Exploration and Colonization

What happens when different cultures first meet?

Cause and Effect
Make and label a Concept map Foldable book before you read this unit. Across the top write When different cultures meet. Label the three tabs Before, During, and After. Use the Foldable to organize information as you read.

For more about Unit 2 go to www.macmillanmh.com

The Niña, the Pinta, and the Santa Maria set sail on the Atlantic Ocean.

The Niña, the Pinta, and the Santa Maria set sail on the Atlantic Ocean.
In 1492 Christopher Columbus landed in North America, but he thought he had reached Asia!

Today a stone monument on San Salvador marks the place where Columbus landed.
In 1621, Massasoit and other Wampanoag joined the Pilgrims at Plymouth Plantation for a Thanksgiving celebration.

Today, you can celebrate Thanksgiving at a modern-day Plymouth Plantation.

Moctezuma II ruled the Aztec from Tenochtitlán, a city of more than 200,000 people.

Today, Mexico City, Mexico, is built on the site of Tenochtitlán.
How did Europeans learn about other cultures?

A Vikings sailed along Europe’s coasts and rivers and reached North America.

B Europeans learned about Asian inventions from travelers and traders.

C New navigation tools opened trade to Africa and Asia.

D Bartolomeu Dias and Vasco da Gama sailed to Asia for trade.
A **THE MIDDLE AGES**

About 1,500 years ago, Europe was divided into small kingdoms that were often at war. Most people were poor farmers who rarely left the villages where they were born. Their worlds were very small.

During the Middle Ages, few Europeans knew anything about Asia or Africa—or even about nearby kingdoms. The Middle Ages are a period of European history that ranges from A.D. 500 to 1500. It came between the end of ancient Rome and the beginning of the age of exploration.

**Northern Traders and Raiders**

The first people of the Middle Ages to travel to distant regions were the Norse, or “north people,” who lived in what are today Denmark, Sweden, and Norway. They were skilled sailors who traveled through Europe by ocean and rivers. Their ships carried furs, fish, and timber. The Norse traded those items for oil, spices, and goods from Europe and western Asia.

Norse sailors often acted more like pirates than traders. They are also called Vikings, from the Norse word for “raiders.” Viking raids terrified the people of Europe for centuries.

Around A.D. 1000, Viking explorers became the first Europeans to reach North America. They sailed west and built settlements in Iceland and Greenland. Historians believe that disease and battles with native peoples caused settlers to abandon the settlements. As a result, the Viking exploration of North America remained unknown for centuries.

**Quick Check**

**Cause and Effect** Why were the Norse also known as Vikings?

▲ Old maps showed sea monsters in unknown ocean regions.
During the Middle Ages, travel was dangerous and difficult. Most roads were only muddy paths. Yet some Europeans crossed the continent and traveled east on foot, on horseback, or on sailing vessels.

**The Crusades**

In 1095 thousands of Europeans prepared for a long journey to Jerusalem in western Asia. The city had great religious importance to Jews, Christians, and Muslims.

In 1096 the first of many wars for control of Jerusalem began. European Christians hoped to capture Jerusalem from the Muslim Turks who ruled it. This war was known by those in Europe as the Crusades. The Crusaders captured Jerusalem, but wars for control of the city continued for centuries.

**Trade and Merchants**

The Crusades gave Europeans greater contact with Asia. Many Europeans who joined the Crusades returned with items that were unknown in Europe, such as silk or spices. These returning travelers found that Europeans were willing to pay a lot for items such as cotton, pepper, and cinnamon. They became traders who made a profit by charging more than they paid for products. Profit is the money that remains after the costs of running a business.

Soon, a new class of people formed called merchants. Merchants made their living from buying and selling goods. Some merchants exchanged goods for other goods, rather than for money. This system is called barter.

**The Travels of Marco Polo**

In 1295 a family of merchants named Polo returned to Venice after many years away. They had traveled thousands of miles across Asia, visiting places no European had ever seen. They had lived as guests in the palace of the ruler of China. One member of the family, Marco Polo, had left at 17 years old and was 43 when he returned.

In China, the Polos saw items unknown in Europe, including paper money and gunpowder. They ate foods that were unknown in Europe, such as noodles. Back in Venice, Marco Polo described the wonders he had seen. A writer named Rustichello wrote down his stories in a book known today as *The Travels of Marco Polo*. The book’s description of the world beyond Europe inspired many Europeans to look for new routes to Asia.
Trade with Asia

From about A.D. 100 until the 1300s, Chinese traders brought silk to western Asia. From there it was brought to Europe by merchants. The traders traveled on a famous route called the Silk Road, which connected Asia and Europe. Besides silk, the traders brought spices and jewels along this route.

Traveling between Europe and Asia was difficult. European merchants first had to travel by boat to reach western Asia. Then they traveled by land across the deserts of central Asia. It was a dangerous journey that could take years. If someone could find a new route to Asia, it would save time and money.

Quick Check

Cause and Effect How did the arrival of silk and spices from Asia help the merchant class to arise?
Europe and Asia were not the only important centers of trade in the 1400s. Africa was also an important trading center. Many parts of Africa were rich in natural resources. Salt from North Africa was bartered for gold from West African kingdoms. At that time, salt was as valuable as gold because it kept meat from spoiling. The wealth of African kingdoms drew traders from western Asia who were Muslims.

**African Kingdoms**

As more Muslim traders came to West Africa, many West Africans became followers of Islam. Trade links were formed with merchants in Arabia. In the 1350s, the ruler of a kingdom called Mali traveled to the Muslim holy city of Mecca in Arabia. Along the way, the ruler gave away so much gold that the metal lost its value for ten years. Another African kingdom, Songhai, was larger than all of Europe in the 1400s.

African kingdoms fought among themselves in the 1400s. War weakened most kingdoms. Then, the discovery of gold in the Americas ended African control of Europe’s gold supply. Europeans began to enslave Africans in the 1500s, and the great kingdoms collapsed.

**A School for Sailors**

In the 1400s, Portugal was a small country on the Atlantic coast of western Europe. It was far from Asia, but close to Africa. At that time, land routes to Asia were controlled by Portugal’s enemies. Prince Henry of Portugal believed that ships could sail south along the western coast of Africa to reach Asia.

European explorers had not followed this route before. Prince Henry was eager to gain a share of Asia’s wealth for Portugal. He also believed that trade with African kingdoms would grow if new sea routes were followed.
An important tool in navigation was the astrolabe. It helped sailors measure the height of the sun and the stars above Earth. Sailors used the astrolabe to find their location north or south of the equator.

Prince Henry invited experts in mapmaking, shipbuilding, and mathematics to his palace. He set up a school where experts worked on problems of navigation, finding direction and following routes at sea.

Sailors guessed their latitude north of the equator by locating the North Star. However, south of the equator, sailors could no longer see the North Star. The Chinese compass, which pointed north, became an important navigation tool south of the Equator.

Maps were another technology that helped explorers. Mapmaking experts taught Portuguese captains to make maps of the lands they would explore. Later, these maps would be valuable tools because they showed the safest routes to follow along the African coast.

Quick Check

Cause and Effect How did Portugal’s location lead the country to explore sea routes to Asia?
Portuguese shipbuilders also developed a new ship, the caravel. It had both square and triangle-shaped sails. These sails allowed it to change direction and catch the wind more easily than older ships.

By 1460 Prince Henry’s caravels had sailed along more than 2,000 miles of the African coastline. In 1488 Bartolomeu Dias became the first European to sail around the southern tip of Africa, known as the Cape of Good Hope. This brought him to the Indian Ocean.

Dias never reached India. Another Portuguese explorer, Vasco da Gama, sailed across the Indian Ocean and landed at Calicut, India, on May 20, 1498.

**Quick Check**

**Cause and Effect** How did the invention of the caravel help Portuguese explorers?

**1. VOCABULARY** Write one sentence that uses at least two of these words.

profit   barter
merchant   navigation

**2. READING SKILL** Cause and Effect

Use your chart from page 52 to write a paragraph explaining how the Crusades helped connect Europe and Asia.

**Essential Question**

3. **Write About It** Write about how trade may have helped to change European attitudes toward other cultures.
Some maps divide the Earth into a **global grid**, or set of crisscrossing lines. The two sets of lines are called **latitude** and **longitude**. Lines going from east to west are called latitudes. Lines going from north to south are called longitudes. Latitude and longitude are measured in units called degrees. The symbol for degrees is °. The **absolute location** of a place is where latitude and longitude lines cross.

Another way to determine the location of a place is by using **relative location**. Relative location describes where a place or region is located in relation to another. For example, the relative location of the United States is north of Mexico.

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**Learn It**

- A line of latitude is called a **parallel**. Parallels measure distance north and south of the Equator. The Equator is 0° latitude. Lines of latitude north of the Equator are labeled N. Those south of the Equator are labeled S.

- A line of longitude is called a **meridian**. Meridians measure distance east and west of the **Prime Meridian**. The Prime Meridian is 0° longitude. Meridians that are east of the Prime Meridian are labeled E. Meridians west of the Prime Meridian are labeled W.

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**Try It**

- Locate Mexico City. Which line of latitude is closest to this city?

- Locate Lima in South America. Which line of longitude is closest to this city?

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**Apply It**

- Find the longitude and latitude lines that are closest to your community.

- Which city is closer to your community in longitude, Mexico City or Lima?
How did Spanish explorers bring change to the Americas?

A Queen Isabella paid for Columbus to find a new route to the Indies in 1492.

B Columbus’s voyage led to trade with the Taíno people of San Salvador.

C The Columbian Exchange brought new goods to Europe and the Americas.
European explorers in the 1400s knew the world was large, but they had no idea how large. How could they? Up to this time, they had traveled only to the East.

European explorers were only interested in reaching one place—the Indies. Today we call the region Asia. As you have read, the dream of wealth inspired many explorers to take the risky year-long journey across the Mediterranean Sea, around Africa, and across the Indian Ocean. But one explorer sailed in a different direction. His name was Christopher Columbus.

**A New Direction**

Oceans were the highways of the 1400s. As a result, countries located on the Atlantic Ocean or the Mediterranean Sea became world powers. Two of these powers, Spain and Portugal, were eager to send expeditions to the Indies. An expedition is a journey made for a certain purpose such as exploration.

A skilled sailor from Italy named Christopher Columbus approached the rulers of Portugal and Spain with his idea. He wanted to lead an expedition to the Indies—but he wanted to sail in the “wrong” direction. Columbus believed that sailing west for about 3,000 miles would bring him to the Indies. The trip would be faster than the year-long voyage around Africa, he claimed.

Portugal’s king wasn’t interested in Columbus’s idea. The rulers of France and England had no interest either. Finally, Queen Isabella and King Ferdinand of Spain agreed to pay for ships for Columbus. On August 3, 1492, Columbus left Spain with three ships—the *Niña*, the *Pinta*, and the *Santa María*.

Columbus kept two logs, or records, of the voyage. In one log, he recorded the exact distances the ships sailed each day. In the second log, he recorded shorter distances. Some historians believe that Columbus used the second log to mislead other explorers. He wanted to keep his route secret.

**Quick Check**

**Cause and Effect Why did countries located on oceans become world powers?**
Through August and September of 1492, Columbus’s ships sailed across the Atlantic Ocean. Food and water had almost run out when they sighted land on the horizon on October 12.

Today we know that Columbus had reached San Salvador. It is one the Bahama Islands, part of North America. But Columbus believed he had reached the Indies. His crew got a warm welcome from people who paddled out to greet the ships. They carried fresh fruits unlike any the Europeans had ever seen. Columbus called these people “Indios,” which is Spanish for “Indians,” believing that he had reached his goal. However, the people called themselves the Taíno.

**Voyages of Columbus, 1492–1502**

MOVEMENT Why was each of Columbus’s voyages longer than the one before it?

Map Skill

Scale varies with perspective

- First voyage, 1492
- Second voyage, 1493
- Third voyage, 1498
- Fourth voyage, 1502

Present-day names
The Taíno

The first meeting between the Spaniards and the Taíno was friendly. The Taíno gave food and gifts to the newcomers to show friendship. In return, Columbus gave the Taíno glass beads and brass bells. Columbus described his gifts as:

things of small value, in which they took . . . pleasure and became so much our friends it was a marvel.
—CHRISTOPHER COLUMBUS

They may have been friends at first, but a century later, disease and violence had destroyed the Taíno. They left no written records. Most of what we know about the Taíno comes from artifacts and Spanish journals. We know that the Taíno cut large canoes from tree trunks. These handmade boats could carry more than 30 people. The Taíno used spears to catch fish. They grew cotton, tobacco, maize, yams, and pineapple. The Taíno also contributed several words to English that you probably know, including hammock and hurricane.

A New Colony

Columbus stayed in what he called the Indies for only a few months. He sailed to other islands in the present-day Caribbean Sea, but he did not find the riches he expected. Taking some Taíno with him, he returned to Spain. When he reported on his expedition, King Ferdinand and Queen Isabella asked Columbus to return to the Caribbean to claim more land.

In 1493 Columbus landed on the island of Hispaniola with more than 1,500 people to set up a Spanish colony. A colony is a settlement far from the country that rules it. Today two countries—Haiti and the Dominican Republic—are located on the large island. Columbus made four voyages to the Americas and the Caribbean. On his third voyage, he reached the South American mainland for the first time. He died in 1506, still believing he had reached the Indies.

Quick Check

Cause and Effect  How did the arrival of the Spanish change the lives of the Taíno people?

EVENT

Columbus believed he had landed in the Indies. An explorer who followed Columbus claimed that the lands were unknown to Europeans. His name was Amerigo Vespucci. On a map made in 1507, a German geographer labeled the land “America,” in honor of Vespucci.
The meeting between the Taíno and Columbus led to what is known today as the **Columbian Exchange**. To exchange means to give something in return for something else. The Columbian Exchange was the movement of people, plants, animals, and diseases across the Atlantic Ocean. It worked out well for Europeans. They were introduced to new foods from the Americas, such as tomatoes and corn. These foods improved the diet of Europeans.

The exchange also introduced food and animals to the Americas. Animals from Europe changed life in America. As you have read, horses changed the way the Native Americans hunted. Cattle and pigs became new food sources. Wool from sheep brought changes to the clothing people wore. Unfortunately,

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### The Columbian Exchange

The Columbian Exchange changed life on both sides of the Atlantic Ocean. Study the charts below.

#### Products Exchanged, 1500s

<table>
<thead>
<tr>
<th>From the Americas</th>
<th>To the Americas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food</strong></td>
<td><strong>Animals</strong></td>
</tr>
<tr>
<td>Tomatoes</td>
<td>Turkeys</td>
</tr>
<tr>
<td>Corn</td>
<td>Squirrels</td>
</tr>
<tr>
<td>Potatoes</td>
<td>Muskrats</td>
</tr>
<tr>
<td>Sweet Potatoes</td>
<td></td>
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<tr>
<td>Pineapple</td>
<td></td>
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<td></td>
<td>Wheat</td>
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<td></td>
<td>Rice</td>
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<td>Potatoes</td>
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<td>Sweet Potatoes</td>
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<td></td>
<td>Pineapple</td>
</tr>
</tbody>
</table>
Europeans and their animals brought germs and diseases that were unknown in the Americas. Smallpox, measles, and other diseases from Europe spread quickly. By 1600, millions of native peoples across the Americas had died.

**Quick Check**

**Cause and Effect** How did food from North America change the diet of people in Europe?

**Check Understanding**

1. **Vocabulary** Write three sentences about the effects of Columbus’s voyages.
   - expedition
   - Columbian Exchange
   - colony

2. **Reading Skill** Cause and Effect Use your chart from page 60 to write a paragraph about the effects that animals from Europe had on Native Americans after 1492.

3. **Write About It** What changes occurred in Europe after Columbus’s voyages?
Spanish Exploration and Conquest

Tenochtitlán, the Aztec capital, was built on islands in Lake Texcoco. Causeways, or land bridges, led to the mainland.

The Aztec capital fell after attacks by Spaniards and other enemies.

Spanish soldiers, led by Francisco Pizarro, conquered the Inca Empire.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Spanish set out to conquer the Inca, the largest empire in South America.</td>
<td>Spanish soldiers, led by Francisco Pizarro, conquered the Inca Empire.</td>
</tr>
</tbody>
</table>

How did the arrival of Spanish explorers change Native American empires?

**Vocabulary**
- **empire** p. 67
- **conquistador** p. 67

**Reading Skill**
- **Cause and Effect**
  Copy the chart below. As you read, fill in the actions of the Spanish and the results.

**Illinois Learning Standards**
- 16.C.2a (W), 17.D.2a, 17.D.2b
THE AZTEC EMPIRE

If someone asked you to name the greatest city in the world, what city would you name? If you asked Spanish explorers in 1520, chances are good that many of them would have said that Tenochtitlán was the greatest city in the world.

Tenochtitlán was the capital of the Aztec Empire. An empire is a large area in which different groups of people are controlled by one ruler or government.

By 1500 more than 200,000 people lived in Tenochtitlán, making it one of the largest cities in the world. The Aztec controlled about 6 million people.

Cortés Lands in Mexico

In 1519 the Spaniard Hernan Cortés landed in Mexico with more than 500 conquistadors. Conquistador is the Spanish word for conqueror. Several enslaved Africans were among his party. Native people had never seen men with black or white skin. They had never heard guns fired. And they had never seen horses. The Spanish struck fear among the Native people.

Cortés reached Tenochtitlán in November 1519. Moctezuma II, the Aztec ruler, welcomed the Spaniards. But Cortés took Moctezuma prisoner and demanded gold for the king’s freedom. The Aztec refused and violence broke out. Moctezuma was killed. Cortés and his men were driven away. But the Spaniards left behind a deadly weapon—smallpox.

Months later, smallpox had killed more than 100,000 Aztec. Cortés returned and destroyed Tenochtitlán. The Spanish capital, Mexico City, was built on the ruins of the Aztec capital.

Quick Check

Causes and Effects Why was Cortés able to return to conquer Tenochtitlán after being driven out?

Quick Check

MOVEMENT Where did Cortés’s retreat to in 1521?
After the conquest of the Aztec Empire, the Spanish set out to conquer the land to the south. They did not know that another empire—the wealthiest in the world—ruled much of South America. This was the Inca Empire.

At the height of its power, the Inca Empire extended more than 2,500 miles along the western coast of South America. This is about the distance from New York City to Phoenix, Arizona.

Linked by Highways
Most of the Inca Empire was located in the Andes mountain range. The capital of the empire, Cuzco, in present-day Peru, was built at an altitude of 11,000 feet. A system of paved stone roads leading out from Cuzco formed a highway system that tied the empire together. Today Cuzco is one of the highest cities on Earth.

Information was carried along the roads by messengers who were able to run 50 miles a day. They carried knotted strings, called quipus, to help remember information. The Inca used quipus to keep records. String colors stood for objects to be counted. For example, red strings stood for soldiers, and yellow strings measured maize crops. Quipus were an important tool for communicating information, especially as the empire grew larger.
Inca Society

Inca society was like European society in some ways. Rulers and religious leaders were the highest class. Instead of paying taxes with money, the Incas provided services, such as repairing roads, digging canals, and building temples several months each year. Workers received clothing and food for their work. Inca women were required to weave one piece of clothing for the workers each year.

Although the Inca did not use money, gold and silver were important to the society. Gold was called “the sweat of the sun,” and silver was called “the tears of the moon.” Inca craftworkers made cups, bowls, and plates from these precious metals. These were used mainly by the rulers, nobles, and priests. After the arrival of the Spanish, few of these gold and silver objects remained.

Quick Check

Cause and Effect Why were highways an important part of the Inca Empire’s rise to power?
In 1531 Spanish conquistador Francisco Pizarro landed on the west coast of South America with about 180 men and about 30 horses. At the time Pizarro arrived, the Inca Empire was collapsing. The highway system that allowed messengers to travel easily had allowed disease to spread quickly. Smallpox had entered the empire from Mexico several years earlier. Thousands of Inca people had died, including the Inca ruler, Wayna Capac. After his death, a civil war broke out between his sons, Atahualpa and Huascar, for control of the empire.

Atahualpa controlled the northern part of the empire. He had heard reports about Pizarro’s arrival, but he was not worried. Pizarro had only 180 men. The war with Huascar was a more serious problem.
Pizarro reached the Inca town of Cajamarca in 1532. His soldiers knew they were greatly outnumbered by the Inca. One Spanish soldier wrote:

“All were full of fear, for we were so few, and so deep into the land, with no hope of rescue.”

**Pizarro and Atahualpa**

Atahualpa heard reports of Pizarro’s arrival. However, Atahualpa didn’t send troops against the Spanish. They remained camped outside the city. Atahualpa sent a message to Pizarro, inviting him to meet in the city. Pizarro entered Cajamarca and hid his men around the main square. After the Inca entered the square, Pizarro gave a signal. Guns exploded from doorways and windows. Spaniards on horseback rode into the square, swinging steel swords. Thousands of Atahualpa’s men were killed. Pizarro himself took the Inca ruler prisoner.

To earn his freedom, Atahualpa offered to fill a huge room with gold and silver. For months, gold and silver objects arrived from all corners of the empire. But Pizarro was dishonest and refused to release the Inca ruler. When the room was filled, he killed Atahualpa. Then he melted down the precious metal objects into bars of gold and silver to send back to Spain. That’s why so few objects remain from the glory days of the Inca Empire—Pizarro turned them into money. By 1540 Spain controlled one of the largest empires in the world.

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**Quick Check**

*Cause and Effect*  How was the Inca Empire weakened before Pizarro arrived?

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1. **VOCABULARY** Write one sentence to show a relationship between the two words below.

   **empire**    **conquistador**

2. **READING SKILL**  Cause and Effect

   Use your chart from page 66 to show how the Spanish desire for gold destroyed the Aztec and Inca empires.

3. **Write About It**  How did Spanish exploration change Central and South America?
In the early 1500s, Spaniards explored Florida in search of Gold.

Spaniards, Native Americans, and Africans lived in the Spanish colonies.

In the 1500s, Spaniards explored the Southwest and expanded colonies.

De Soto explored the Southeast.
SPANISH IN NORTH AMERICA

Weighed down by guns and armor, hundreds of men came ashore in blazing heat. In search of gold and adventure, the conquistadors paved the way for Spanish settlers.

For the Spanish, North America was a frontier in the 1500s. A frontier is the far edge of a settled area. Modern-day Florida was one early frontier for the Spaniards.

“Place of Flowers”

In 1513 Juan Ponce de León led an expedition in search of a Fountain of Youth that was said to be on an island north of Cuba. He landed near what is today St. Augustine, Florida. He named the land La Florida—“place of flowers.”

Search for Gold

In 1539 Hernando de Soto landed in Florida with hundreds of men and animals. He explored the present-day southeastern United States. He never found gold. Instead, diseases carried by his men and animals killed thousands of Native Americans.

Quick Check

Cause and Effect How did false stories bring Spanish explorers to Florida?

Map Skill

Why was Balboa’s route the best way to the Pacific Ocean?
Spanish conquistadors continued to explore the frontier in other parts of North America. With each expedition, disease carried by the men and their animals spread quickly among Native Americans.

**Explorers in the Southwest**

In 1528 Spanish conquistador Álvar Núñez Cabeza de Vaca sailed north from Cuba. A hurricane wrecked his ship on the coast of present-day Texas. Cabeza de Vaca and his men lived in a Native American village for four years. In 1536 they arrived in Mexico City after walking through present-day Texas, New Mexico, and Arizona.

In 1540 Francisco Vásquez de Coronado led an expedition of Spaniards, Africans, and Native Americans across what is now the southwestern United States. He claimed large areas of land for Spain. Coronado and his men were the first Europeans to see the Grand Canyon, located in present-day Arizona.

**Colonists Arrive**

By 1550 Spain controlled two large territories in the Americas. In South America, the Spanish called the territory Peru. The territory that included Mexico and most of Central America was called New Spain.

As growing numbers of Spaniards settled in New Spain, Spanish rulers took tighter control of the new colony. Rulers gave encomiendas, or large areas of land, to colonists who were loyal to them. The land included many Native American villages. Native Americans were forced to work for the Spanish landowners. On the encomiendas, many Native Americans died from starvation, disease, and overwork.
Some colonists spoke out against the treatment of Native Americans. One was Bartolomé de Las Casas. De Las Casas was a missionary—a person who tries to persuade people to accept new religious beliefs. De Las Casas’s opinions about the Native Americans were different from the opinions of many Spaniards. Read his opinion above.

**Primary Sources**

Not only have [Native Americans] shown themselves to be very wise peoples . . . providing for their nations . . . and making them prosper in justice, they have equaled many diverse nations of the world . . .

_A section from History of the Indies by Bartolomé de Las Casas, 1563_

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**Africans in New Spain**

Spanish explorers brought the first enslaved Africans to Mexico. To enslave people is to force them to work against their will. Enslaved Africans were not brought to New Spain in large numbers until many thousands of Native Americans had died. As more encomiendas were settled, more workers were needed.

By 1550, more than 5,000 enslaved Africans were working in the fields of encomiendas in New Spain. Enslaved Africans also worked in the silver mines of New Spain. At the ports of Veracruz and Acapulco, enslaved Africans often loaded silver and other precious metals onto ships bound for Spain.

In the 1570s, some enslaved Africans and Native Americans rebelled. Some rebels were defeated, but others escaped to areas far from the encomiendas where they could and be free. After escaping, enslaved Africans and Native Americans built their own communities. These settlements came to be called maroon communities. One leader of a rebellion was an African named Yanga, who had been a king in his homeland. In 1570 Yanga and his followers escaped to the mountains around Veracruz. They built a town called San Lorenzo de los Negros.

**Quick Check**

_Cause and Effect_ Why did the growth of encomiendas bring enslaved Africans to Mexico?
By the middle of the 1500s, three different groups of people—Native Americans, Spanish, and Africans—had created a new society. It’s leader was New Spain’s ruler, the viceroy. Below him were Spaniards from Spain, called Peninsulares. Below them were people born in New Spain of Spanish parents, called Criollos. Below this group were mestizos, people who were both Spanish and Native American. At the bottom of the pyramid were Native Americans and enslaved Africans, forced to work without wages.

From 1600 to 1680, the Spanish built over 20 settlements in New Mexico. These settlements became important centers for missions, where priests tried to convert Native Americans, and for mining natural resources.

In the 1680s the Spanish built settlements in the part of New Spain that is now the state of Texas. They also built settlements along the coast of the Pacific Ocean. By 1800 the Spanish controlled much of what is now Texas, New Mexico, Arizona, and California.

**Quick Check**

**Compare and Contrast** How were mestizos different from Spaniards?

**Check Understanding**

Which groups were at the bottom of the pyramid?

1. **Vocabulary** Write a short play about the meeting of the two people in the list below. Use the other vocabulary words in the play.
   - frontier
   - enslave
   - missionary
   - mestizo

2. **Reading Skill** Cause and Effect Use the cause and effect chart on page 72 to help you write a paragraph about the change that occurred after the Spanish explored North America.

3. **Write About It** What do you think happened when the Native Americans and Spanish settlers met for the first time?
When European explorers arrived in the Americas, both Native American and European cultures experienced change. One way you can measure changes is to use line graphs and circle graphs. A line graph shows a change over time. A circle graph shows how something can be divided into parts. All of the parts together make up a circle. Circle graphs are also called pie graphs because the parts look like slices of pie.

**Vocabulary**

- **line graph**
- **circle graph**

**Learn It**

- To find out what information a graph contains, look at its title.
- Study the labels on a graph. Labels on a line graph appear along the bottom of the graph and along the left side. Labels on a circle graph explain the subject.

**Try It**

- Look at the line graph. What was the Taíno population of Hispaniola in 1570?
- Look at the circle graph. Which group made up the largest part of the population of Hispaniola in 1570?

**Apply It**

- Summarize the line graph’s information about the Taíno people on Hispaniola.
- Summarize the circle graph’s information about the people of Hispaniola in 1570.
- Summarize what both graphs tell you about the meeting of different cultures.
Europeans learned about North America while exploring the east coast.

A Europeans learned about North America while exploring the east coast.

B Henry Hudson explored the Hudson River and traded with the Lenni Lenape.

Dutch ships such as these brought explorers to the Americas and Asia.
Trade with Asia brought huge profits for European countries that were trading silk, spices, and other goods. Sailing east around Africa, however, took months. Was there a quicker way to reach Asia?

In the 1490s and 1500s, many Europeans believed there was a water route across North America. They believed this route connected the Atlantic to the Pacific Ocean. This shortcut, which no one was sure existed, was called the **Northwest Passage**.

**Explorations in North America**

You have read how ships had to sail around Africa to reach Asia. European rulers thought that finding a Northwest Passage would help them reach Asia in much less time than the African route. In 1497 the king of England hired an Italian, John Cabot, to find this shorter route to Asia. Cabot sailed west and sighted land at Newfoundland, an island off the coast of Canada.

Cabot did not find a Northwest Passage, but he came upon something valuable. He found an area of the Atlantic Ocean southeast of Newfoundland. These waters were so crowded with fish that sailors scooped them into baskets dropped over the sides of their ships. Soon, some colonists would make a lot of money shipping dried fish to Europe.

In 1524 France hired an Italian explorer named Giovanni da Verrazano to continue the search for a Northwest Passage. Verrazano explored the east coast of North America. He reached the New York Harbor and the mouth of what would later be called the Hudson River. Even though he didn’t find the Northwest Passage, Verrazano discovered one of the most important rivers in North America.

**Quick Check**

**Cause and Effect** What effect did Cabot’s voyage have on Europeans?
All of Europe was abuzz with talk of a Northwest Passage. Merchants realized that if the Northwest Passage were found, they could make huge profits. Dutch merchants began to lead the way.

**A New Kind of Company**

In 1602 Dutch merchants founded the first merchant company. This company was a group of business people who shared the costs of a trading voyage. They would also share the profits from the spices brought back from Asia. The question was, would they see a profit? It was a huge risk.

One merchant company that was willing to take the risk was the Dutch East India Company. In 1609 it hired an English sea captain, Henry Hudson, to find a shortcut to Asia. Hudson believed that North America was only about 70 miles wide. He also believed that the Northwest Passage was located north of Virginia. He sailed along the Atlantic coast of North America. In August Hudson explored Chesapeake and Delaware Bays. Neither of these waterways was the Northwest Passage.

When Hudson reached New York Harbor, he mapped it and traded with the local Native Americans, the Lenni Lenape. But the relationship between the Dutch and the Lenni Lenape was not always peaceful. Hudson’s crew wrote of battles.

Hudson sailed about 150 miles north on the river that flowed into the harbor, thinking he had found the Northwest Passage. He soon discovered that it contained freshwater. Hudson’s reports of rich soil and resources would encourage the Dutch to start a colony there.

**Exploring Hudson Bay**

On Hudson’s second voyage in 1610, he explored what is now Hudson Bay while searching for the Northwest Passage. As winter set in, his ship, the *Discovery*, froze in the ice. When spring came, Hudson tried to continue his voyage. By this time, his crew was tired of the harsh conditions aboard ship. They had been living on moldy bread and rotten meat. The threat of mutiny, or naval revolt, filled the air. The crew did not kill Hudson, but they
did take over the ship. Hudson, his son, and eight loyal sailors were placed into a small boat. They were never seen again. When the Discovery reached England, its crew was arrested.

**Quick Check**

Cause and Effect  What was the result of Hudson’s search for the Northwest Passage?

1. **VOCABULARY**  Write one sentence using both of these vocabulary terms.
   - Northwest Passage
   - merchant company

2. **READING SKILL**  Cause and Effect  Use your cause and effect chart from page 78 to write about the Northwest Passage.

3. **Write About It**  Why do you think there were battles between Native Americans and Hudson’s crew?
### Essential Question

**What happened when the French settled in America?**

A. The French traded fur with Native Americans living around French settlements.

B. New France attracted fur hunters, missionaries, and explorers.

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**Lesson 6**

**Vocabulary**

- ally p. 83
- coureurs de bois p. 84
- import p. 84
- export p. 84
- voyageur p. 84

**Reading Skill**

**Cause and Effect**

Copy the chart below. As you read, list the causes and effects of the fur trade in New France.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Illinois Learning Standards**

16.B.2a (US), 17.D.2b
A THE FIRST FRENCH SETTLEMENT

Even though Verazzano failed to find the Northwest Passage, France continued to look for the route. In 1534 Jacques Cartier reached a peninsula near the St. Lawrence River and claimed it for France.

After three voyages in which he failed to find the Northwest Passage, Cartier returned to France disappointed. Except for a few French companies that traded with Native Americans for furs, France paid little attention to the colony for nearly 60 years.

Founding of Quebec

Starting in 1598, France tried to establish a permanent settlement in New France. It hoped that the settlement would expand the fur trade and make money for France. These attempts failed. Then, in 1608, King Henry IV sent Samuel de Champlain to New France as its governor. Champlain established a fur trading post at Quebec.

Fur coats and hats were very popular in Europe at the time. Champlain knew that if he managed the colony well, he could make a lot of money in the fur trade. In order to strengthen the colony, he established friendly relations with several Native American groups. Soon the French, Wyandot, and Algonquin became allies, or political and military partners. With French firearms, these Native American groups easily defeated their longtime enemy, the Iroquois.

Quick Check

Cause and Effect Why did France want to establish a permanent settlement in New France?
Many young French men were eager to make money from the fur trade. They became hunters and trappers called **coureurs de bois**, or “runners of the woods.” So many hunters came to New France that Europe’s **imports** of furs soared. Import means to bring in goods from another country for sale or use. **Export** means to send goods to another country. French officials feared the fur imports would oversupply the market and bring the price of fur down. To control the price of fur, the French government issued permits to trappers, hoping to limit their number. Those who received permits were called **voyageurs**.

**New France’s Slow Growth**

In the early 1600s, King Louis XIII began to expand New France. He allowed more people to settle there, but few French colonists came. One reason was that the king preferred Roman Catholics to settle the colony. French people who were not Catholic were more likely to settle in the English colonies of North America. In 1666 only 3,215 colonists lived in New France.

Louis XIII also sent Catholic missionaries to Canada. French missionaries often lived among the Native Americans as they tried to convert them. Missionaries built churches at trading centers.

**The Search for a Passage Continues**

Meanwhile, the French continued to search for the Northwest Passage. When Champlain returned to New France in 1610, he brought along seventeen-year-old Étienne Brûlé. The young man was eager to explore. Years earlier Champlain had searched for the Northwest Passage. This time he sent Brûlé to look for it.
Young Brûlé was the first French explorer to see Lake Huron. He explored the western edge of Lake Huron, then turned back. During his search for the Northwest Passage, Brûlé also explored parts of Lake Ontario, Lake Erie, and Lake Superior. By the end of his career, he had explored four of the Great Lakes.

In 1617 another explorer, Jean Nicolet, continued the search for the Northwest Passage. Nicolet followed the route that Étienne Brûlé took to Lake Huron. Then he pushed on and went further than Brûlé. He became the first European to see Lake Michigan. Both Brûlé and Nicolet lived amongst Native American groups and explored the Great Lakes region.

Quick Check

Cause and Effect Why did New France fail to grow?
Both attempts to settle Roanoke Island were failures.

Colonists at Jamestown had trouble making a profit until they grew tobacco.

Pilgrims created a plan of self-government called the Mayflower Compact.

The Pilgrims had trouble growing food, but were helped by the Wampanoag.
THE LOST COLONY

While Spain was getting rich from its colonies in the Americas, England’s Queen Elizabeth I and her adviser, Sir Walter Raleigh, came up with a plan to make England a power in the Americas.

In 1585 Queen Elizabeth gave Sir Walter Raleigh a charter. A charter is an official document that grants its holder special rights. The charter said that Raleigh was supposed to start a colony for the purpose of finding gold and other riches in North America. Raleigh called the new colony Virginia. Virginia was named in honor of Queen Elizabeth I, the Virgin, or unmarried, Queen.

Raleigh’s First Try

After sending explorers to find a good place for a colony, Sir Walter Raleigh decided upon what is now Roanoke, North Carolina. About 100 men were sent to Roanoke Island. Many of the colonists had little experience living off the land. They did not know what supplies they would need. Instead of planting crops, the colonists traded with several Native American groups for food. When Native American groups were not interested in the trade, some colonists stole food. As a result, fighting broke out. Meanwhile, the colonists did not find gold. After a difficult winter, the colonists returned to England.

Raleigh Tries Again

In 1587 John White and a second group of colonists settled in Virginia. Supplies ran low and White returned to England for help. He arrived just as war between England and Spain broke out, and England needed all its ships. White did not return until 1590. When he arrived, the colony was empty. No one knows what happened to the colonists.

Quick Check

Cause and Effect Why were the Roanoke settlements failures?
The English decided to continue searching for gold in North America. King James I gave a charter to a merchant company called the Virginia Company. In 1607 the Virginia Company sent a group of 144 men and boys to start a new settlement. The colonists landed near a river that they named the James River. They built a new settlement there called Jamestown. It was the first permanent English settlement in North America.

**Captain John Smith**

Like the Roanoke colony, the Jamestown colony soon ran out of food. It survived only because of the leadership of John Smith, who proclaimed, “Those who don’t work, don’t eat!” Smith forced the colonists to plant crops and build homes. In 1609 Smith was injured when his gunpowder bag exploded, and he returned to England. Without him, the colonists stopped working. The winter after Smith left was called “the starving time.” By the end of the winter, only 60 of the settlers were alive.

**A New Crop**

The Jamestown colonists discovered that Virginia had the perfect soil and climate for growing tobacco. Tobacco had been recently introduced into Europe, and the demand for it was growing.

Colonist John Rolfe harvested the first tobacco crop, which was a huge success. Tobacco became Virginia’s first **cash crop**, or crop grown to be sold for profit. Soon the demand for tobacco was so great that new
fields were needed. The colonists decided to take land that belonged to the Powhatan, a group of nearby Native Americans.

Growing tobacco required many field workers. To attract workers, the Virginia Company paid travel expenses from Europe for people who would work in tobacco fields. These indentured servants promised to pay back the travel expenses by working five to seven years. After their time of service, they received land and supplies to start farms.

Jamestown’s First Government

People in England had been electing their governments for a long time. The Virginia Company, therefore, allowed colonists to establish a colonial assembly similar to the one in England. The representatives were known as burgesses. The assembly, called the House of Burgesses, made laws for the colony. Only white men who owned land could vote for representatives. The House of Burgesses first met July 30, 1619, making it the first elected assembly of Europeans in the Americas.

The Powhatan Fight Back

As Jamestown grew, the colonists took more and more land. This threatened the Powhatan way of life. In 1622 the Powhatan attacked English villages. Nearly 350 English settlers, about one-third of the colonists, were killed. These attacks convinced King James I to cancel the Virginia Company charter. In 1624 the colony became a royal colony under the direct control of the king.

Quick Check

Cause and Effect Why was Jamestown a successful colony?
By 1534 King Henry VIII had left the Roman Catholic Church and established the Church of England. In the early 1600s, some groups in England wanted to leave the Church of England. People called Separatists wanted to separate and form their own churches. This type of action was not allowed in England.

Many Separatists were threatened by the English government and tossed into jails. This led one group of Separatists, known as Pilgrims, to ask permission to settle in Virginia. A pilgrim is someone who travels to a place for religious reasons. The Virginia Company agreed to pay for the voyage.

**The Mayflower**

On September 16, 1620, the Pilgrims and other colonists boarded the *Mayflower* at Plymouth, England, and set sail for Virginia. On board were more than 100 men, women, and children. For 66 days the tiny, crowded ship crossed the Atlantic Ocean. Finally, in November someone spotted land.

The *Mayflower* had reached land, but not Virginia. The Pilgrims came ashore on Cape Cod in what is now Massachusetts. By the time they landed, it was almost winter. They decided to settle the area near where they landed. The Pilgrims called their settlement New Plymouth, which is today Plymouth, Massachusetts.

**A Step Toward Self-Government**

The Pilgrims took steps to establish a new colony in this place not yet claimed by England. Before they left the ship, the Pilgrims wrote a form of government for their new colony. They called their agreement the Mayflower Compact. The compact, or agreement, was an early plan of self-government by colonists in North America. Only men signed the compact.
Life in Plymouth

The Pilgrims had a difficult time almost from the beginning. By the time they landed, it was cold, making it more difficult to build a colony. The Pilgrims did manage to build some small shelters, but many avoided the frigid cold by huddling together on the *Mayflower*.

Some of the Plymouth colonists were from cities such as London, and had never farmed. In addition, the Pilgrims were not prepared for harsh Massachusetts winters. By the end of the first winter, almost half of the 100 settlers had died from starvation and disease. If it had not been for the help of nearby Native Americans, all of the settlers might have died.

**Quick Check**

*Cause and Effect*  Why did many Pilgrims die during the first winter?

**Citizenship**

**Cooperation and Compromise**

People cooperate when they work together to make rules or laws or to solve a problem. People compromise when they give up part of something they want. By getting along and working together, everyone contributes to a solution.

Write About It  Write a paragraph about a time you gave up something you wanted in order to solve a problem or settle a disagreement.

These reenactors show Pilgrim life after the first difficult year.
Remember all those people searching for the Northwest Passage? By the time the Pilgrims arrived, disease carried by Europeans had killed many of the Native Americans in the region. One of the largest groups, the Wampanoag, had lived for centuries along the coast where the Pilgrims landed. The Massachuset, Narragansett, Pequot, and Mohegan groups also lived in the area.

Helping the Pilgrims

Massasoit was the Wampanoag sachem. A sachem, or leader, was the head of each group of Native Americans. One person living among the Wampanoag was a member of the Pawtucket named Squanto. In 1615 he had been captured by English sailors and eventually learned to speak English. A sachem called Samoset learned to speak English from fishermen who visited the area. These three Native Americans helped the Pilgrims survive their first years in the region we call New England.

The Pilgrims had settled on land that was once the home of the Pawtucket. Disease had wiped out the Pawtucket years earlier. Squanto decided to live among the Pilgrims and farm
his Pawtuxet land. He showed the Pilgrims how to grow maize, using fish to fertilize the soil. He taught the newcomers how to trap rabbits, deer, and other wild animals. He also showed them where to fish.

**Thanksgiving**

By the fall of 1621, the Pilgrims had built seven houses in the Plymouth colony. With the help of Squanto, they learned to grow maize and barley. The Pilgrims celebrated their first harvest with three days of feasting. Massasoit and 90 Wampanoag came to the feast, bringing five deer. The Pilgrims added wild goose and duck.

During this time many Native American and European groups held harvest festivals to give thanks for the growth of their crops. The Spanish, French, and English colonists held thanksgiving services in America before the Pilgrims’ celebration in 1621. The feast shared by the Pilgrims and Wampanoag would later be called our country’s first “thanksgiving.” Just as then, we still gather with friends, give thanks, and eat!

**Quick Check**

Cause and Effect  **Why did the Pilgrims hold a thanksgiving feast?**

- This recreation of Thanksgiving brought together descendants of Pilgrims and Native Americans who took part in the first Plymouth Thanksgiving.

1. VOCABULARY  Write a synonym for each vocabulary word.
   - charter
   - sachem
   - pilgrim

2. READING SKILL  **Cause and Effect** Use your cause and effect chart from page 86 to write about the Pilgrims settling in Plymouth.

3. Write About It  Write about how life changed for the Pilgrims after they met Native Americans.
Unit 2
Review and Assess

Vocabulary
Number a paper from 1 to 4. Beside each number write the word from the list below that matches the description.

- navigation
- empire
- frontier
- cash crop

1. Plants grown to be sold for profit
2. A large area in which different groups of people are controlled by one ruler or government
3. The far edge of a settled area
4. Finding direction and following routes at sea

Comprehension and Critical Thinking

5. Why were Europeans willing to pay a lot for products from Asia?
6. Why did the Pilgrims seek permission to leave England?
7. Why did Columbus return to Spain in 1493 with Taíno people?
8. Reading Skill How did de Soto’s expedition hurt Native Americans?
9. Critical Thinking Why was the Northwest Passage important?
10. Critical Thinking How was the society of New Spain different from the society in Jamestown?

Skill
Understand Latitude and Longitude

Write a complete sentence to answer each question.

11. What are the coordinates on the map for Mexico City?
12. Santa Fe is about how many degrees north of Mexico City?

Southwest United States and Mexico: Latitude and Longitude
From a letter written by Don Miguel Costansó from the Port of San Diego

June 28, 1769

Having recently arrived . . . many are the things to be attended to at one time: the care of our own defenses occupied . . . everyone; the rations and attendance of the sick occupies others; also the firewood and water. . . . In the new quarters we also built [a] pole stockade for our security and put up some large sheds in order to cover the provisions and equipment. . . . In time of drought as now, the water of the wells which were dug by the men . . . is very salty and only in an urgent case of necessity is one able to drink it and then with danger to his health.
Write About the Big Idea

Descriptive Journal Entry
Use the Unit 2 foldable to help you write a journal entry that answers the Big Idea question, “What happens when different cultures first meet?” Use the notes you wrote under each tab in the foldable. Decide whether to write your entry from “Before,” “During” or “After” the cultures meet. Decide which cultures meet and when the meeting takes place. Describe the setting in your journal entry.

Make a Photo Collage

Work individually to make a photo collage of the Columbian Exchange.

1. Study the examples on page 65 of food and animals that made up the Columbian Exchange.

2. Choose one example and use magazines, newspapers, or the Internet to find photos of that food or animal.

3. Make a photo collage of the ways that food or animals are used today.

When you finish your collage, present it to your class. Discuss what you have learned about the food or animal you chose.