clear that they hadn't traveled much before.

From *Morning Girl* by Michael Dorris. Text © 1992 by Michael Dorris. Reprinted with permission from Hyperion Books for Children.

ANALYZING LITERATURE

1. **Recall and Interpret** How does Morning Girl describe the strangers' appearance?
2. **Evaluate and Connect** Are Morning Girl's impressions of the visitors positive or negative? Explain your reasoning.

Interdisciplinary Activity

Descriptive Writing Imagine that you are an explorer who arrived in America with Columbus. Describe the people and climate you encounter in America. Compare the way people live in America to your way of life in Europe.

SECTION 3

Spain in America

Guide to Reading

Main Idea
In the sixteenth century, Spain established and governed a vast empire in the Americas.

Key Terms
conquistador, tribute, pueblo, mission, presidio, *encomienda*, plantation

Reading Strategy
Organizing Information As you read the section, re-create the diagram below and identify Spanish conquistadors, along with the regions they explored.

Conquistador	Region Explored

Read to Learn
- how the great Aztec and Inca Empires came to an end.
- how Spain governed its empire in the Americas.

Section Theme
Culture and Traditions The conquistadors conquered mighty empires in the Americas.

Preview of Events





Conquistador's armor

AN American Story

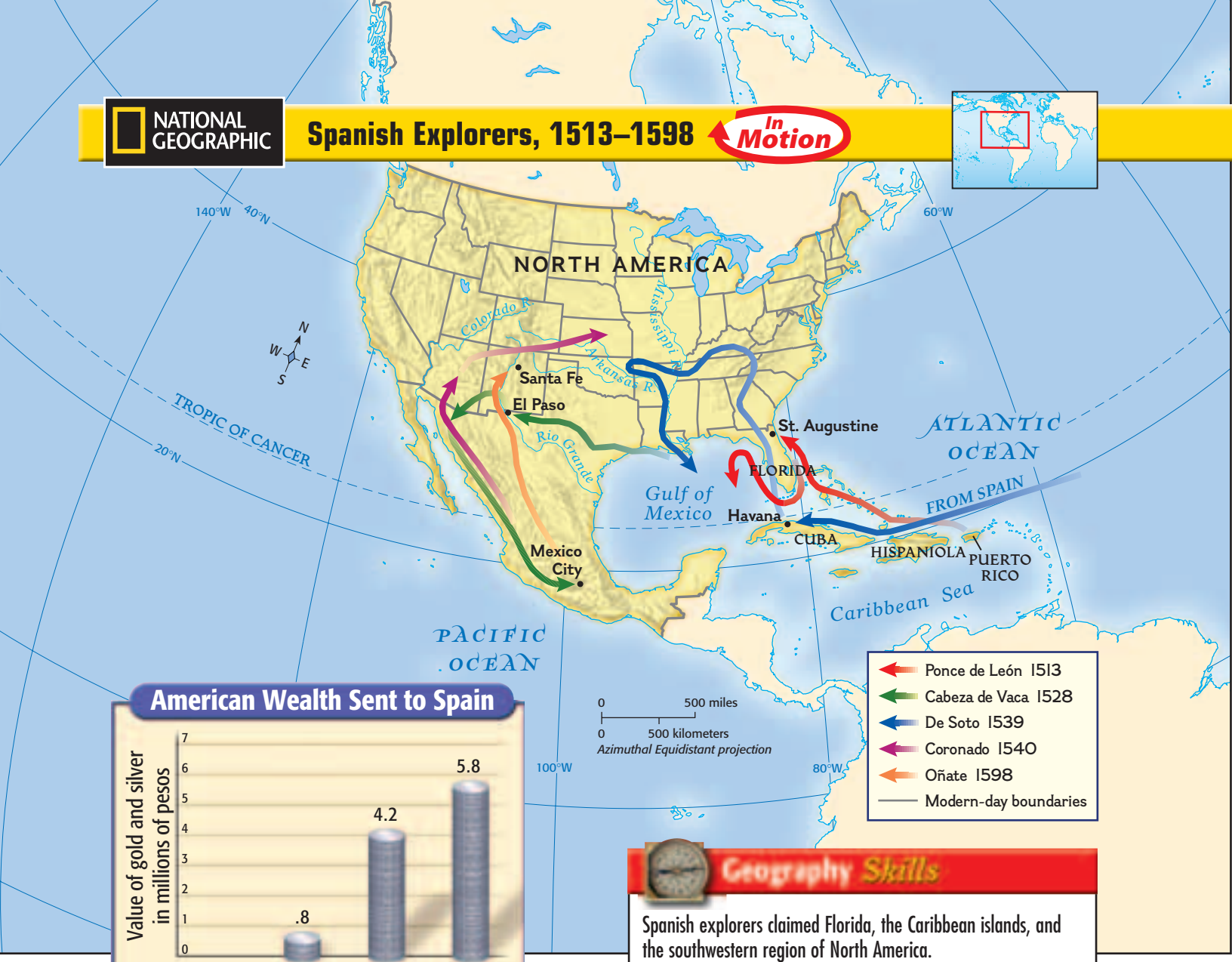
Would you like to visit a place described in the following way? "A river . . . [stretched] two leagues wide, in which there were fishes as big as horses. . . . The lord of the country took his afternoon nap under a great tree on which were hung a great number of little gold bells. . . . The jugs and bowls were [made] of gold."

"[It was] a land rich in gold, silver, and other wealth . . . great cities . . . and civilized people wearing woolen clothes."

Spanish Conquistadors

Stories of gold, silver, and kingdoms wealthy beyond belief greeted the early Spanish explorers in the Americas. The reports led them far and wide in search of fabulous riches.

Known as **conquistadors** (kahn•KEES•tuh•dawrs), these explorers received grants from the Spanish rulers. They had the right to explore and establish settlements in the Americas. In exchange they agreed to give the Spanish crown one-fifth of any gold or treasure discovered. This arrangement allowed Spanish rulers to launch expeditions with little risk. If a conquistador failed, he lost his own fortune. If he succeeded, both he and Spain gained wealth and glory.



American Wealth Sent to Spain

Geography Skills

Spanish explorers claimed Florida, the Caribbean islands, and the southwestern region of North America.

1. **Movement** Which conquistador explored areas along the southern half of the Mississippi River?
2. **Analyzing Information** Who was the first explorer to cross the Rio Grande?

Cortés Conquers the Aztec

When **Hernán Cortés** landed on the east coast of what we now know as Mexico in 1519, he was looking for gold and glory. He came with about 500 soldiers, some horses, and a few cannons. Cortés soon learned about the great Aztec Empire and its capital of Tenochtitlán.

In building their empire, the Aztec had conquered many cities in Mexico. These cities were forced to give crops, clothing, gold, and precious stones to the Aztec as **tribute.** Cortés formed alliances with nearby cities against the Aztec.

Cortés marched into Tenochtitlán in November with his small army and his Native American allies. The Aztec emperor **Montezuma** (MAHN •tuh•ZOO•muh)—also spelled Moctezuma—welcomed Cortés and his soldiers and provided them with food and a fine palace. However, Cortés took advantage of the Aztec's hospitality and made Montezuma his prisoner.

In the spring of 1520, the Aztec rebelled against the Spanish. During the fighting Montezuma was hit by stones and later died. The battle lasted for days. Eventually, the Spanish were forced to leave Tenochtitlán. Cortés, however, was determined to retake the city. He waited until more Spanish troops arrived, then attacked and destroyed the Aztec capital in 1521. An Aztec poem describes the awful scene:

"Without roofs are the houses,
And red are their walls with blood. . . .
Weep, my friends,
Know that with these disasters
We have lost our Mexican nation."

The Aztec Empire disintegrated, and Spain seized control of the region.

Pizarro Conquers Peru

The conquistador **Francisco Pizarro** sailed down the Pacific coast of South America with about 180 Spanish soldiers. Pizarro had heard tales of the incredibly wealthy Inca Empire in what is now Peru. In 1532 Pizarro captured the Inca ruler, **Atahualpa** (ah•tah•WAHL•pah), and destroyed much of the Incan army.

The following year, the Spanish falsely accused Atahualpa of crimes and executed him. The Inca were used to obeying commands from their rulers. Without leadership they were not able to fight effectively. Within a few years, Pizarro had gained control of most of the vast Inca Empire.

Why Spain Succeeded

The conquistadors' victories in Mexico and Peru were quick and lasting. How could Cortés and Pizarro, with only a few hundred Spanish soldiers, conquer such mighty empires?

First, the Spanish arrived with strange weapons—guns and cannons—and fearsome animals. They rode horses and had huge, ferocious dogs. To the Native Americans, the Spanish seemed almost like gods. Second, many Native Americans hated their Aztec overlords and assisted the conquistadors in overthrowing them.

Finally, disease played an extremely large role in the Spanish conquest. Native Americans had no immunity to the diseases the Europeans had, unknowingly, brought with them. Epidemics of smallpox and other diseases wiped out entire communities in the Americas and did much to weaken the resistance of the Aztec and Inca.

Reading Check **Analyzing** How were the Spanish able to defeat mighty Native American empires?

Spain in North America

Mexico and Peru were rich in silver and gold. Hoping to find similar wealth to the north, conquistadors explored the southeastern and southwestern parts of North America.

Juan Ponce de León made the first Spanish landing on the mainland of North America, arriving on the east coast of present-day Florida in 1513. According to legend, Ponce de León hoped to find not only gold, but the legendary fountain of youth, "a spring of running water of such marvelous virtue" that drinking it "makes old men young again." Ponce de León's exploration led to the first Spanish settlement in what is now the United States. In 1565 the Spanish established a fort at **St. Augustine,** Florida.

The Seven Cities of Cibola

Many other conquistadors searched for quick riches. None ever achieved this goal, and several lost their lives trying. **Álvar Núñez Cabeza de Vaca** (cah•BAY•sah day VAH•cah) was part of a Spanish expedition to Florida in 1528.

After encountering troubles in Florida, the expedition, led by **Pánfilo de Narváez,** sailed along the coast toward Mexico. However, in November 1528, three of the five boats were lost in a storm. The two boats that survived went aground on an island near present-day Texas. Within a few months, only a handful of the shipwrecked explorers were still alive.



The First Thanksgiving

Who celebrated the first Thanksgiving? We all know that the Pilgrims celebrated the first Thanksgiving. Or did they? On April 30, 1598, long before the Pilgrims came to North America, Spanish colonists held a thanksgiving feast near present-day El Paso, Texas. Juan de Oñate had led 400 men and their families across the desert from Mexico. After they reached the Rio Grande, Oñate told them to feast and give thanks for the abundance of the new land.

People In History

Juana Inés de la Cruz 1651–1695



A Mexican nun, Juana Inés de la Cruz, may have been the first woman in the Americas to write about women's rights. What is remarkable about Sor Juana ("Sister" Juana) is that she was a famous writer at a time when most women were not taught to read. Her poems and stories were well known in Mexico; her plays were performed in the royal palace of Mexico, and her books were popular in Spain.

An archbishop of the Church, however, did not approve of women freely expressing their opinions. He threatened to put her on trial for violating Church rules unless she followed a strict vow of poverty and sold her books and belongings.

Although she gave the appearance of obedience, an unfinished poem found in her belongings after her death showed that she continued to exercise her talent.

To survive, Cabeza de Vaca and an enslaved African named **Estevanico** became medicine men. Cabeza de Vaca later wrote that their method of healing was "to bless the sick, breathing on them" and to recite Latin prayers.

In 1533 the Spaniards set off on foot on a great 1,000-mile journey across the Southwest. Arriving in Mexico in 1536, Cabeza de Vaca related tales he had heard of seven cities with walls of emerald and streets of gold.

The stories inspired **Hernando de Soto,** who led an expedition to explore Florida and lands to the west. For three years De Soto and his troops wandered around the southeastern area of the present-day United States, following stories of gold. As the Spaniards traveled, they took advantage of the native peoples. Their usual method was to enter a village, take the chief hostage, and demand food and supplies.

De Soto crossed the **Mississippi River** in 1541, describing it as "swift, and very deep." After traveling as far west as present-day Oklahoma, De Soto died of fever. His men buried him in the waters of the Mississippi.

Francisco Vásquez de Coronado also wanted to find the legendary "Seven Cities of Cibola." After traveling through areas of northern Mexico and present-day Arizona and New Mexico, the expedition reached a town belonging to the Zuni people in early summer 1540. They realized at once that there was no gold. Members of the expedition traveled west to the Colorado River and east into what is now Kansas. They found nothing but "windswept plains" and strange "shaggy cows" (buffalo). Disappointed, Coronado returned to Mexico.

Reading Check **Explaining** How did stories of the "Seven Cities of Cibola" affect Spanish exploration?

Spanish Rule

Spanish law called for three kinds of settlements in the Americas—pueblos, missions, and presidios. **Pueblos,** or towns, were established as centers of trade. **Missions** were religious communities that usually included a small town, surrounding farmland, and a church. A **presidio,** or fort, was usually built near a mission.

Juan de Oñate (day ohn • YAH • tay) was sent from Mexico to gain control over lands to the north and to convert the inhabitants. In 1598 Oñate founded the province of New Mexico and introduced cattle and horses to the Pueblo people.

Social Classes

A class system developed in Spain's empire. The upper class consisted of people who had been born in Spain, called *peninsulares.* The *peninsulares* owned the land, served in the Catholic Church, and ran the local government. Below them were the creoles, people born in the Americas to Spanish parents. Lower in the class structure were the mestizos (meh•STEE•zohs), people with Spanish and Native American parents. Still lower were the Native Americans, most of whom lived in great poverty. At the very bottom were enslaved Africans.

In the 1500s the Spanish government granted each conquistador who settled in the Americas an ***encomienda,*** the right to demand taxes or labor from Native Americans living on the land. This system turned the Native Americans into slaves. Grueling labor in the fields and in the gold and silver mines took its toll. Many Native Americans died from malnutrition and disease.

A Spanish priest, **Bartolomé de Las Casas,** condemned the cruel treatment of the Native Americans. He pleaded for laws to protect them. Las Casas claimed that millions had died because the Spanish "made gold their ultimate aim, seeking to load themselves with riches in the shortest possible time."

Because of Las Casas's reports, in 1542 the Spanish government passed the New Laws, which forbade making slaves of Native Americans. Although not always enforced, the laws did correct the worst abuses.

The Plantation System

Some Spanish settlers made large profits by exporting crops and raw materials back to Spain. In the West Indies, the main exports were tobacco and sugarcane. To raise these crops, the Spanish developed the plantation system. A **plantation** was a large estate. The Spanish used Native Americans to work their plantations.

Las Casas suggested replacing them with enslaved Africans—a suggestion he bitterly regretted later. He thought the Africans could endure the labor better than the Native Americans.

By the mid-1500s the Spanish were bringing thousands from West Africa to the Americas. The Portuguese did the same in Brazil. The Africans who survived the brutal ocean voyage were sold to plantation owners. By the late 1500s, plantation slave labor was an essential part of the economy of the colonies.

Reading Check **Describing** Whom did Las Casas try to protect?

SECTION 3 ASSESSMENT

HISTORY Online **Study Central™** To review this section, go to tarvol1.glencoe.com and click on **Study Central™**.

Checking for Understanding

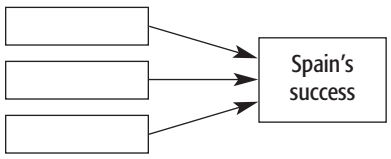
1. **Key Terms** Write three true and three false statements using each of the following terms once: **conquistador, tribute, pueblo, mission, presidio, plantation.** Indicate which statements are false.
2. **Reviewing Facts** What three kinds of settlements did Spain establish in the Americas? How did they differ?

Reviewing Themes

3. **Culture and Traditions** What groups made up the class system in Spanish America?

Critical Thinking

4. **Analyzing Primary Sources** One conquistador explained, "We came to serve God and the king, and also to get rich." In what way do you think conquistadors planned to serve "God and the king"?
5. **Determining Cause and Effect** Re-create the diagram below and list causes of Spain's success in conquering Native American empires.



Analyzing Visuals

6. **Geography Skills** Review the map of Spanish exploration on page 52. What expedition traveled from Florida to the Mississippi River? Through what regions did the Coronado expedition travel?

Interdisciplinary Activity

Geography Using cookbooks as references, create an all-American dinner menu that features only foods introduced to Europeans by Native Americans.

Using an astrolabe like this one to establish latitude, Father Kino carefully mapped the region.

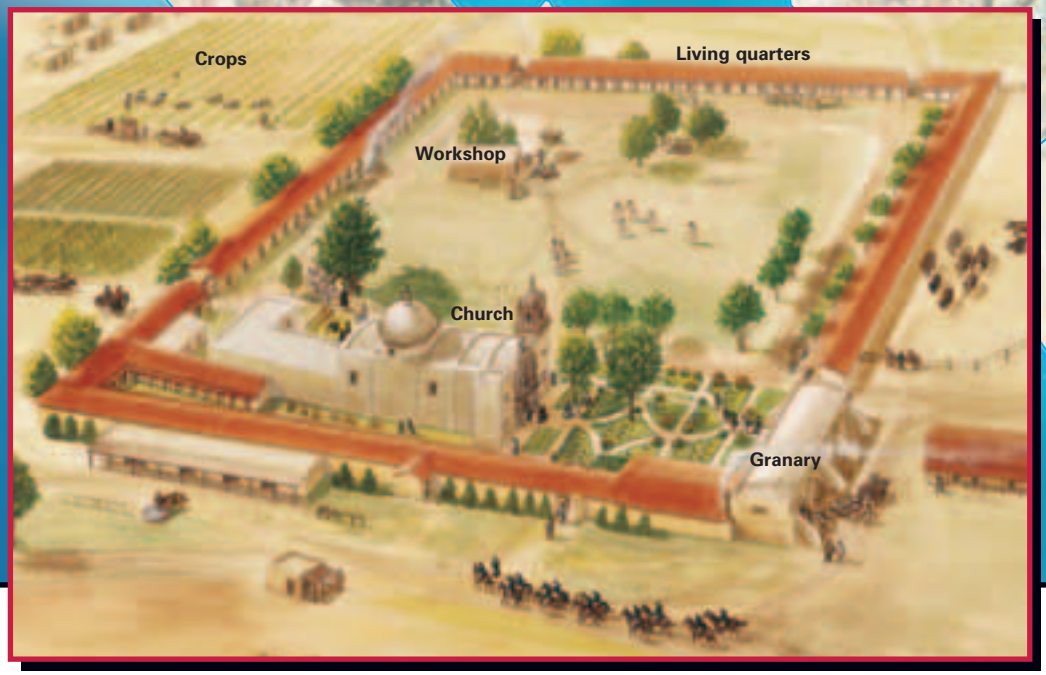




Gila River
Santa Cruz River
San Pedro River
United States
Mexico
Gulf of California
Baja California
Altar River
Magdalena River
Nuestra Señora de los Dolores
San Miguel River
Sonora River



A typical Spanish mission surrounded a large open courtyard.



Padre On Horseback

MISSIONARY AND EXPLORER Eusebio Kino (yoo•SAY•be•oh KEE•no) was an Italian who studied astronomy, mapmaking, and mathematics before becoming a Jesuit priest. In 1681 he went to Mexico with the Spaniards to map the area and convert Native Americans to Catholicism.

MISSIONARY IN THE PIMERÍA ALTA

After several years in Mexico City and Baja California, Father Kino was sent to establish missions in the "Pimería Alta"—the Upper Pima Country—part of present-day Sonora, Mexico, and southern Arizona.

In March 1687 Father Kino established his first mission, Nuestra Señora de los Dolores at Cosari. He helped start more than 20 missions along the San Miguel, Magdalena, and Altar rivers.

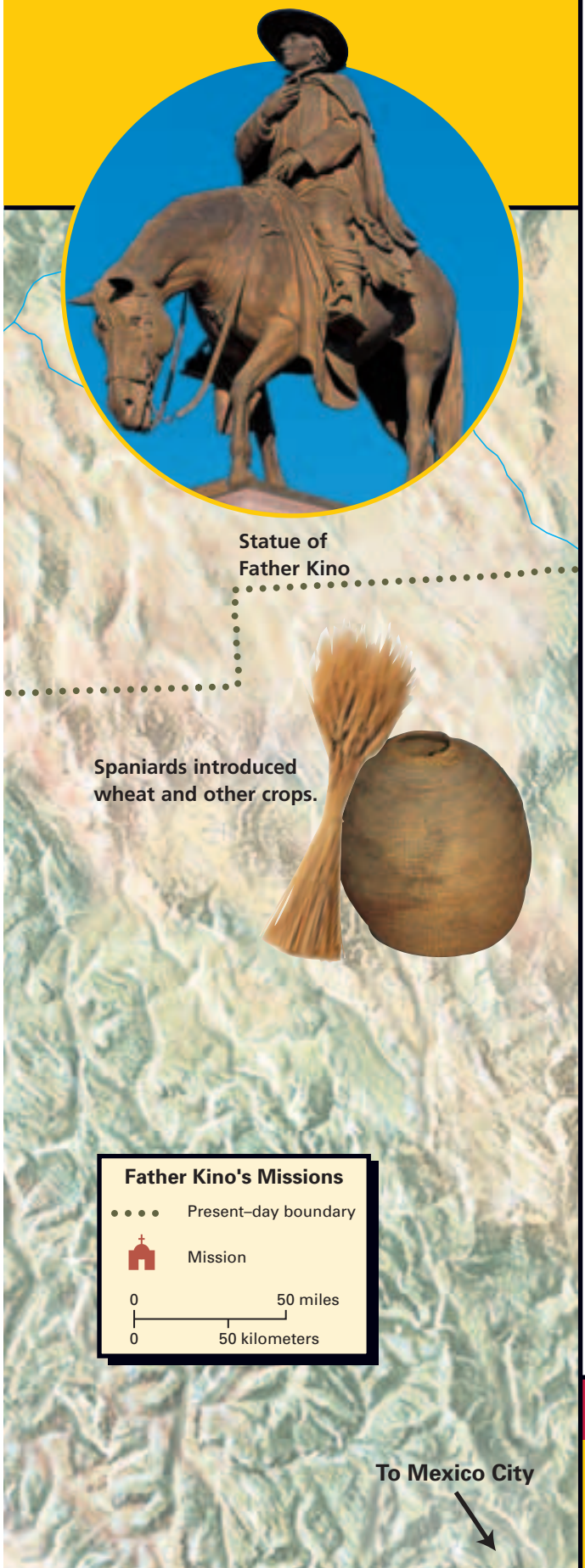
Father Kino and other missionaries changed the face of Pimería Alta forever. The priests converted thousands of Native Americans to Christianity. By introducing livestock, wheat, European fruit, and other new crops, the missionaries altered the economy of the region.

EXPLORER AND MAPMAKER

Kino traveled so much he was known as the "padre on horseback." He covered thousands of miles tending to the needs of his converts and exploring and mapping the Sonoran Desert and California.



San Xavier del Bac, a mission started by Father Kino in 1700, still stands today outside of Tucson.



LEARNING from GEOGRAPHY

1. **Where did Father Kino establish his missions? Why?**
2. **How did the introduction of food crops and domestic animals affect the development of the Southwest?**

SECTION 4

Exploring North America

Guide to Reading

Main Idea
Rivalries between countries, the search for a Northwest Passage to Asia, and early trading activities led to increased exploration of North America.

Key Terms
mercantilism, Columbian Exchange, Northwest Passage, coureur de bois

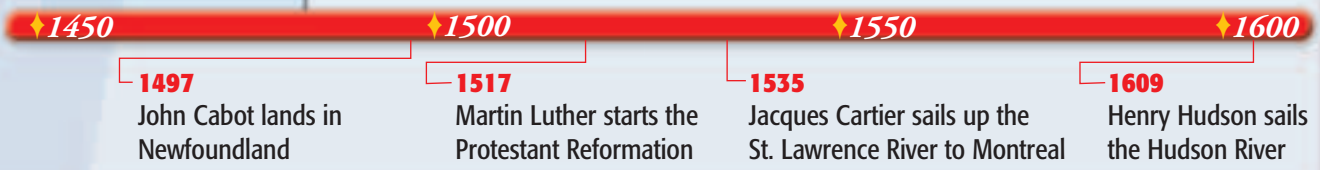
Reading Strategy
Determining Cause and Effect As you read the section, re-create the diagram below and provide an effect for each cause.

Exploration of North America	
Causes	Effects
Protestant Reformation	
Search for NW passage	
Early trading activities	

Read to Learn
- how the Protestant Reformation affected North America.
- why the activities of early traders encouraged exploration.

Section Theme
Global Connections European nations competed for overseas land and resources.

Preview of Events





Martin Luther

A European Story

In 1517 Martin Luther, a German priest, nailed a list of complaints about the Catholic Church on the door of a local church. Luther declared that the Bible was the only true guide for Christians. He rejected many Church practices—even the authority of the pope—because they were not mentioned in the Bible. Luther also believed that faith rather than good deeds was the way to salvation.

Church officials tried to get Luther to take back his statements. "I cannot go against my conscience," he replied. "Here I stand. I cannot do otherwise. God help me."

A Divided Church

Martin Luther's actions led to incredible changes in Europe. Before he voiced his beliefs, the countries of Europe had their differences, but they were bound together by a common church. For centuries, Catholicism had been the main religion of western Europe. In the 1500s, however, Luther's opposition to the policies of the Roman Catholic Church emerged.

Within a few years, Luther had many followers. They broke away from Catholicism to begin their own Christian churches. Martin Luther's protests were the start of a great religious and historical movement known as the **Protestant Reformation.**

Protestantism Spreads in Europe

From Germany Luther's ideas spread rapidly. **John Calvin,** a French religious thinker, also broke away from the Catholic Church. Like Luther, Calvin rejected the idea that good works would ensure a person's salvation. He believed that God had already chosen those who would be saved.

In England, King Henry VIII also left the Catholic Church, but not for religious reasons. Pope Clement VII had refused Henry's request to declare his first marriage invalid. In 1534 the English Parliament, working with the king, denied the authority of the pope and recognized the king as the head of the Church of England. During the rule of Henry's daughter, Queen Elizabeth I, further reforms firmly established England as a Protestant nation.

Religious Rivalries in the Americas

Throughout western Europe, people and nations divided into Catholics and Protestants. When these Europeans crossed the Atlantic, they took along their religious differences.

Spanish and French Catholics worked to spread their faith to the Native Americans. The Spanish settled in the southwestern and southeastern regions of North America, and the French settled in the northeast. Dutch and English Protestants established colonies in lands along the Atlantic coast between the French and the Spanish settlements. Some of the English settlements were founded by Protestants who wanted to practice their beliefs in peace.

Reading Check **Explaining** What role did religion play in the exploration of North America?

***Picturing* History**

In 1676 Kateri Tekakwitha, a 20-year-old Mohawk woman, accepted Christianity from French Catholic missionaries. **What region of North America was settled by the French?**



Economics

Economic Rivalry

Religion was only one of the factors that pushed European nations across the Atlantic Ocean. The promise of great wealth was equally strong, especially as other Europeans watched Spain gain riches from its colonies.

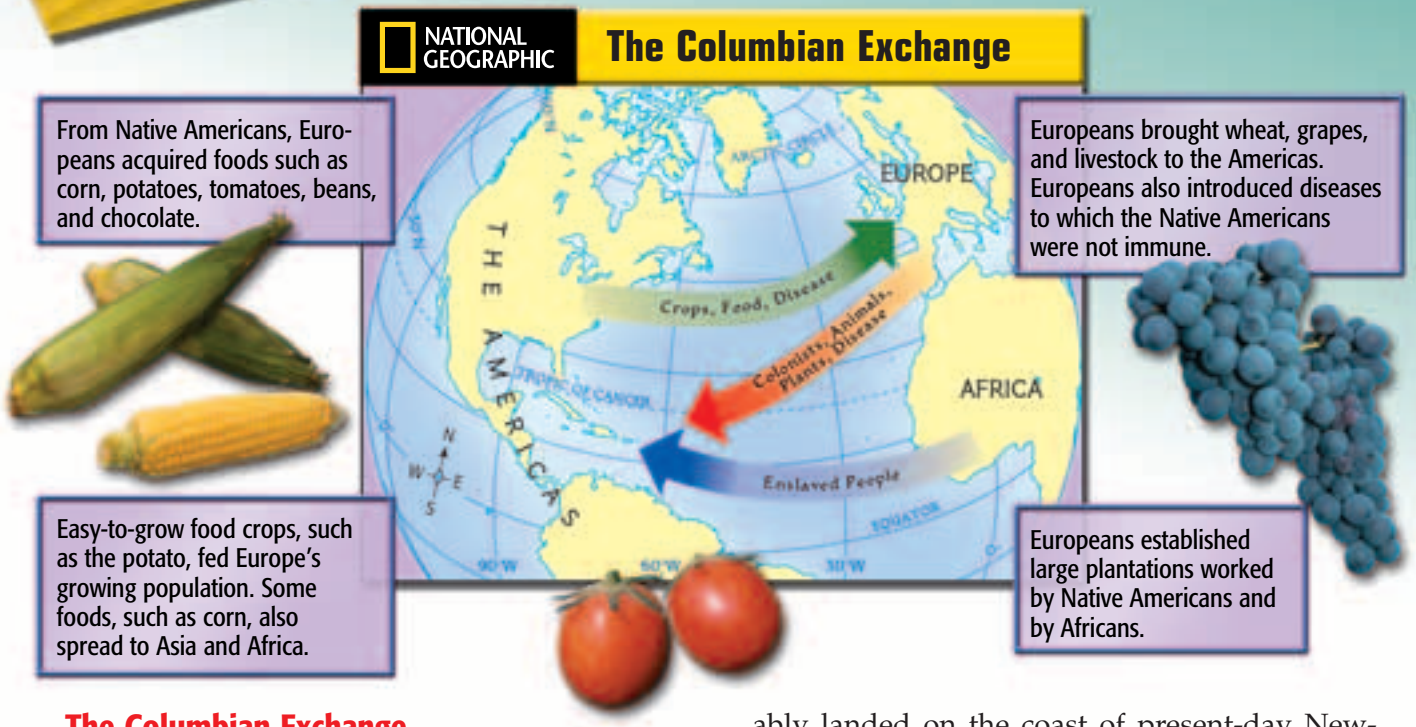
According to the economic theory of **mercantilism,** a nation's power was based on its wealth. Rulers tried to increase their nation's total wealth by acquiring gold and silver and by developing trade. Mercantilism provided great opportunities for individual merchants to make money. It also increased rivalry between nations.

Several countries in Europe competed for overseas territory that could produce wealth. They wanted to acquire colonies in the Americas that could provide valuable resources, such as gold and silver, or raw materials. The colonies would also serve as a place to sell European products.

MORE ABOUT...

The Columbian Exchange

Trade between the continents, known as the Columbian Exchange, changed life on both sides of the Atlantic.



The Columbian Exchange

The voyages of Columbus and other explorers brought together two parts of the globe that previously had had no contact: the continents of Europe, Asia, and Africa in one hemisphere and the Americas in the other. The contact led to an exchange of plants, animals, and diseases that altered life on both sides of the Atlantic. Scholars refer to this as the **Columbian Exchange.**

A Northwest Passage

The Treaty of Tordesillas had divided the Americas between Spain and Portugal. It did not allow for claims by other nations—so England, France, and the Netherlands ignored the treaty. During the 1500s and early 1600s, these countries sent explorers to chart the coast of North America. They wanted to profit from trade and colonization as well. The voyage to Asia—either around the southern tip of Africa or around South America—was long and difficult. For this reason, the three countries hoped to discover a **Northwest Passage** to Asia—a more direct water route through the Americas.

In 1497 England sent **John Cabot,** an Italian, to look for a northern route to Asia. Cabot probably landed on the coast of present-day Newfoundland. England used Cabot's voyage as the basis for its claims to North America.

In 1524 France hired an Italian, **Giovanni da Verrazano,** to look for the northern sea route. Verrazano explored the coast of North America from present-day Nova Scotia down to the Carolinas.

In 1535 French explorer **Jacques Cartier** (KAR•tyay) sailed up the St. Lawrence River hoping it would lead to the Pacific. He got as far as the Huron village of Hochelaga. Cartier wrote that from the mountain next to the village, "one sees a very great distance." He named the peak Mont-Royal, which means "royal mountain." This is the site of the city now called **Montreal.** Cartier had heard stories about gold, but he found neither gold nor a sea route to Asia.

Hudson's Discoveries

The Netherlands, too, wanted to find a passage through the Americas. They hired **Henry Hudson,** an English sailor, to explore. In 1609 he discovered the river that now bears his name. In his ship, the *Half Moon,* Hudson sailed north on the Hudson River as far as the site of present-day Albany. Deciding that he had not found a passage

to India, he turned back.The following year Hudson tried again, this time sent by England.

Sailing almost due west from northern England, Henry Hudson and his crew discovered a huge bay, now called **Hudson Bay.** Hudson thought he had reached the Pacific Ocean. After months of searching for an outlet from the bay, however, the crew rebelled. Hudson, his son John, and a few sailors were set adrift in a small boat—and never seen again.

French Open Trading Posts

France had shown little interest in building an empire in the Americas. Its rulers were preoccupied by political and religious conflicts at home. The French viewed North America as an opportunity for profits from fishing and fur trading rather than as a place to settle.

Furs were popular in Europe, and traders could make large profits from beaver pelts acquired in North America. A group of French



traders made an agreement with the Native Americans to trade fur. In 1608 the group sent **Samuel de Champlain** to establish a settlement in **Quebec** in what is now Canada. Champlain made several trips to the region and discovered Lake Champlain. He described the beautiful scenery and abundant wildlife and the Native Americans he met there.

From Quebec the French moved into other parts of Canada, where they built trading posts to collect furs gathered by Native Americans and French trappers. The trappers were called **coureurs de bois** (ku•RUHR duh BWAH), meaning "runners of the woods."

Dutch Settlements

Like other European countries, the Netherlands was also eager to claim its share of world trade. Until Hudson's voyage, there had been no Dutch exploration in North America. Hudson's voyage became the start for Dutch claims on the continent.

Although the Netherlands was a small country, its large fleet of trading ships sailed all over the world. In 1621 the Dutch West India Company set up a trading colony—New Netherland—in the area Hudson had explored. In 1624 the company sent 30 families to settle the area. They settled at Fort Orange (later Albany) on the Hudson River and on Burlington Island in New Jersey. Shortly after that, Fort Nassau was established just opposite where Philadelphia stands today.

The center of the new colony was New Amsterdam, located on the tip of Manhattan Island where the Hudson River enters New York Harbor. In 1626 Peter Minuit, the governor of the colony, paid the Manhates people 60 Dutch guilders in goods for the island. The goods probably included cloth, and valuable tools such as axes, hoes, and awls. Like Portugal, Spain, and France, the Netherlands started colonies in the Americas.



Reading Check **Analyzing** Why was the idea of a Northwest Passage important?

SECTION 4 ASSESSMENT

HISTORY Online | **Study Central™** To review this section, go to tarvol1.glencoe.com and click on **Study Central™**.

Checking for Understanding

1. **Key Terms** Write a sentence in which you correctly use each of the following terms: **mercantilism, Columbian Exchange, Northwest Passage, coureur de bois**
2. **Reviewing Facts** What were English, French, and Dutch explorers searching for while charting the coast of North America?

Reviewing Themes

3. **Global Connections** How did French goals in the Americas differ from the goals of other European nations?

Critical Thinking

4. **Identifying Central Issues** How did the economic theory of mercantilism influence the exploration and settlement of North America by Europeans?
5. **Determining Cause and Effect** Re-create the diagram below and explain how the Columbian Exchange affected both sides of the Atlantic Ocean.

Columbian Exchange	
Effects on the Americas	Effects on Europe

Analyzing Visuals

6. **Geography Skills** Review the map, *French Explorers, 1535–1682,* on page 61. Which of the French explorers traveled farthest south? Along what river did Marquette and Joliet travel?

Interdisciplinary Activity

Persuasive Writing Write a letter to one of the explorers who searched for a Northwest Passage. In the letter, explain why it is important for your nation to find a Northwest Passage.

Social Studies SKILLBUILDER

Reading a Time Line

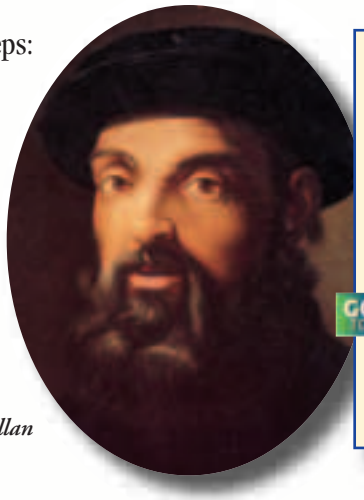
Why Learn this Skill?

Knowing the relationship of time to events is important in studying history. A time line is a visual way to show chronological order within a time period. Most time lines are divided into sections representing equal time intervals. For example, a time line showing 1,000 years might be divided into ten 100-year sections. Each event on a time line appears beside the date when the event took place.

Learning the Skill

To read a time line, follow these steps:

- Find the dates on the opposite ends of the time line to know the time span. Also note the intervals between dates on the time line.
- Study the order of events.
- Analyze relationships among events or look for trends.



Magellan

Practicing the Skill

Analyze the time line of Magellan's voyage below. Use it to answer the questions that follow.

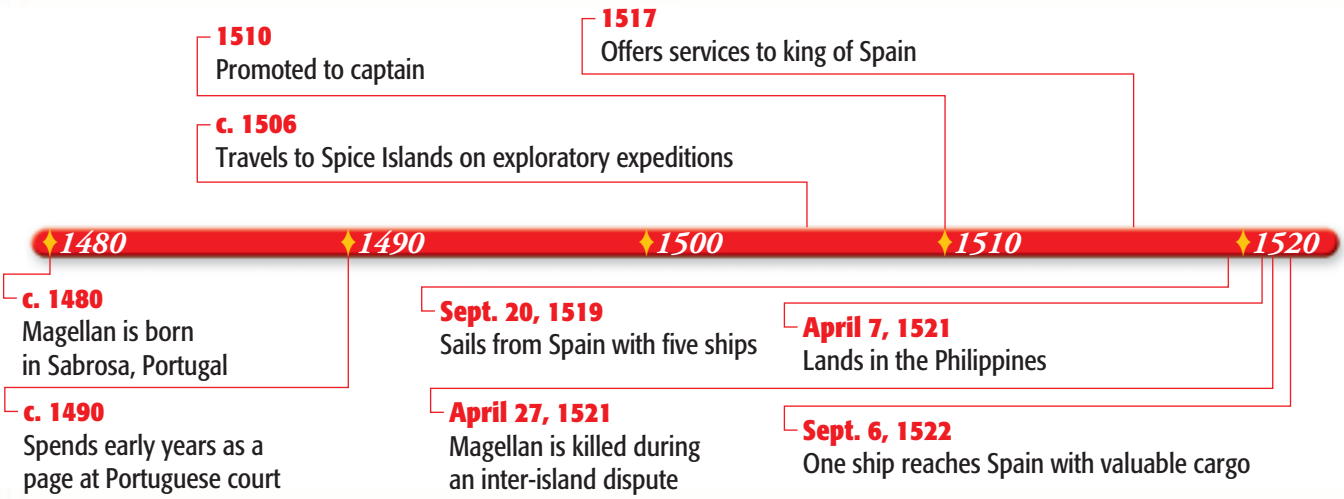
1. What time span is represented?
2. How many years do each of the sections represent?
3. Did Magellan's voyage to the Spice Islands occur before or after his voyage to the Philippines?
4. How long did Magellan's voyage around the world take?

Applying the Skill

Making a Time Line List 10 key events that have occurred in your life and the dates on which these events occurred. Write the events in chronological order on a time line.

GO TO

Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 1,** provides instruction and practice in key social studies skills.



CHAPTER 2 ASSESSMENT and ACTIVITIES

Chapter Summary

Exploring the Americas



c. 1000
- Leif Eriksson lands in present-day Newfoundland

1488
- Bartholomeu Dias reaches Indian Ocean

1492
- Columbus lands in the Americas

1498
- Vasco da Gama reaches India



1519
- Magellan begins circumnavigation of the world
- Hernán Cortés lands in Mexico

1532
- Francisco Pizarro captures Atahualpa

1535
- Jacques Cartier sails up the St. Lawrence River to Montreal



1541
- De Soto crosses the Mississippi River

1565
- Spain establishes fort at St. Augustine, Florida

1609
- Henry Hudson sails the Hudson River

Reviewing Key Terms

Examine the groups of words below. Then write sentences explaining what each group has in common.

1. Renaissance, astrolabe, caravel
2. conquistador, mission, presidio
3. mercantilism, Northwest Passage

Reviewing Key Facts

4. Why were Europeans interested in Asia?
5. What three large African kingdoms south of the Sahara flourished between 300 and 1600?
6. What European leader set up a center for exploration in Portugal?
7. Where did the earliest Portuguese explorers sail?
8. Which country supported Columbus on his quest to find a water route to Asia?
9. List the major accomplishments of Vasco da Gama, Juan Ponce de León, and John Cabot.
10. What was the main reason the Spanish wanted to conquer the Aztec and the Inca?
11. How did the Spanish colonial system of *encomiendas* affect Native Americans?
12. What movement created religious rivalries in Europe that carried over into exploration of the Americas?
13. What were explorers searching for during their explorations of the North American coast?

Critical Thinking

14. **Analyzing Primary Sources** Read the Two Viewpoints on page 47. What does Red Jacket mean by "this great island"?
15. **Drawing Conclusions** Why do you think the Caribbean Islands are often referred to as the West Indies?
16. **Analyzing Information** Study the feature on the Columbian Exchange on page 60. What foods were shipped to Europe?
17. **Determining Cause and Effect** Re-create the diagram below and identify three reasons for voyages of exploration and three effects that resulted from the exploration.



CONTENTS



Geography and History Activity

Study the map above and answer the questions that follow.

18. **Place** In what present-day states were the Spanish missions located?

19. **Location** Near what city was the northernmost Spanish mission located?

20. **Location** In which direction would a traveler leaving Mexico City journey to reach San Diego?

Practicing Skills

Reading a Time Line *Study the time line on pages 36–37, then answer the following questions.*

21. What is the time span covered on this time line?

22. In which century does the greatest number of events take place on this time line?

23. What event occurred in 1522?

Technology Activity

24. **Using Word Processing Software** Search the library for information on boats and sailing. Using word processing software, prepare a report about a navigational instrument that is in use today. Describe how it would have been helpful to an explorer such as Magellan.

HISTORY Online

Self-Check Quiz

Visit tarvol1.glencoe.com and click on **Chapter 2—Self-Check Quizzes** to prepare for the chapter test.

Citizenship Cooperative Activity

25. **Interviewing** In a group of three, find out if any people in your community have come from Great Britain, Spain, France, or other countries. Try to interview these people and ask them about the political system of the country they came from. Prepare an oral report for the class.

Economics Activity

26. Ask family members and other adults about prices paid for common products in years past. Ask about grocery items, haircuts, cars, and so on. Compare these prices with current prices. Share your findings with the class.

Alternative Assessment

27. **Portfolio Writing Activity** Choose an explorer discussed in this chapter. Use library resources to research the explorer's life and achievements. Prepare an interview with that explorer. Plan the questions to ask and the answers you would expect the explorer to give. Write the interview as a magazine article.

Standardized Test Practice

Directions: Choose the *best* answer to the following question.

Juana Inés de la Cruz was an unusual woman because she was famous as a

A writer.
B prince.
C farmer.
D warrior.

Test-Taking Tip:

Eliminate answers that don't make sense. For instance, a woman could not be a prince, so **B** could not be the correct answer.