

Exploration and Expansion

THE BIG PICTURE

Between 1400 and 1700, a new world opened up for Europe. Sailors set out on great voyages of discovery to lands that the people of Europe had not previously known existed. As news of the discoveries spread, countries scrambled to claim new lands, setting up colonies in hopes of gaining wealth and power. Once colonies were established, ships crossed the Atlantic in both directions laden with goods of all kinds.

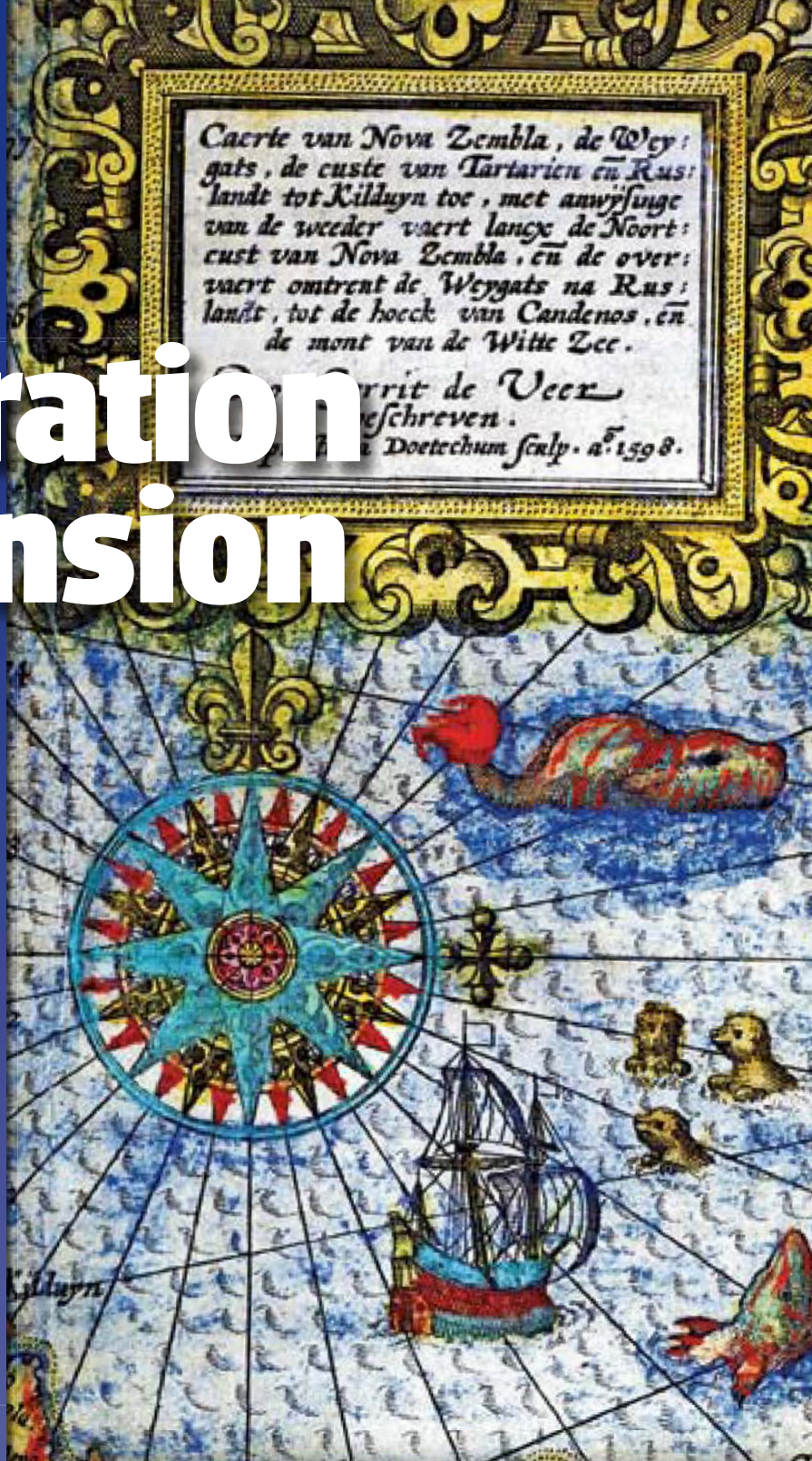


California Standards

History-Social Science

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

Map showing the last voyage of Willem Barents, by Gerrit de Veer, 1596–97



Caerte van Nova Zembla, de Weygats, de custe van Tartarien en Ruslandt tot Kilduyn toe, met anwyfsunge van de weeder vaert lanxte de Noort: cust van Nova Zembla, en de over: vaert omtrent de Weygats na Ruslandt, tot de hoeck van Candenos, en de mont van de Witte Zee.

*Gerrit de Veer
geschreven.
Doetechum sculp. a^o 1598.*

TIME LINE

CHAPTER EVENTS

1419
Prince Henry the Navigator begins to support Portuguese exploration.

1488
Bartholomeu Dias rounds the tip of Africa.

1492
Christopher Columbus reaches the Americas.

1520
Magellan's ships sail around the southern tip of South America.

WORLD EVENTS

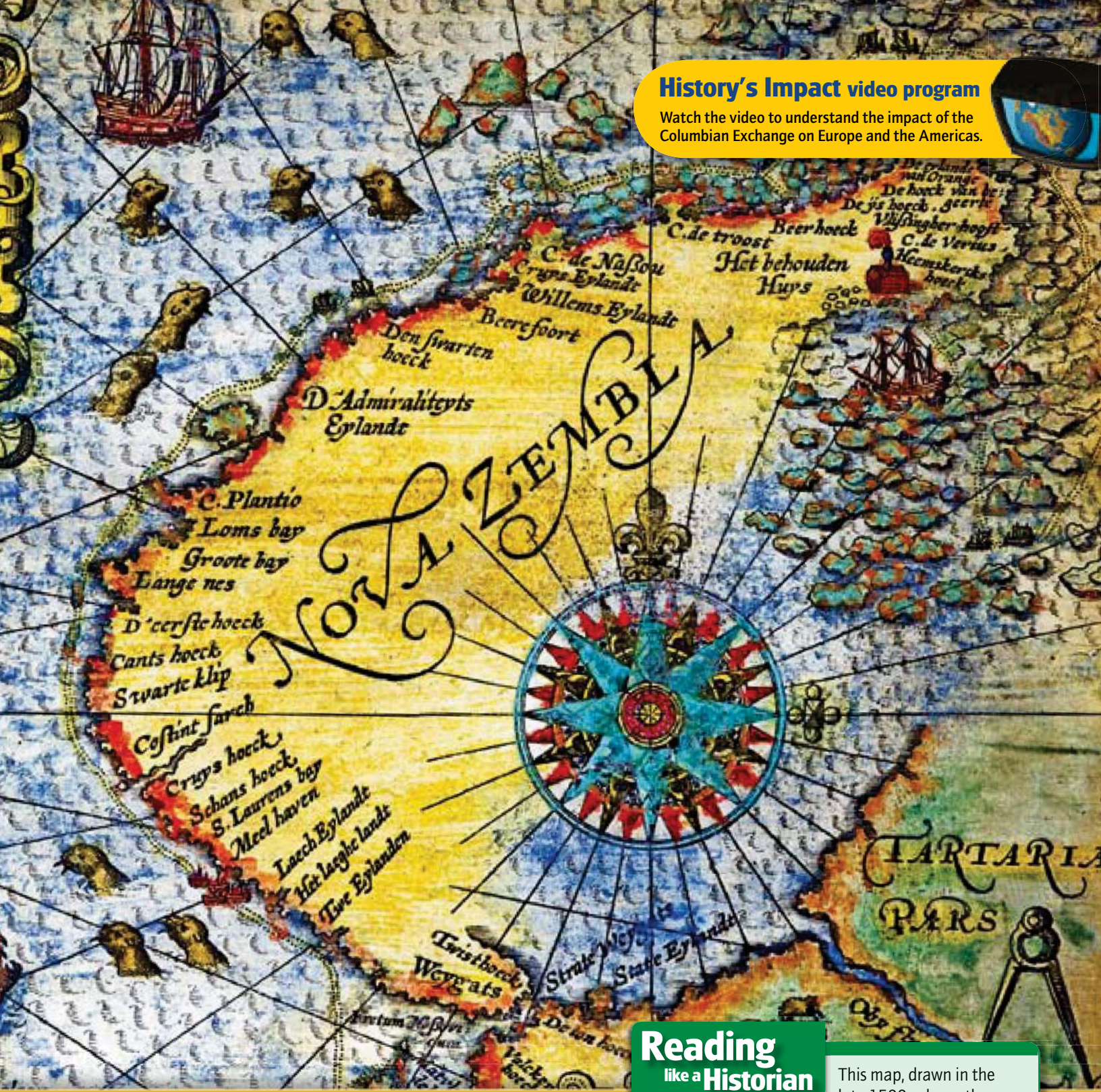
1453
The Hundred Years' War ends.

1453
Constantinople falls to the Ottoman Turks.

1517
The Protestant Reformation begins.

History's Impact video program

Watch the video to understand the impact of the Columbian Exchange on Europe and the Americas.



Reading like a Historian

This map, drawn in the late 1500s, shows the region called Nova Zembla, a cluster of islands in the Arctic Ocean off the northern coast of Russia. This region was one of the many explored and mapped by Europeans in the Age of Discovery.

Analyzing Visuals What evidence on this map suggests the European drive to find and explore new lands and regions?

See **Skills Handbook**, p. H26

1602

Dutch capitalists form the East India Company.

1600

1644

The Ming dynasty ends in China.

1649

King Charles I is beheaded during the English Civil War.

GEOGRAPHY Starting Points



Starting Points By the early 1400s the people of Europe had fairly extensive contact with people as far away as China. However, there were still huge parts of the world that people did not even know existed. Within a few centuries, the situation had changed. European explorers had sailed all around the globe, and many countries had created global empires.

- Analyze** Compare the large map on this page with the historic map inset. Based on these two maps, what regions did Europeans learn of between 1400 and 1600?
- Predict** What do you think happened that enabled Europeans to learn about and explore distant lands?



Listen to History

Go online to listen to an explanation of the starting points for this chapter.

go.hrw.com

Keyword: SHL EXP

Voyages of Discovery

BEFORE YOU READ

MAIN IDEA

During the 1400s and 1500s European explorers—Inspired by greed, curiosity, and the desire for glory and aided by new technologies—sailed to many previously unknown lands.

READING FOCUS

1. What were the foundations upon which the Age of Exploration was built?
2. What discoveries were made by explorers from Portugal and Spain?
3. What drove explorers from the rest of Europe?

KEY TERMS AND PEOPLE

caravel
Henry the Navigator
Vasco da Gama
Christopher Columbus
Ferdinand Magellan
circumnavigate
Sir Francis Drake
Henry Hudson



CALIFORNIA

HSS 7.11.1 Know the voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.

THE INSIDE STORY

How wide was the sea? When Christopher Columbus set out to reach Asia by sailing across the Atlantic in 1492, he did not expect the voyage to be long. Like many Europeans, Columbus was aware that the earth was round, but he did not realize how large it was. Nor did he realize that two continents—the Americas—lay between him and his goal.

For nearly a month, Columbus and his crew sailed with no land in sight. After weeks without even a glimpse of land, many of Columbus's sailors were getting restless. They feared that the small fleet would run out of food or water, and they wanted to return home to Spain.

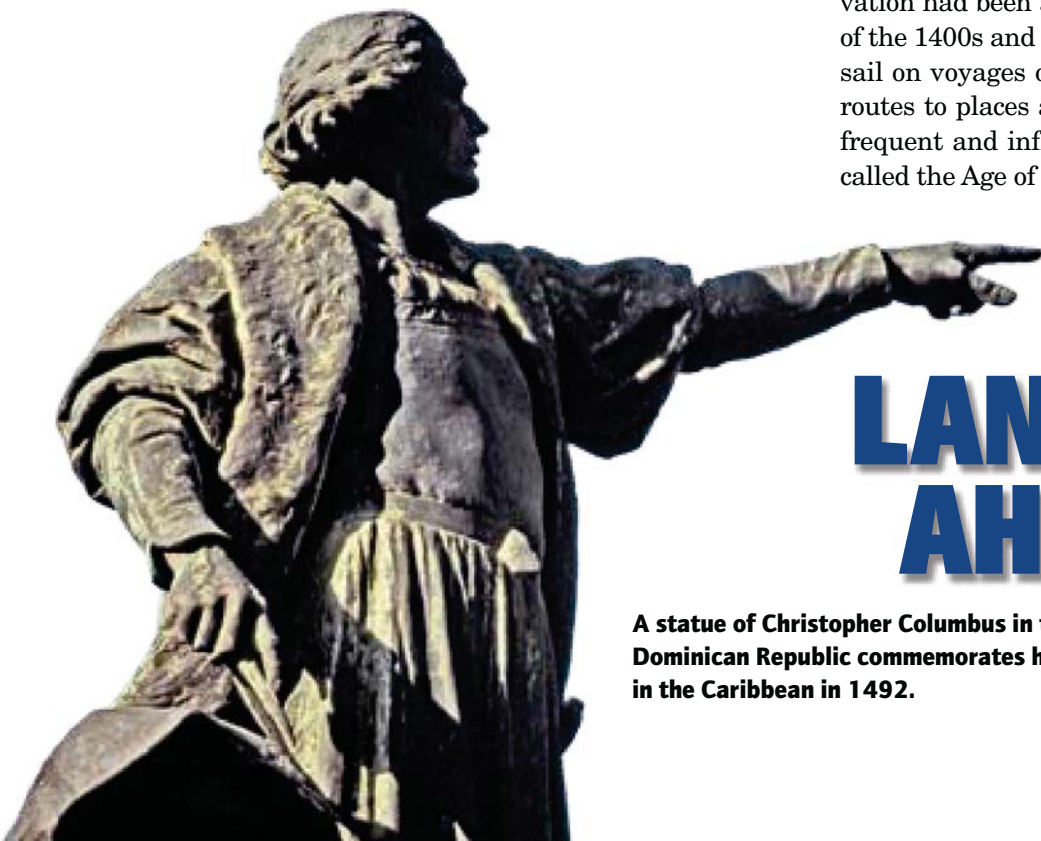
Columbus convinced the crew to sail on for a few more days. Before long, watchful sailors began to spot signs of land, such as birds flying overhead. Finally, on October 12, the shout that the crew had been waiting for rang out: land had been spotted. That land was the Caribbean island now called San Salvador. Columbus was in a land previously unknown to Europeans, but he did not realize it. He firmly believed he had achieved his goal of reaching Asia by sailing west, a belief he held for the rest of his life. ■

Foundations of Exploration

During the Renaissance, a spirit of discovery and innovation had been awakened in Europe. In the later part of the 1400s and 1500s, that spirit led Europeans to set sail on voyages of discovery to find new lands or new routes to places already known. Such voyages were so frequent and influential that the period is sometimes called the Age of Exploration.

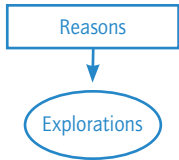
LAND AHOY!

A statue of Christopher Columbus in the Dominican Republic commemorates his arrival in the Caribbean in 1492.



TAKING NOTES

Use a graphic organizer like this one to take notes on the reasons Europeans explored and where their explorations took place.



The Drive to Explore Like many other events in history, the Age of Exploration was driven in large part by the search for wealth. For years, Europeans had desired expensive luxury goods such as spices, silk, perfume, and jade from China and India. The flow of these goods to Europe was controlled by Italian merchants, who charged high prices for the rare goods. Many of the explorers who set out from Europe in the 1400s and 1500s hoped to find new, faster routes to Asia that they could use to gain a foothold in this trade.

Wealth was not the only goal that drove people to explore, though. Some people set out on voyages to find fame and glory. They hoped that making a great discovery would bring honor to their names.

Other explorers hoped to spread their faith into new lands. The Reformation and Counter-Reformation had brought a new religious zeal to Europe, and some Europeans saw the search for new lands as a chance to introduce new populations to Christian teachings.

One final motive for braving uncharted ocean waters was simple curiosity. Writings by medieval travelers such as Marco Polo, who had lived in the Mongol court of China for many years, were very popular in Europe. These writings intrigued many explorers with their tales of exotic lands and peoples.

Advances in Technology Whatever their reasons for exploring, Europeans could not have made their voyages of discovery without certain key advances in technology. Some of these advances were made in Europe during the Renaissance, and others were borrowed from people with whom the Europeans had contact, especially the Chinese and Muslims.

To make long voyages, sailors needed precise means to calculate their location. This means was provided by the introduction of the compass and the astrolabe to Europe. Brought to Europe from China, the compass let sailors know at any time which direction was north. The astrolabe, which Europeans first learned how to use from Muslims, allowed navigators to calculate their location based on the position of the sun and stars in relation to the horizon. Together, the compass and the astrolabe allowed sailors to plot courses even when they were out of sight of land.

Just as important as these advances in navigation were the advances Europeans made in shipbuilding. First, Europeans learned to build ships that rode lower in the water than earlier ships. These deep-draft ships, as they were called, were capable of withstanding heavier waves than earlier ships could. These ships also typically had larger cargo holds and thus could carry more supplies.

Themes Through Time

Exploration

MIGRATION AND DIFFUSION Though the spirit of exploration that struck Europe in the 1400s was new, exploration itself was not a new idea. People have been exploring the world around them since ancient times, and the drive to explore affects people even today.

c. 600 BC
Phoenician sailors explore the west coast of Africa.

c. 1325–1350
Muslim writer Ibn Battutah travels through Southwest Asia, Africa, India, and China.



1200

1271–1292 European merchant Marco Polo travels through China and southeast Asia.

Marco Polo arriving at Hormuz, by the Boucicaut Master, c. 1400s



Another new ship that aided in exploration was the **caravel**, a light, fast sailing ship. The caravel had two features that made it highly maneuverable. First, it was steered with a rudder at the stern, or rear, of the ship rather than the side oars used on earlier ships. In addition, it was equipped with lateen sails, triangular sails that could be turned to catch wind from any direction. Lateen sails could even be used to sail directly into a headwind.

Another advantage of the caravel was that it could be equipped with weapons, including cannons. Armed with cannons, the ship's crew could face off against hostile ships at sea. Based on its maneuverability and defensive ability, the caravel quickly became the most popular ship for exploratory voyages.

READING CHECK Summarize How did advances in technology spur exploration?

Explorers from Portugal and Spain

Portugal and Spain share the Iberian Peninsula, the westernmost extent of continental Europe. As a result of their location facing the Atlantic Ocean, these two countries were well suited to kicking off the Age of Exploration.

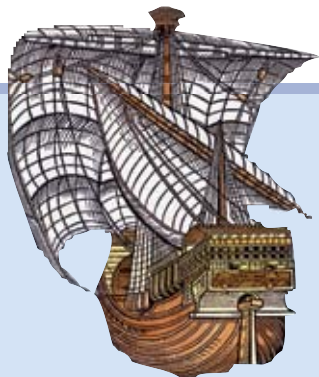
The Portuguese Portugal was the first country to launch large-scale voyages of exploration. These voyages were begun largely due to the efforts of one man, Prince Henry, the son of King John I of Portugal. Though he is often called **Henry the Navigator**, the prince was not himself an explorer. Instead, he was a patron and supporter of those who wished to explore.

In the early 1400s Henry established a small court to which he brought sailors, mapmakers, astronomers, and others who were interested in navigation. From this court, Henry sent expeditions west to islands in the Atlantic and south to explore the western coast of Africa. As a result of these voyages, the Portuguese began to settle the Azores and Madeira Islands in the Atlantic. Portuguese sailors also learned a great deal about Africa's coast, including the fact that both gold and slaves were available in the area.

Prince Henry's ultimate goal was to find a water route around Africa to India. He died before that goal could be accomplished, but Portuguese explorers did not abandon their attempts to find such a route. In 1488 Bartolomeu Dias became the first European to attempt to sail around the southern tip of Africa, a point today known as the Cape of Good Hope. Dias and his crew might have sailed farther, but violent storms forced them to turn back.

READING SKILLS

Questioning As you read, ask yourself how Prince Henry supported exploration.



1492 Christopher Columbus sails to the Americas.

1768–1779
Captain James Cook explores the South Pacific.

Mid-1900s
New technology allows the exploration of space to begin.



1600

1900

1405–1433 Chinese admiral Zheng He explores lands all around the Indian Ocean.

Mid-1800s Large-scale exploration of the polar regions begins.



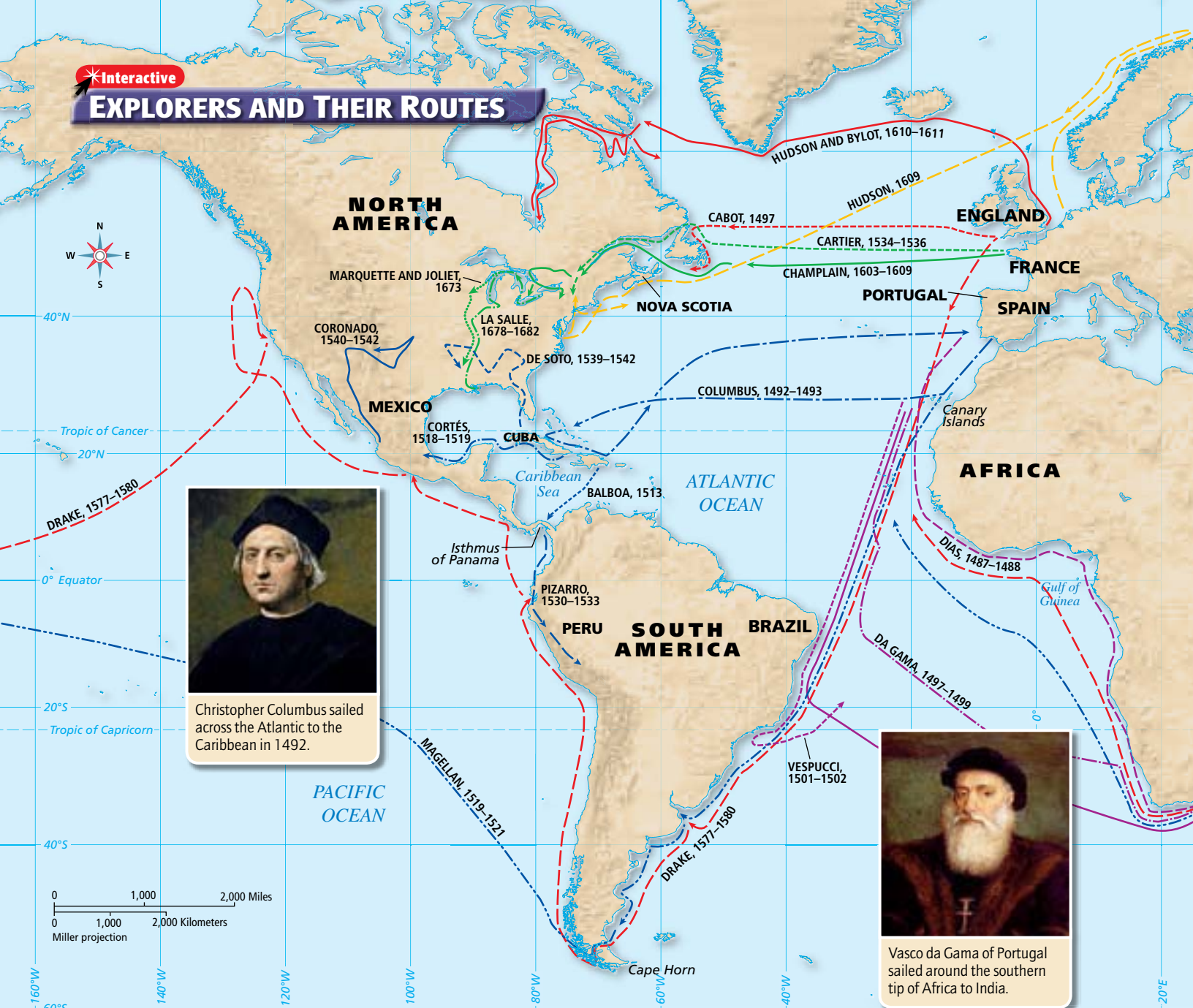
Skills FOCUS

UNDERSTANDING THEMES

- 1. Draw Conclusions** How does exploration lead to migration and the diffusion of ideas?
- 2. Elaborate** How have recent advances in technology encouraged exploration?

Interactive

EXPLORERS AND THEIR ROUTES



Christopher Columbus sailed across the Atlantic to the Caribbean in 1492.



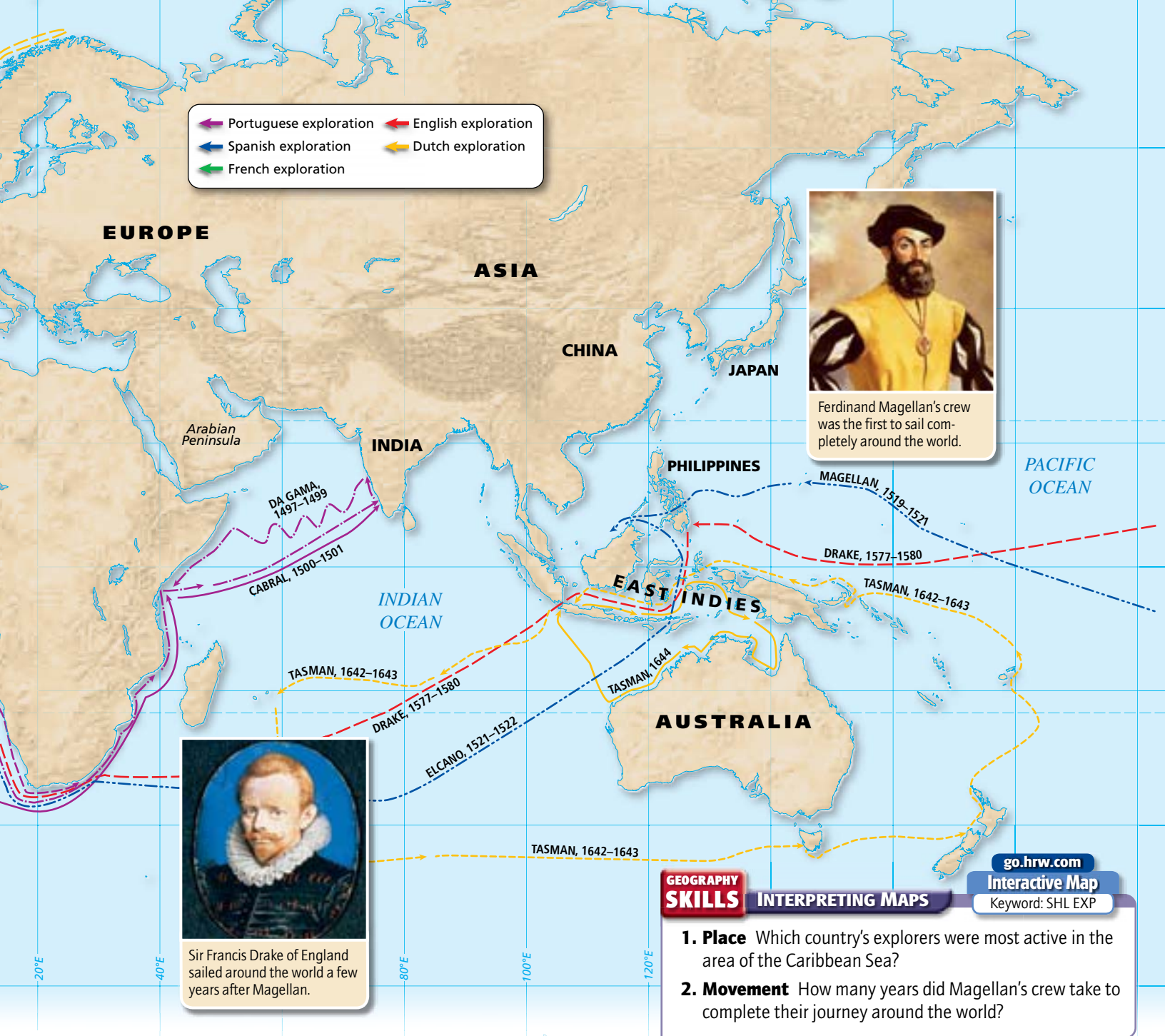
Vasco da Gama of Portugal sailed around the southern tip of Africa to India.

Excited by Dias's success, another Portuguese explorer, **Vasco da Gama**, set out for India in 1497. On the way da Gama stopped at several African ports, where he learned that Muslim merchants were already actively involved in trade. Though the journey took more than 10 months, da Gama and his crew eventually reached the city of Calicut in India.

The return of da Gama caused great excitement among the Portuguese, who hurried to send another expedition to India. This second trip was led by Pedro Cabral, who sailed far to

the west to avoid the windless Gulf of Guinea. Not only did Cabral keep the wind behind his sails, but he and his men sighted and claimed the land that became known as Brazil.

In India, the Portuguese established trading centers from which they could ship goods back to Europe. In addition, Portuguese sailors from India sailed out to find other lands, such as Indonesia, that could supply valuable goods. As a result of this lucrative trade, Portugal became one of the richest and most powerful nations in Europe.



The Spanish Like Portugal, Spain was eager to seek out new routes to the riches of the East. In 1492 the Spanish rulers, King Ferdinand and Queen Isabella, agreed to pay for a voyage by Italian sailor **Christopher Columbus**. Columbus believed that he could sail west around the world from Spain to reach China.

Although Columbus was correct in theory, the figures he presented to the king and queen about the earth's size were wrong. He also had no idea that the Americas lay across the Atlantic. As a result, when Columbus reached

an island in the Caribbean after about two months at sea, he thought he had reached the Asian islands known as the Indies. As a result, he called the people living there Indians.

Columbus returned to Spain in March 1493 with many exotic items from the lands he had explored, including parrots, jewels, gold, and plants unknown in Europe. In addition, he brought several Native Americans back to Spain, where they were baptized as Christians. Believing that he had found a new route to Asia, the Spanish hailed Columbus as a hero.

Columbus made three more voyages to the Americas, still believing that he had reached Asia. His error was not realized until about 1502, when explorer Amerigo Vespucci sailed along the coast of South America and concluded that it was not Asia but a new land. Later map-makers named the land America in his honor.

Now knowing that they had found a new land, the Spanish set out to explore it. In 1513 Vasco Núñez de Balboa led an expedition across the Isthmus of Panama. After more than three weeks of difficult travel, Balboa became the first European to see the Pacific Ocean.

After Balboa's discovery, the Spanish realized they needed to cross another ocean to reach Asia. What they did not know was how large that ocean might be. To answer that question, a daring adventurer named **Ferdinand Magellan** decided to sail west around the world.

Born in Portugal but sailing for Spain, Magellan set out in 1519 with five ships and about 250 men. His journey was long and difficult, and some of his men mutinied, or rebelled. After months at sea, Magellan's fleet reached the Philippines, where Magellan was killed in a fight against the native people. His men sailed on, however, led by Juan Sebastián de Elcano. In early September 1522, 18 survivors of the original fleet arrived in Spain. They were the first people ever to **circumnavigate**, or sail completely around, the world.

READING CHECK Analyze What did da Gama, Columbus, and Magellan accomplish?

Explorers from the Rest of Europe

Though the Spanish and Portuguese were the first to launch voyages of discovery, they did not remain alone in their efforts. By the early 1500s the English and French were exploring the northern parts of the Americas, and within a century the Dutch had joined the efforts.

The English The first major English voyage of discovery was launched just a few years after Columbus reached the Caribbean. In 1497 a sailor named John Cabot sailed from England to the Atlantic coast of what is now Canada. Like Columbus, Cabot thought that he had reached Asia. After returning to England, Cabot set out once more to repeat his voyage, but he never returned. His entire fleet vanished, presumably sunk.

Like the Spanish, the English soon realized that they had not reached Asia but a previously unknown land. In response, the English queen sent **Sir Francis Drake** to round the tip of South America and explore its west coast. After a stop in what is now California, Drake sailed north to seek a route around North America back to the Atlantic. However, the weather proved too cold, and he ended up heading west around the world to get back to England. He became the second man to circumnavigate the globe.

Eager for success, England's rulers wanted to find a shorter route to Asia than Magellan had found. In search of this route, they sent a Dutch-born sailor named **Henry Hudson**. In 1607 Hudson set out to the north, hoping to

PRIMARY SOURCES

An Explorer's Journal

Life on an explorer's ship was harsh. Supplies were scarce, and many sailors grew ill. The passage below was written by an Italian writer who accompanied Magellan on his trip around the world. It describes the hardships the crew faced as they crossed the Pacific Ocean.

"We were three months and twenty days without getting any kind of fresh food. We ate biscuit, which was no longer biscuit, but powder of biscuits swarming with worms, for they had eaten the good. It stank strongly of the urine of rats. We drank yellow water that had been putrid for many days. We also ate some ox hides that covered the top of the mainyard to prevent the yard from chafing the shrouds, and which had become exceedingly hard because of the sun, rain, and wind. We left them in the sea for four or five days, and then placed them for a few moments on top of the embers, and so ate them; and often we ate sawdust from boards. Rats were sold for one-half ducado [gold coin] apiece, and even we could not get them. But above all the other misfortunes the following was the worst. The gums of both the lower and upper teeth of some of our men swelled, so they could not eat under any circumstances and therefore died."

**Skills
FOCUS**

READING LIKE A HISTORIAN

Interpret What made the trip across the Pacific so difficult for Magellan's sailors?

See **Skills Handbook**, p. H25

find a Northeast Passage around Europe. Finding nothing but ice, he returned to England. Later, Hudson set out on two more voyages for the English and one for the Dutch.

The French Like the English, the French wanted to find a passage to Asia. They sent explorers to look for a Northwest Passage that would take them around the northern reaches of North America. One of the French explorers who sought this passage was Jacques Cartier, who left France in 1534. Cartier sailed past the island of Newfoundland into the St. Lawrence River. He claimed all the land along the river as the province of New France, or as it came to be called later, Canada. Later French explorers added to Cartier's claims, but none ever found a Northwest Passage.

The Dutch By the early years of the 1600s, the Netherlands—once a Spanish possession—had become a powerful trading nation. Already heavily involved in trade with Asia but hoping to find new products and new trading partners, the Dutch soon became involved in the exploration of the Americas as well.

One of these Dutch explorers was Henry Hudson, the same man who had sailed for the English before. In 1609, he once again set out to find a Northeast Passage around Asia. Once again unsuccessful, he instead headed west to seek a Northwest Passage through the

Henry Hudson greeted by Native Americans, The Granger Collection, New York



Henry Hudson

Henry Hudson, who sailed for both England and the Netherlands, explored the area we now call New York.

Americas. Though he did not find the passage he sought, he did explore the river that now bears his name. Though the river is named for Hudson, it had actually been discovered years earlier by Giovanni da Verazzano, an Italian explorer sailing for France. Hudson also reached and explored Hudson Bay.

READING CHECK Find the Main Idea What did English, French, and Dutch explorers hope to find?

SECTION 1 ASSESSMENT

HSS 7.11.1

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Online Quiz

Keyword: SHL EXP HP

Reviewing Ideas, Terms, and People

- a. Identify** What were four reasons that drove people to explore new lands?

b. Explain How did devices like the astrolabe, compass, and caravel help promote exploration?

c. Support a Position Do you agree or disagree with this statement: "The Age of Exploration could not have occurred without the Renaissance"? Support your answer.
- a. Describe** For what is **Vasco da Gama** best known? For what is **Ferdinand Magellan** known?

b. Summarize Why was **Christopher Columbus** mistaken about the land he had found?

c. Elaborate What role did **Henry the Navigator** play in launching the Age of Exploration?
- a. Recall** What goal did English, French, and Dutch explorers share with the Spanish and Portuguese? How was their approach to the Americas different?

- b. Explain** Why did **Sir Francis Drake** end up sailing completely around the world?

Critical Thinking

- 4. Categorize** Draw a chart like the one below. Using your notes, identify the major explorers that sailed for each country and the areas that they explored.

European Explorers				
Portugal	Spain	England	France	Netherlands

FOCUS ON WRITING

ELA W2.4

- 5. Persuasion** Write a letter as though you were a European explorer trying to convince a monarch to fund your expedition. Your letter should point out why you want to explore.

Conquest and Colonies

BEFORE YOU READ

MAIN IDEA

The countries of Europe established colonies in the lands they had discovered but, in some cases, only after violently conquering the native people who lived there.

READING FOCUS

1. How did Spain build an empire in the Americas?
2. What kind of colony did the Portuguese establish in Brazil?
3. What was life like in the French, Dutch, and English colonies in the Americas?

KEY TERMS AND PEOPLE

encomienda
Hernán Cortés
conquistador
Moctezuma II
Francisco Pizarro
Atahualpa
viceroys
Bartolomé de Las Casas
Treaty of Tordesillas



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HSS 7.11.2 Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

A FATEFUL MEETING



Miniature of the meeting of Cortés and Moctezuma, from *History of the Indians*, by Diego Duran, 1579

◀ The meeting between Cortés and Moctezuma was marked by the exchange of gifts.

THE INSIDE STORY

What happened when the Aztec king met Europeans for the first time? In 1519 Spaniard Hernán Cortés

led a small force of soldiers into the interior of Mexico. His intention was to establish a Spanish colony there. Once in Mexico, he heard many tales of the powerful Aztec Empire and its mighty leader, Emperor Moctezuma II. Cortés and his troops set out to meet the emperor for themselves.

Just as Cortés had heard tales of Moctezuma, so the Aztec emperor had heard of the Spaniard. As Cortés neared the Aztec capital of Tenochtitlán, Moctezuma and his advisers headed out to meet him. According to one account, the two men met for the first time on one of the bridges that linked the island city to the mainland. Moctezuma, carried

on a litter by four servants, was a magnificent sight. Draped in gold and precious stones, he was shaded by a canopy of green feathers decorated with more gold and stones.

As he approached Moctezuma, Cortés dismounted from his horse and bowed deeply. Moctezuma returned the bow, and the two leaders exchanged gifts. Cortés presented Moctezuma with an elaborate necklace of perfumed glass beads, receiving in return wreaths and garlands of flowers, gold collars, and other items. Through interpreters, the men exchanged greetings and respectful comments.

The meeting of the Aztecs and the Europeans changed society in the region forever. Before long, Moctezuma was dead, and the Spanish and Aztecs were at war. Aztec dominance was ending, and a new society was forming. ■

Spain Builds an Empire

After European explorers reached the Americas, countries began to scramble to establish colonies and empires in the lands they had found. Among the first countries to successfully settle in the Americas was Spain, which eventually conquered the two greatest native empires of the Americas, the Aztecs and Incas.

Spain in the Caribbean The first areas settled by the Spanish were Caribbean islands such as Hispaniola and Cuba. When Columbus first arrived in the area, he had hoped to find huge quantities of gold. In this, he was disappointed. However, the Spanish still hoped to make his discovery profitable by introducing the *encomienda* system to the Caribbean.

In the *encomienda* system, a colonist was given a certain amount of land and a number of Native Americans to work the land for him. In exchange, the colonist was required to teach the native workers about Christianity. This system became the basis for nearly all Spanish settlements on the mainland as well.

The *encomienda* system was disastrous for Native Americans. Overwork and mistreatment took a horrendous toll on the native population. Even worse, however, were the diseases spread by Europeans. Smallpox, tuberculosis, measles, and other deadly diseases had previously been unknown in the Americas. For this reason, Native Americans had no resistance to these illnesses, and millions died.

The Conquest of Mexico From the Caribbean some Spaniards moved to the mainland to set up colonies. One such person was **Hernán Cortés**, who led an expedition to Mexico that ended with the conquest of the Aztec Empire. Cortés was a **conquistador**, or conqueror, a term applied to Spanish military leaders who fought against the native peoples of the Americas.

At the time of the Spanish arrival in Mexico, the Aztec emperor was **Moctezuma II**. Though the Aztecs were very powerful and ruled much of Mexico, they were unpopular with those they had conquered. Cortés was able to use this lack of popularity to his advantage. By the time he reached the Aztec capital, Tenochtitlán, Cortés's small band of Spanish soldiers had been joined by thousands of Native Americans who wanted to defeat the Aztecs.

COLONIES IN THE AMERICAS, 1700



GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Regions** Which countries established colonies in North America? Which had colonies on Caribbean islands?
- 2. Place** Which European country controlled the most territory in the Americas?

TAKING NOTES

For each country you read about, take notes about its colonies in a chart like this one.

Location	Description

Among the Native Americans who joined Cortés was a woman named Malintzin, also called Malinche. Because she was able to speak the Aztec language, Malintzin became invaluable to Cortés as a translator.

In addition to his Native American allies, Cortés had several other advantages that helped him defeat the Aztecs. He had metal weapons and heavy armor, neither of which was known to the Aztecs, as well as guns. Also, Cortés and a few of his soldiers rode horses, animals never before seen in the Americas. Some Aztecs were so scared at their first sight of the horses that they fled in terror. As it had in the Caribbean, disease also swept through the Aztec Empire, killing thousands of people.

On November 8, 1519, Cortés and his army entered Tenochtitlán. Though Cortés and Moctezuma greeted each other respectfully, the Spanish soon took the emperor prisoner. Battle erupted, during which Moctezuma was killed. After months of heavy fighting, Cortés took the city and the entire Aztec Empire.

The Conquest of Peru About 10 years after the conquest of the Aztecs, a conquistador named **Francisco Pizarro** led an expedition to Peru. Pizarro had heard of the fabulous wealth of Peru's Inca Empire, and he hoped to win some of that wealth for himself.

The Inca Empire that Pizarro found was already weakened significantly. Smallpox had recently swept through, killing many people, including the emperor. In the wake of the emperor's death, civil war had broken out. A new ruler, **Atahualpa**, had only just taken control of the empire when the Spanish arrived.

Atahualpa heard of the Spaniards' arrival and agreed to meet with them in 1532. At that meeting, Pizarro demanded that Atahualpa accept Christianity and hand over his empire to Spain. Atahualpa refused, and the Spanish took him prisoner. Though Atahualpa gave Pizarro a huge fortune in gold and silver, the Spanish killed him and headed south to Cuzco, the Inca capital. There they destroyed the Inca army and took over the empire.

PRIMARY SOURCES

The Treatment of Native Americans

Bartolomé de Las Casas was vocal in his protests of the treatment of Native Americans by Europeans. In his *Brief Account of the Destruction of the Indies*, Las Casas described the terrible ordeals that the Native Americans faced as forced laborers, despite orders from the king of Spain that they be protected and taught Christianity.

“The Indians were totally deprived of their freedom and were put in the harshest, fiercest, most horrible servitude and captivity which no one who has not seen it can understand. Even beasts enjoy more freedom when they are allowed to graze in the fields. When the Indians were allowed to go home, they often found it deserted and had no other recourse than to go out into the woods to find food and die. When they fell ill, which was very frequently because they are a delicate people unaccustomed to such work, the Spaniards did not believe them and pitilessly called them lazy dogs, and kicked and beat them; and when illness was apparent they sent them home as useless. I sometimes

came upon dead bodies on my way, and upon others who were gasping and moaning in their death agony, repeating “Hungry, hungry.” And this was the freedom, the good treatment, and the Christianity that Indians received.

Is there a single nation which would not think that the world is full of just such evildoers as the Spaniards if their first experience with that outside world was with a people who entered territories by force, killed the people, and deprived them of their rights? Just because the Spaniards told them to obey the King of Castile [Spain], supposing they understood, what obligation did they have to obey since they already had their own kings?”

Skills FOCUS

READING LIKE A HISTORIAN

- Analyze** According to Las Casas, how have the Spanish mistreated Native Americans?
- Draw Conclusions** For what audience do you think Las Casas was writing? What makes you think so?

See **Skills Handbook**, p. H25

Life in the Spanish Empire With the conquests of Mexico and Peru, Spain gained control of a huge empire in the Americas. To govern his American holdings, the Spanish king chose officials called **viceroy**s, each of whom ruled a large area in the king's name.

The Spanish colonial economy was based largely on the mining of gold and silver, though farming was also common. For labor in both mines and on farms, the Spanish drafted Native Americans. However, disease and mistreatment took a toll on the native population, which dropped by more than 90 percent from an estimated 50 million to only 4 million.

Some Spaniards were appalled at the treatment of Native Americans and called on others to protect those who remained. The most vocal of these reformers was a priest named **Bartolomé de Las Casas**. In seeking to protect the Native Americans, however, Las Casas recommended replacing them as laborers with imported African slaves. Slave labor soon became a common practice in the Americas.

READING CHECK Summarize How did the Spanish create an empire in the Americas?

The Portuguese in Brazil

Like the Spanish, the Portuguese built an empire in the Americas. However, because of a treaty signed early in the Age of Exploration, their empire was not nearly as large as the Spanish one. The **Treaty of Tordesillas**, signed in 1494, drew an imaginary line through the Atlantic. Everything to the west of this line, including most of the then-undiscovered Americas, would belong to Spain. Everything to the east would be Portuguese. Of the Americas, only Brazil remained as a Portuguese colony.

Brazil's heavy jungles made both mining and farming difficult, so the Portuguese were in no hurry to settle there. Only in the 1530s did colonists slowly begin to move in, mostly along the Atlantic coast. When colonists did finally arrive, they established huge farming estates similar to those in the Spanish lands. Like the Spanish, the Portuguese first used Native American labor and then African slaves to work on their farms.

READING CHECK Explain Why did few colonists originally move to Brazil?



Shooting the Rapids, by Frances Anne Hopkins, c. 1879

French Traders

Most people who moved to French colonies in North America were traders, not settlers. **What does this image suggest about life in French colonies?**

French, Dutch, and English Colonies in the Americas

As silver and gold from Spain's and Portugal's American colonies began to circulate throughout Europe, other European countries paid close attention. Leaders in France, England, and the Netherlands decided that they, too, needed to establish colonies in the Americas.

New France French explorers had established several colonies in an area known as New France, or Canada. The French hoped that this colony would be as rich a source of gold and silver as the Spanish lands to the south.

Although the French were disappointed in their hope of finding gold, silver, and other riches, they found other potentially valuable trade goods. For example, the waters of the North Atlantic were swarming with fish, a staple of the European diet. In addition, the forests yielded valuable furs. Fox, lynx, otter, and other furs, especially beaver, sold for high prices in Europe.

Unlike the Spanish and Portuguese, the French did not send large numbers of colonists to the Americas. Only small groups of traders moved across the sea. As a result, the French population in North America remained small.

THE IMPACT TODAY

Portuguese is still the official language of Brazil today.

Also unlike the Spanish and Portuguese, the French did not enslave Native Americans. In fact, Native American hunters were the French traders' main source of furs, and they often became allies. Many French traders even married Native American women, intermingling the two cultures.

From New France, a few French explorers headed south to seek out more lands they could claim. Samuel de Champlain, for example, founded the city of Quebec in 1608. The French also explored the Mississippi River, which they believed flowed to the Pacific and thus would provide them with a route to Asia. Eventually, they realized their error. In 1682 René-Robert La Salle canoed down the entire Mississippi River to the Gulf of Mexico. La Salle claimed the enormous Mississippi region and its tributaries for France. He named this huge, fertile area Louisiana, after the king, Louis XIV.

The Dutch of New Netherland Like the French, the Dutch colonists who came to North America were mostly interested in trade. The only large Dutch colony in North America was New Netherland, located in the Hudson River valley. In 1626 the governor of New Netherland bought the island of Manhattan from the Wappinger people and founded the city of New Amsterdam, which later became New York City. The settlement remained small for some time, with fewer than 4,000 people in all of New Netherland in the 1650s.

One reason that New Netherland did not grow was that the Dutch were more focused on developing their colonies in other parts of the world. Those colonies were more profitable for the Dutch because they produced goods that could not be obtained in Europe or the Americas. For example, Dutch colonies in the Caribbean produced sugar. Even more valuable were the spices that the Dutch imported from their colonies in southeast Asia.

Nova Britannia, or New England, was a name given to the English colonies in North America.

Reading like a Historian

Recruiting Colonists

Analyzing Primary Sources Posters and pamphlets can be important sources of information about the past. Such documents can tell us about what people considered important and how they tried to persuade others to agree with them.

To examine the meaning of a poster or a pamphlet, think about

- the creator of the document
- the purpose of the document
- the facts and evidence used to support the creator's ideas

Skills Focus

READING LIKE A HISTORIAN

- 1. Creator** Who was the creator of the pamphlet shown here? Who was the pamphlet's intended audience?
- 2. Purpose** For what purpose was this pamphlet created?
- 3. Facts and Evidence** What facts did the creators of the pamphlet use to try to convince people to listen to them?

See **Skills Handbook**, p. H25



This pamphlet was printed by the Virginia Company to attract potential colonists.

The Granger Collection, New York

The English Colonies The English, too, set out to establish colonies in America. The first English colony was established at Jamestown, Virginia, in 1607. The settlers of Jamestown hoped to find gold and silver and possibly a river route to the Pacific. Instead, they found marshy ground and impure water. Some 80 percent of the settlers of Jamestown died during their first winter in America. Nevertheless, the colony endured.

In 1620 another group of settlers called the Pilgrims sailed from England. The Pilgrims, who had been persecuted in England for their religious beliefs, established a colony at Plymouth, Massachusetts. Despite initial difficulties, the Pilgrims persevered, and the settlement was self-sufficient within five years.

The English settlers did not share the same relationship with Native Americans as the French and Dutch. Although both the Jamestown and Plymouth colonies had received aid from local peoples during their early years, most English colonists viewed the Native Americans with distrust or even anger.

British-French Conflict The English also ran into conflict with French settlers in the Americas. In the mid-1700s English colonists began attempting to settle in French territory in the upper Ohio River valley. Tension between English and French settlers in the region grew, until war broke out in 1754. On one side were the English, and on the other were the French, though each side also had Native American allies. For that reason, the English named the conflict the French and Indian War.

At first, the war went badly for the British. The French had many more soldiers in America than they did. Before long, however, the British had turned the tide, taking the city of Quebec. Eventually, the French surrendered, yielding to England not only Canada but all French territory east of the Mississippi River.

Although the British now controlled much more of North America than they had before, the war had been very costly. The English king tried to place the costs of the war on his American colonists, which led to resentment on their part. Eventually, this resentment helped bring about the American Revolution.

READING CHECK **Sequence** What series of events led to the French and Indian War?

CAUSES AND EFFECTS OF THE FRENCH AND INDIAN WAR

QUICK FACTS

CAUSES

- The English tried to settle on land in the Americas that had been claimed by the French.
- Native American groups allied with each side to fight their opponents.

EFFECTS

- The French lost nearly all of their territory in North America, including Canada.
- Great Britain amassed huge debts, which the British tried to recoup from the colonies.

HSS 7.11.2

SECTION 2 ASSESSMENT

go.hrw.com

Online Quiz

Keyword: SHL EXP HP

Reviewing Ideas, Terms, and People

- Identify** Who were Hernán Cortés and Francisco Pizarro? How did their actions shape Spain's empire in the Americas?
 - Explain** Why was the *encomienda* system originally created? What effect did it ultimately have on American society?
 - Elaborate** How might the history of Mexico and South America have been different if the Spanish had not discovered gold and silver there?
- Describe** What economic activities took place in Portuguese Brazil?
 - Compare and Contrast** What was one way in which Portuguese and Spanish colonies were similar? What was one way in which they differed?
- Describe** What was the main resource in France's colonies?
 - Make Generalizations** How did French and Dutch colonists relate to Native Americans? How did the English relate to Native Americans?
 - Extend** How did the French and Indian War shape American history?

Critical Thinking

- Analyze** Draw a chart like the one below. Using your notes, fill in the chart with details about each country's colonies: their locations, the activities that took place, and the colonists' relations with Native Americans.

	Location	Activities	Relations
Spain			
Portugal			
France			
Netherlands			
England			

FOCUS ON WRITING

ELA W2.4

- Exposition** The opinions of Bartolomé de Las Casas were influential in alerting Europeans to the treatment of Native Americans. Write a short paragraph explaining what his opinions were and how they affected attitudes in Europe.

New Patterns of Trade

BEFORE YOU READ

MAIN IDEA

The creation of colonies in the Americas and elsewhere led to the exchange of new types of goods, the establishment of new patterns of trade, and new economic systems in Europe.

READING FOCUS

1. How did exploration result in a new exchange of plants and animals?
2. What was mercantilism, and how did it push the drive to establish colonies?
3. How did global trade lead to the rise of capitalism in Europe?

KEY TERMS

Columbian Exchange
mercantilism
balance of trade
subsidies
capitalism
joint-stock companies



CALIFORNIA

HSS 7.11.2

Discuss the exchange of plants, animals, technology, culture, and ideas.

HSS 7.11.3

Examine the origins of modern capitalism; the influence of mercantilism; the changing international trading and marketing patterns; and the influence of explorers and map makers.

Europe's FIRST TASTE of CHOCOLATE



Painted tile showing chocolate drinkers, from Barcelona, Spain, 1790

▲ Chocolate was first introduced in Europe as a drink, not as a candy or dessert.

THE INSIDE STORY

Why didn't many Europeans like chocolate?

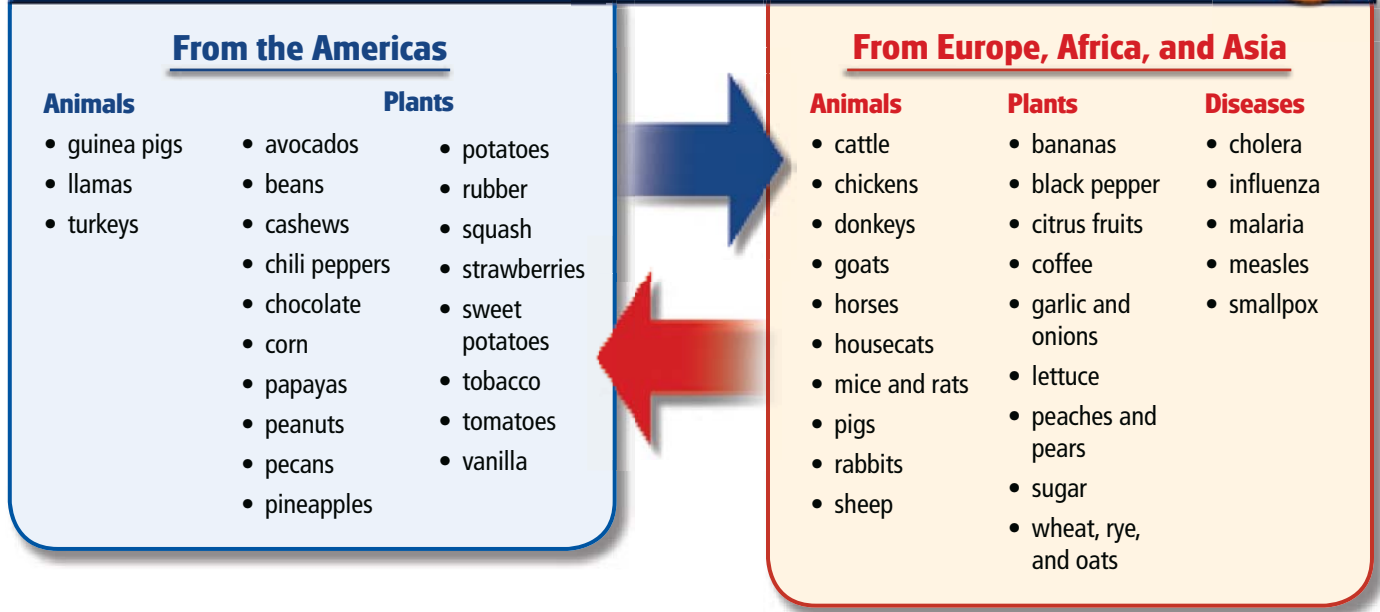
Before the 1500s the people of Europe had never tasted chocolate. Cacao, the bean from which chocolate is made, is native to the Americas. Until the Europeans arrived in South America during the Age of Exploration, they had never had a chance to sample the sweet treat.

Chocolate did not make much of an impression on Europeans at first. Christopher Columbus actually brought a few cacao beans back to Europe after his first voyage, but because the beans looked unimpressive—few people even noticed them. In the Americas, however, cacao was not only used in a popular beverage but also as a form of currency.

The use of cacao beans as money brought them to the attention of Hernán Cortés during his conquest of the Aztecs. Cortés actually sampled chocolate but did not like it; the chocolate drink made by the Aztecs included neither sugar nor milk and was considered bitter by the Europeans.

Chocolate did not come to the attention of many people in Europe until a few years later. Later, Europeans thought to mix the bitter drink with milk and sugar to produce something similar to modern hot chocolate. When a group of Dominican friars brought this new, sweeter chocolate drink to the court of Prince Philip of Spain, it became an instant hit. Chocolate became one of the favored drinks of the Spanish nobility. Because cacao was grown only in the Americas, the drink was very expensive, which added to its prestige. Chocolate remained a treat that only the very rich could afford, and drinking it was a sign of high status. ■

THE COLUMBIAN EXCHANGE



The Columbian Exchange

The voyages of Christopher Columbus and those that followed launched a period of large-scale contact between the societies of Europe and of the Americas. The arrival of colonists and their interaction with Native Americans led to sweeping cultural changes in both societies. Over time, contact between the two groups led to the widespread exchange of plants, animals, and disease. Historians call this global transfer the **Columbian Exchange**.

The Exchange of Goods Because of the physical isolation between the Eastern and Western Hemispheres, plants and animals had developed in very different ways. As a result, before contact with the Americas Europeans had never known foods like potatoes, corn, sweet potatoes, or turkeys. Peoples in the Americas had not known coffee, oranges, rice, wheat, sheep, or cattle.

The arrival of Europeans in the Americas changed that. Previously unknown foods were brought from the Americas—what Europeans of the time called the New World—back to Europe, as colonists were eager to share new discoveries. At the same time, colonists brought familiar foods from the so-called Old World to the Americas with them, which resulted in items previously unknown in the Americas being introduced there.

New foods were not the only benefit that resulted from the Columbian Exchange. The introduction of beasts of burden, especially horses, to the Americas was a significant development. Before European contact, almost the only domesticated beast of burden in the Americas was the llama, which lived only in the Andes. The introduction of the horse provided people in the rest of the Americas with a new source of labor and transportation.

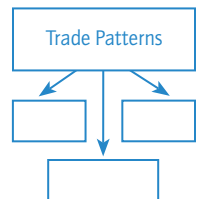
Effects of the Columbian Exchange

The exchange of foods and animals had a dramatic impact on later societies. Over time, crops native to the Americas, such as corn and potatoes, became staples in the diets of people in Europe and other parts of the world. These foods provided substantial nutrition and helped people live longer. Also, later economic activities such as Texas cattle ranching or Brazilian coffee growing would not have been possible without the Columbian Exchange, since both cows and coffee were native to the Old World.

Even traditional cuisines changed because of the Columbian Exchange. Who today could imagine Italian food without tomatoes? Until contact with the Americas, however, Europeans had never tried tomatoes. In fact, most Europeans viewed tomatoes with suspicion when they first arrived from America, thinking them poisonous. By the late 1600s, however, tomatoes had begun to be included in Italian cookbooks.

TAKING NOTES

Take notes on the Columbian Exchange, mercantilism, and capitalism in a graphic organizer like this one.



ACADEMIC VOCABULARY

intermittent
happening from time to time, not constant

Effects of the Columbian Exchange were felt not only in Europe and the Americas. Africa and Asia, too, changed as a result of the exchange. For example, the arrival of corn, an easy-to-grow, nutritious crop, in China helped that country's population grow tremendously. China was also one of the main consumers of the silver mined in the Americas. In Africa, two crops native to the Americas, corn and peanuts, are still among the continent's most widely grown products. In fact, scholars estimate that a full one-third of all food crops grown around the world today are of American origin.

The Introduction of New Diseases Even more disastrous than overdependence on new foods were the diseases brought to the Americas by Europeans. As you read in the previous section, the Native Americans had no natural resistance to European diseases such as smallpox, measles, influenza, and malaria. Those diseases killed millions of Native Americans. A few new diseases were introduced in Europe as well, but they were much less deadly.

Often, the first epidemics following the arrival of Europeans were the most severe. By 1518 or 1519, for example, smallpox had killed perhaps one-half of the population of Santo Domingo. Historians have estimated that the population of central Mexico decreased by more than 30 per cent in the 10 years following the first contact with Europeans.

Epidemics returned again and again, with even more devastating effects. The Native American population continued to decline in subsequent centuries. Some historians estimate that the Inca Empire decreased from about 13 million people in 1492 to 2 million in 1600. The North American population fell from around 2 million in 1492 to 500,000 by 1900. Disease was not the only factor that led to such a dramatic decrease. **Intermittent** warfare and other violence contributed. But without question, diseases from Europe had a devastating impact on Native American populations.

READING CHECK **Find the Main Idea** What were two lasting effects of the Columbian Exchange?

Mercantilism

The founding of colonies in the Americas and the introduction of new goods to Europe led to significant changes in the European economy. During the 1500s, for example, Europeans developed a new type of economic policy called **mercantilism**. The basic principle of mercantilism was that a nation's strength depended on its wealth. A wealthy nation had the power to build a strong military to protect itself and expand its influence.

During the mercantilist era, wealth was measured by the amount of gold and silver that a nation possessed. Mercantilists believed that there was a fixed amount of wealth in the world. For one nation to become wealthier—and therefore more powerful—it had to take wealth and power away from another nation. As a result, mercantilism led to intense competition between nations for wealth during the 1500s and 1600s.

Balance of Trade Mercantilists believed that a nation could build wealth in two ways. It could extract gold and silver from mines at home or in its colonies, or it could sell more goods than it bought from foreign countries, thus creating a favorable **balance of trade**. With a favorable balance of trade, a country received more gold and silver from other nations than it paid to them. In the mercantilists' view, this situation increased the nation's power and weakened its foreign competitors. Therefore, a favorable balance of trade became a central goal for many mercantilist countries.

BASIC PRINCIPLES OF MERCANTILISM



A nation's strength depends on its wealth as measured in gold and silver.

Only a fixed amount of wealth exists in the world, and nations have to compete for their share of that wealth.

A favorable balance of trade is an important step in gaining wealth.

Countries should seek to limit imports and maximize exports.

A country should have its own source for raw materials and precious metals to avoid dependence on others.

Colonies exist only as a way for the mother country to make profit.

A country's colonies should not trade with any other countries.

Two Sources on Colonies

European economists believed that the sole purpose of colonies was to make their mother countries rich. If a colony was unprofitable, then it should be abandoned.

“If it should be found impracticable for Great Britain to draw any considerable augmentation of revenue from any of the resources above mentioned; the only resource which can remain to her is a diminution of her expense . . . The expense of the peace establishment of the colonies was, before the commencement of the present disturbances, very considerable, and is an expense which may, and if no revenue can be drawn from them ought certainly to be saved altogether.”



Adam Smith

—*The Wealth of Nations*, 1776

**Skills
FOCUS**

INVESTIGATING HISTORY

Analyze What was the driving force behind Smith’s view of colonies? What force drove Aguirre’s views?

Colonists, on the other hand, felt that they were risking their lives for king and country and should be cared for regardless of the colony’s overall profitability.

“Look here, King of Spain! Do not be cruel and ungrateful to your vassals, because while your father and you stayed in Spain without the slightest bother, your vassals, at the price of their blood and fortune, have given you all the kingdoms and holding you have in these parts. Beware, King and lord, that you cannot take, under the title of legitimate king, any benefit from this land where you risked nothing, without first giving due gratification to those who have labored and sweated in it.”



Lope de Aguirre

—Letter to King Philip II of Spain, 1561

A country could do several things to achieve a favorable balance of trade. One approach was to reduce the amount of goods imported from other countries by placing tariffs, or import taxes, on those goods. The importer of a particular good paid the tariff and added that cost to the price of the good. Imported goods were thus often more expensive than similar goods produced within the nation. The higher price, therefore, discouraged people from buying imported goods.

Another approach was to encourage exports that could sell for high prices. For example, manufactured goods sold to other nations for higher prices than raw materials did. So woolen cloth could be sold at a higher profit than raw wool could. Countries therefore encouraged manufacturing and the export of manufactured goods. Governments provided **subsidies**, or grants of money, to help businesspeople start new industries.

A third approach to achieving a favorable balance of trade was to control overseas sources of raw materials and precious metals. A nation that controlled its own sources of these goods would not need to import them from competing nations. Why was this important? There were two main reasons. First, a country did not need to spend any of its own money on obtaining raw materials. Second, foreign countries were always considered rivals. At any time, a rival might become an active enemy and cut off supplies of raw materials. To minimize that risk, European nations worked to become more self-sufficient. For example, they began to establish colonies in the lands they controlled.

Colonies The building of colonial empires was essential to the mercantilist system. European powers wanted to establish colonies in order to control sources of raw materials and provide new markets for manufactured goods.

READING SKILLS

Questioning As you read, ask yourself how each mercantilist approach could lead to a favorable balance of trade.

In the mercantilist view, colonies existed only to benefit the home country. In 1697 the English economist Charles D’Avenant explained how colonies benefited England.

HISTORY’S VOICES

“Our plantations . . . consume more of our home manufactures . . . they produce commodities indispensably necessary to this part of the world, and not to be produced elsewhere, and, with industry and conduct, may be made an inexhaustible mine of treasure to their mother kingdom.”

—Charles D’Avenant, “An Essay on the East-India Trade”

To make sure that colonies benefited only the home country, European monarchs restricted economic activities in the colonies. People liv-

ing in the colonies could not sell raw materials to any nation other than the home country or buy manufactured goods from other nations. Governments passed strict laws that forbade colonies from manufacturing goods. So colonies were forced to buy manufactured goods only from their home country. Mercantilists argued that such laws were justified because colonies existed to benefit the home country.

Impact on Society The changes taking place because of colonization also had an impact on European societies. Towns and cities grew as business activity increased. A new class of wealthier merchants emerged who began to wield more power in their towns.



HISTORY and Economics

ENGLISH JOINT-STOCK COMPANIES, 1688

Company	Date of Creation	Value of Each Share	Number of Investors
East India	1600	£100	511
Royal African	1672	£100	203
Hudson’s Bay	1670	£100	32
White Paper	1686	£50	unknown
Royal Lustring	1688	£25	134

Saving and Investing

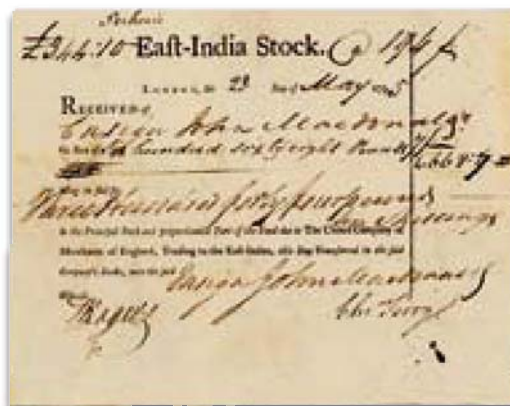
What should you do with any money you have left over after paying for necessities? Consider making your money work for you by saving or investing it.

Saving and Investing in History Before the late 1500s opportunities for saving and investing were limited. Then banks began offering other services to customers, including a secure place for keeping money. Opportunities for investment also became available at that time. For example, many joint-stock companies were established to engage in the lucrative trade in Asian spices and textiles. These companies, in turn, played a significant role in financing exploration and trading voyages. The companies were frequently able to return large profits to investors when their ships came back from the East Indies laden with valuable merchandise.

Saving and Investing in Your Life One of the most important financial responsibilities you will have to learn is how to use your money wisely. Begin by opening a savings account. This is a risk-free way to finance your goals, because deposits are insured by the government. Saving is also profitable, since banks pay interest.

Another option is investing in stocks or bonds. Investing money is riskier but can provide richer rewards. However, because you risk losing all your money if an investment fails, you should invest money only if you have adequate savings.

Analyze How can investing in a company be profitable? How can it be risky?



◀ Stock certificate from the East India Company, an early joint-stock company

The impact of colonization was not felt throughout society, though. Rural life continued much as it had for centuries. Generations would pass before many began to grow new foods from the Americas. In towns and cities, wealthy merchants enjoyed some social mobility, but most people remained poor.

READING CHECK Summarize What were the main principles of mercantilism?

The Rise of Capitalism

Increasing trade between European nations and their colonies resulted in the creation of new business practices during the 1500s and 1600s. These practices would have a profound impact on the economies of European nations.

Capitalism Emerges During this period, an economic system known as **capitalism** expanded. In capitalism, most economic activity is carried on by private individuals or organizations in order to seek a profit. Individuals, not just the government, began to amass great fortunes through overseas trade.

Merchants began to supply colonists with goods from Europe and, in return, brought back products and raw materials from the Americas. This overseas trade made many merchants rich, and this wealth enabled them to invest in still more business ventures. Business activity in Europe increased markedly.

Rising Prices Investors willingly took the risks of investing in overseas trade because of inflation, or a steady increase in prices. Demand for goods increased because of a growing population and a relative scarcity of goods. The rising demand drove prices higher.

Another factor leading to higher prices was the increase of the money supply in Europe. Shiploads of gold and silver flowed into Europe from the Americas to be made into new coins. Over time, the increase of money in circulation pushed prices for goods still higher.

A New Business Organization Overseas business ventures were very costly, often too expensive for individual investors. Soon, investors began to pool their money into **joint-stock companies** to fund ever-larger businesses. In a joint-stock company, investors bought shares of

stock in the company. If the company achieved a profit, each shareholder would receive a portion of that profit, based on the number of shares owned. If the company failed, investors would lose only the amount of money they had invested in the business.

One of the first joint-stock companies was the British East India Company, founded in 1600 to import spices from Asia. Other joint-stock companies formed to bear the enormous cost of establishing new colonies. In 1607, for example, the Virginia Company of London established the first successful English colony in the Americas at Jamestown, Virginia.

READING CHECK Identify Cause and Effect Why did new business practices develop in Europe?

HSS 7.11.2, 7.11.3

SECTION 3 ASSESSMENT

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Online Quiz

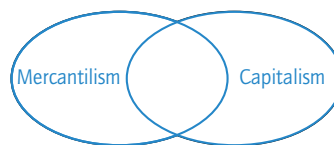
Keyword: SHL EXP HP

Reviewing Ideas, Terms, and People

- Define** What was the **Columbian Exchange**? What were some of the products exchanged?
 - Explain** How did the exchange of plants and animals change life in both Europe and the Americas?
 - Elaborate** What effect did the introduction of new diseases into the Americas have on Native American populations?
- Describe** What was the most important principle of **mercantilism**?
 - Make Generalizations** Why were colonies important under the principles of mercantilism?
 - Extend** How did the quest for a favorable **balance of trade** push the drive to establish colonies?
- Recall** Why did people form **joint-stock companies**?
 - Elaborate** How did the drive to establish colonies lead to the growth of capitalism?

Critical Thinking

- Compare and Contrast** Draw a Venn diagram like the one below. Using your notes, write three facts about mercantilism in the left oval. Then write three facts about capitalism in the right oval. Where the ovals overlap, identify one feature that the two systems have in common.



FOCUS ON WRITING

ELA W2.0

- Persuasion** Write a short letter as though you were one of the founders of a joint-stock company trying to convince a friend to invest his or her money in your venture. In your letter, explain what you hope your company will accomplish and why you feel it would be beneficial to your friend to take part.

THE IMPACT TODAY

The notion of investors sharing profits and risk is the norm in the business world today.

The Atlantic Slave Trade

BEFORE YOU READ

MAIN IDEA

Between the 1500s and the 1800s millions of Africans were captured, shipped across the Atlantic Ocean, and sold as slaves in the Americas.

READING FOCUS

1. Where did the Atlantic slave trade originate?
2. How did slavery evolve in the American colonies?
3. What were the consequences of the slave trade?

KEY TERMS AND PEOPLE

plantations
triangular trade
Middle Passage
Olaudah Equiano
African Diaspora



CALIFORNIA

HSS 7.11.2 Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

THE DOOR OF NO RETURN

The view through the door of the House of Slaves on Gorée Island is a profound symbol of the slave trade.

THE INSIDE STORY

How did the door of a Senegalese house become a powerful symbol for millions of people worldwide?

On rocky Gorée Island off the coast of Senegal stands the House of Slaves. Millions of African captives spent their last days in Africa in this house or houses like it. Crowded into dark, dungeonlike rooms, they awaited the ships that would carry them into slavery in the Americas. Their last steps in Africa were through the Door of No Return, a narrow doorway facing the Atlantic Ocean. Once through it, they would leave behind everything they knew—to face an uncertain and terrifying future.

Though historians today are not sure how prominent a role Gorée Island played in the slave trade, the history of the House of Slaves draws about 200,000 people to visit each year. However many slaves actually departed through the Door of No Return, it remains a powerful symbol of the tragedy of slavery. ■

Origins of the Slave Trade

Throughout history, slavery has existed in many parts of the world, including Africa. The people who were forced into slavery came from various walks of life. Many were farmers, merchants, priests, soldiers, or musicians. They were fathers and mothers, sons and daughters.

The Atlantic Slave Trade A shortage of labor in the Americas led to the beginning of the Atlantic slave trade. European planters in the Americas needed large numbers of workers on their **plantations**, estates where

cash crops such as sugar or tobacco were grown on a large scale. Planters had first used Native Americans as workers, but European diseases had killed millions of them. In the 1600s planters used indentured servants—people who worked for a set period in exchange for passage to the Americas—from Europe, but such workers were expensive to support.

As a result, millions of Africans were forcibly taken to the Americas before the slave trade ended in the 1800s. Most came from the coast of West Africa, between Senegal and Angola. Some slaves were supplied by African rulers in exchange for European firearms or other goods. Others were kidnapped on slave raids organized by European traders.

Captured Africans were marched to slave ships where they became part of a network called the **triangular trade**. The first leg of the triangle consisted of ships carrying European goods to Africa to be exchanged for slaves. The second leg, or **Middle Passage**, brought Africans to the Americas to be sold as slaves. The third

leg carried American products such as sugar, tobacco, and rice to Europe. Some slave traders from the Americas sailed directly to Africa, however, not following the triangular route.

The Middle Passage The Middle Passage was a terrifying ordeal. Captive Africans were chained together and forced into dark, cramped quarters below the ship's decks. In many cases, the Africans were packed into such a small space that they could neither sit nor stand. One African, **Olaudah Equiano**, later wrote about these horrific conditions.

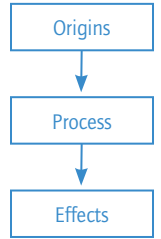
HISTORY'S VOICES

“The stench of the hold . . . was so intolerably loathsome, that it was dangerous to remain there for any time . . . The closeness of the place, and the heat of the climate . . . almost suffocated us . . . The shrieks of the women, and the groans of the dying, rendered the whole scene of horror almost inconceivable.”

—Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*, 1789

TAKING NOTES

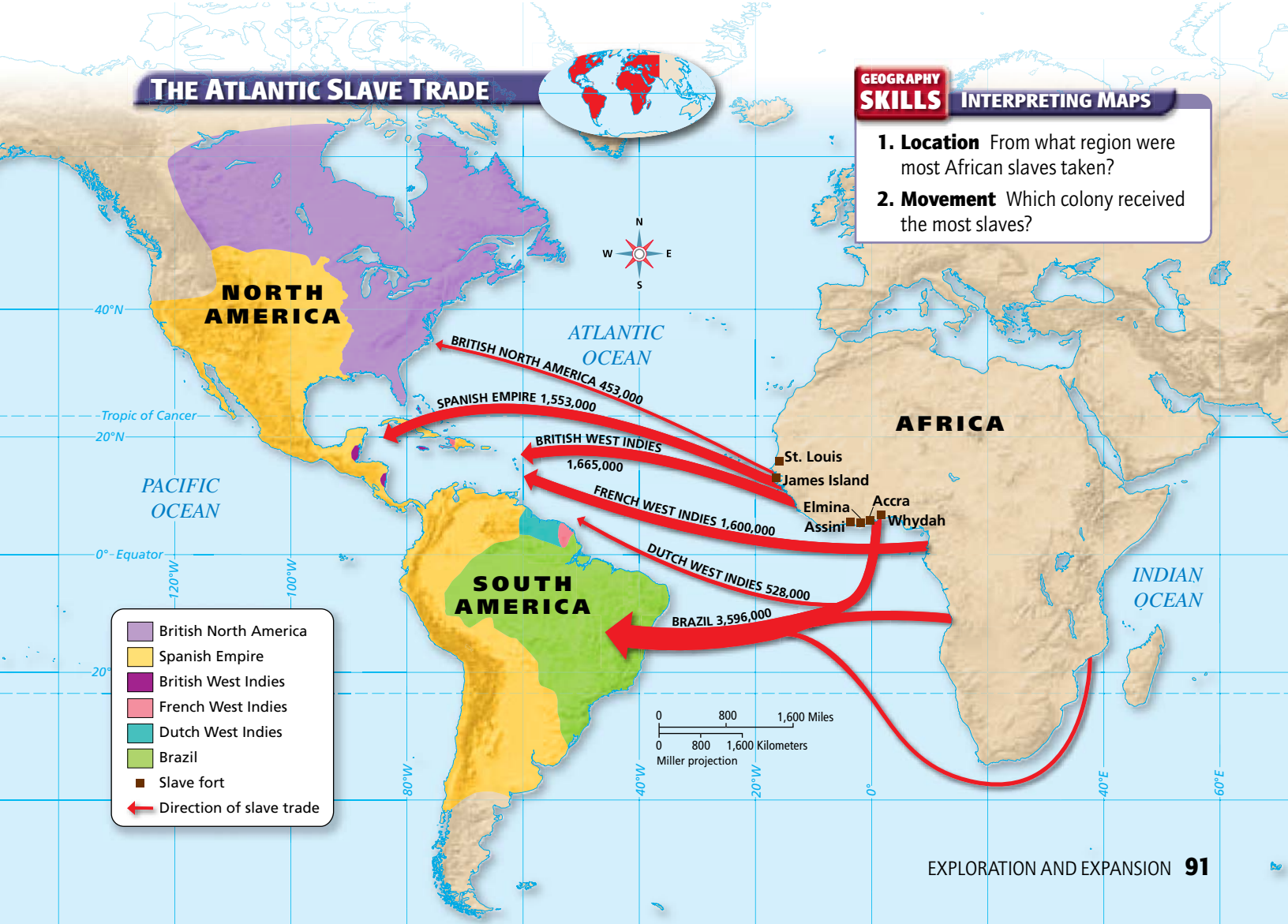
Use a graphic organizer to take notes on the origins, process, and effects of the slave trade.



THE ATLANTIC SLAVE TRADE

GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Location** From what region were most African slaves taken?
- 2. Movement** Which colony received the most slaves?



The journey to the Americas usually lasted three to six weeks. Between 10 and 20 percent of all captive Africans did not survive the voyage. When those who survived arrived in the Americas, they faced still more terrors—the auction block and an uncertain future.

READING CHECK **Describe** What was the Middle Passage of the slave trade like?

Slavery in the Colonies

Slave traders carried captive Africans to many parts of the Americas. Spanish traders took slaves to their Caribbean sugar plantations. Portuguese traders brought millions to Brazil. The English took most of their captives to the West Indies but also brought large numbers to colonies in North America. By the end of the 1600s England dominated the slave trade.

Living Conditions Most enslaved Africans worked on plantations, but others worked in mines, in towns, and in the countryside. Those

who had been skilled craft workers—such as carpenters, metalworkers, or coopers—often continued their crafts in the Americas. Women were sometimes given domestic duties as servants and cooks.

Slaves had to meet their own basic needs in the short hours at the end of the workday. Daily tasks such as cooking, mending clothing, and tending the sick had to be fit in around the work they performed for the slaveholder.

Living conditions for many enslaved people were harsh. Owners and overseers inflicted physical and degrading punishment for minor offenses. As a result, many slaveholders lived in constant fear of rebellion by angry slaves who could not take the harsh treatment they faced on plantations anymore.

Resistance Laws in the Americas considered enslaved Africans to be property. Slaves had no rights and no freedoms, and slaveholders controlled most of the conditions under which they lived. In many cases, enslaved people endured brutal treatment and abuse.

FORENSICS in History



How Were Slaves Treated in the North?

In the United States, most people think of slavery as a southern phenomenon. Many more slaves lived in the American South than in the North, and, for many years, people assumed that those slaves who did live in the North were better treated than their southern counterparts. A recent discovery, however, has led many people to change their minds.

What facts do we have? In 1991 workers in Manhattan laying the foundation for a new skyscraper found a graveyard that dated back to the 1700s. Buried in the graveyard were the remains of 427 African slaves.

The remains were sent to Howard University in Washington, D.C., to be studied. The results of that study showed that many of the slaves had been pushed to their physical limit or beyond—literally worked to death. The strain of their labors had resulted in deformed muscles and broken bones. In addition, the fact that many of the slaves buried

in the graveyard were children—several less than six months old—suggests that the slaves lived under terrible conditions.

Infer How could this study challenge the idea that northern slaves were well treated?

► The slaves found in the New York City graveyard were reburied in a special ceremony in 2003.



Enslaved Africans and their descendants coped with these inhumane conditions in many different ways. Some resisted by trying to keep their cultural traditions alive. Others turned to religion for strength and hope for a better life.

Some slaves also fought back by slowing down their work or destroying equipment. Occasionally they revolted, attacking slaveholders and their families. Some slaves were able to flee plantations and establish communities of runaways in remote areas.

READING CHECK Summarize Why did many slaves fight back against their owners?

Effects of the Slave Trade

The Atlantic slave trade continued for 400 years and devastated societies in West Africa. Historians have estimated that about 15 to 20 million Africans were shipped to the Americas against their will. Millions more were sent to Europe, Asia, and the Middle East.

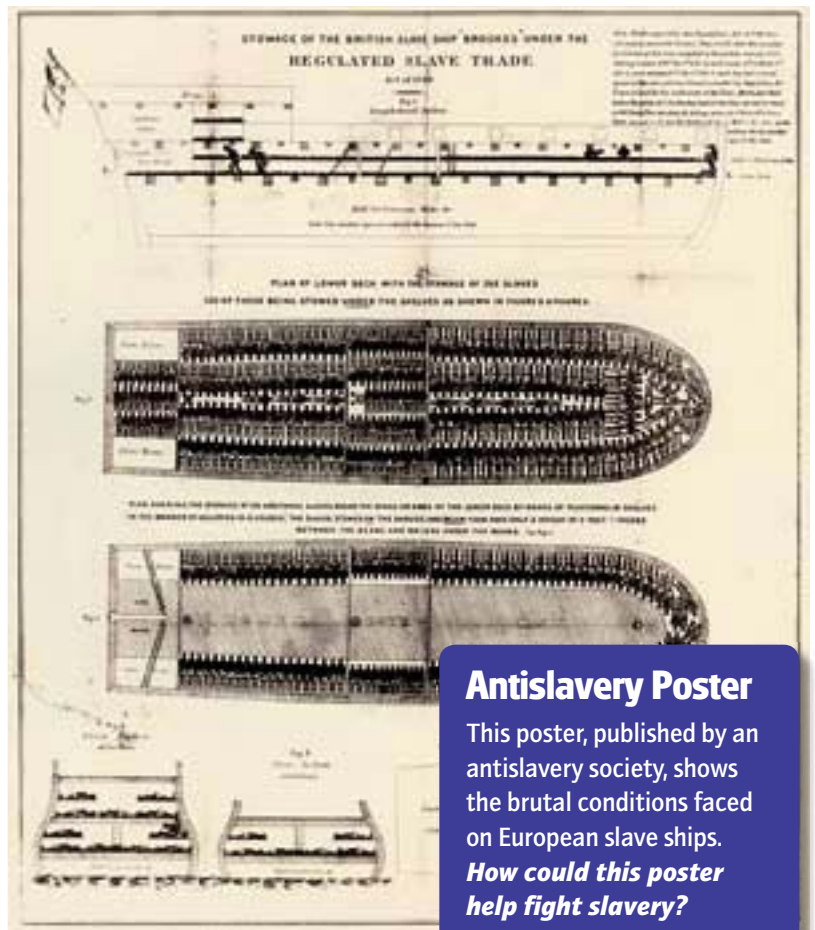
The human cost of the slave trade was enormous. Countless people died marching from the interior to the coast or crammed aboard slave ships. Slavery deprived millions of people of their freedom and doomed their descendants to lives of forced servitude.

In Africa, the effects of the slave trade were profound. Slave raiders captured many of the strongest young people—the future leaders of their societies. The slave trade also divided Africans from one another. For example, some African rulers waged wars against their own people and their neighbors to gain captives.

The forced labor of millions of Africans did not enrich Africa, but it did enrich other parts of the world. The labor of African slaves helped build the economies of many American colonies. Their knowledge of agriculture contributed to the growth of the rice industry in the southern English colonies.

As a result of the slave trade, people of African descent spread throughout the Americas and Western Europe. This dispersal is called the **African Diaspora**. The African Diaspora eventually led to the diffusion of African culture—including music, art, religion, and food—throughout the Western world.

READING CHECK Explain What effects did the Atlantic slave trade have in Africa?



Antislavery Poster
This poster, published by an antislavery society, shows the brutal conditions faced on European slave ships. *How could this poster help fight slavery?*

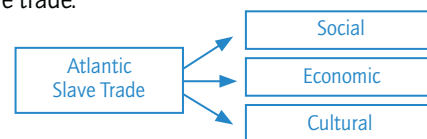
SECTION 4 ASSESSMENT **HSS 7.11.2** go.hrw.com
Online Quiz
Keyword: SHL EXP HP

Reviewing Ideas, Terms, and People

- Identify** From where did most of the slaves involved in the Atlantic slave trade come? Where were the slaves taken?
 - Explain** Why was the triangular trade developed?
 - Elaborate** How did the plantation system lead to the slave trade?
- Describe** What were living conditions like for most African slaves?
 - Analyze** What were three reactions of slaves to their loss of freedom?
- Define** What is the African Diaspora? How did it affect the world?
 - Make Judgements** What do you think was the most tragic result of the African slave trade? Why?

Critical Thinking

- Identify Cause and Effect** Draw a graphic organizer like the one below. Using your notes, identify the social, economic, and cultural effects of the Atlantic slave trade.



FOCUS ON WRITING **ELA W.2.0**

- Description** Write a short description of the Middle Passage experienced by enslaved Africans. Include in your description the conditions slaves had to endure and the effects of the passage on those slaves.

Contact and Change



CALIFORNIA

HSS 7.11.2

Historical Context The four documents here describe changes that occurred in the Americas as a result of the arrival of Europeans in the region.

Task Study the selections and answer the questions that follow. After you have studied all the documents, you will be asked to write an essay describing how the year 1492 was a turning point in history. You will need to use evidence from these documents and from the chapter to support the position you take in your essay.

DOCUMENT 1

The Arrival of Europeans

The arrival of Christopher Columbus in the Caribbean in 1492 had a tremendous impact on the future of that region. The passage below describes that arrival. It is taken from an abridgment of Columbus's personal journal made by Bartolomé de Las Casas.

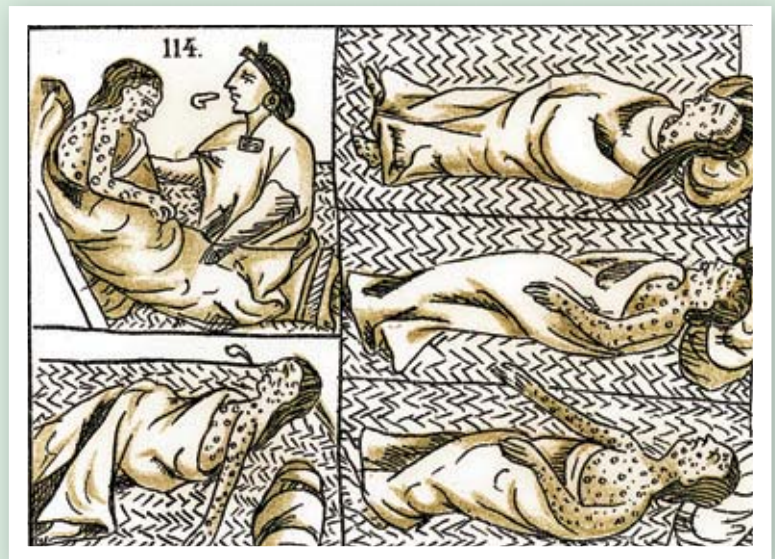
The Admiral . . . called them as witnesses to certify that he in the presence of them all, was taking, as he in fact took possession of said island for the King and Queen his masters, making the declarations that were required as

they will be found more fully in the attestations then taken down in writing. Soon after a large crowd of natives congregated there. What follows are the Admiral's own words in his book on the first voyage and discovery of these Indies. "In order to win the friendship and affection of that people, and because I was convinced that their conversion to our Holy Faith would be better promoted through love than through force, I presented some of them with red caps and some strings of glass beads which they placed around their necks, and with other trifles of insignificant worth that delighted them and by which we have got wonderful hold on their affections."

DOCUMENT 2

The Impact of Disease

Among the most disastrous effects of the arrival of Europeans in the Americas was the rapid spread of disease. Historians estimate that about 90 percent of the Native American population was killed by diseases like smallpox, influenza, and malaria. The image shown here was drawn in the mid- to late 1500s by a Spanish friar named Bernardino de Sahagún, who had befriended many Aztecs. In his *General History of the Things of New Spain*, from which this image is taken, Sahagún describes the effects of these diseases on Aztec populations. The image shows Aztecs suffering through various stages of smallpox.



American Museum of Natural History

DOCUMENT 3

A New Economic System

When they established colonies in the Americas, the Spanish created a new economic system, the *encomienda* system, in which Native Americans worked on Spanish-owned estates. The basis for that system was laid out in a letter from King Ferdinand and Queen Isabella to the governor of Hispaniola in 1503.

Our desire is that the Christians not lack people to work their holdings and to take out what gold there is. It also is our desire that the Indians be converted. All this can be better done by having the Indians live in community with the Christians, because they then will help each other cultivate and settle the island, take out the gold, and bring profit to Spain. Therefore, we command you, our governor, to compel the Indians to associate with the Christians. The Indians should work on the Christians' buildings, mine the gold, till the fields, and produce food for the Christians. This the Indians shall perform as free people, which they are, and not as slaves. Also, see to it that the Indians are well treated, with those who become Christians better treated than the others. Do not consent or allow any person to do them any harm or oppress them.

**Skills
FOCUS**

HSS Analysis CS2, CS3, HI4 **ELA** R2.5

READING LIKE A HISTORIAN

DOCUMENT 1

- a. Describe** What was Columbus's first act upon arriving on the Caribbean island he had discovered?
- b. Explain** Why does Columbus say he gave gifts to the Native Americans he encountered?

DOCUMENT 2

- a. Analyze** What symptoms appear in this image?
- b. Make Judgments** Do you think Sahagún sympathized more with the Spanish or with the Aztecs? Why?

DOCUMENT 3

- a. Interpret** Why did Ferdinand and Isabella want Native Americans and Christians to live together?
- b. Infer** Do you think the governor of Hispaniola followed the monarchs' instructions fully? Why or why not?

DOCUMENT 4

Changes in Society

The detail below comes from a map drawn by explorer Sebastian Cabot in 1544. The illustrations on the map depict many changes that had occurred in American society over the previous 50 years.



Map of Peru and South America, by Sebastian Cabot, 1544

DOCUMENT 4

- a. Describe** In what activities are the people shown on this map engaged? How do these activities reflect changes in American society?
- b. Summarize** What other changes are shown?

DOCUMENT-BASED ESSAY QUESTION

The year 1492 has been described as a turning point in world history. What does this phrase mean? Using the documents above and information from the chapter, form a thesis that might explain its meaning. Then write a short essay to support your position.

See **Skills Handbook**, pp. H25–H26

VISUAL STUDY GUIDE

Exploration

- Explorers from countries throughout Europe set out in search of new routes to Asia.
- Instead of Asia, many explorers ended up in the Americas.

Colonization

- Europeans established colonies in the lands they had discovered.
- The Spanish conquered Native American tribes to build an empire.
- The Portuguese settled Brazil.
- The French, Dutch, and English established colonies in North America and the Caribbean.

Columbian Exchange

- New plants and animals were introduced to both Europe and the Americas.
- Diseases from Europe killed millions of Native Americans.
- The exchange of goods had effects worldwide.

New Economic Systems

- Mercantilism was based on the idea that a nation's power was determined by its wealth.
- Capitalism was based on businesses owned by individuals or groups of investors rather than the government.

Atlantic Slave Trade

- Millions of Africans were captured and shipped to the Americas as slaves.
- Slaves worked on plantations in various European colonies.
- Slaves endured horrific conditions once they arrived.

Review Key Terms and People

Fill in each blank with the name or term that correctly completes each sentence.

1. The exchange of new plants, animals, and diseases between Europe and the Americas was called the _____.
2. A Portuguese explorer named _____ was the first person to sail around Africa to reach India.
3. A fast new type of ship, the _____, helped begin the Age of Exploration.
4. The spread of people of African descent through the Western world is called the _____.
5. The first voyage completely around the world was originally led by _____.
6. A _____ is a government grant of money intended to promote a business.

History's Impact video program

Review the video to answer the closing question: What were the positive and negative effects of the Columbian Exchange?



Comprehension and Critical Thinking

SECTION 1 (pp. 71–77) HSS 7.11.1

7. a. Recall Where did Christopher Columbus travel on his first voyage? At what place did he think he had arrived?

b. Explain Why did Europeans of the 1400s and 1500s want to explore the world?

c. Develop Would you have wanted to leave Europe to explore? Why or why not?

SECTION 2 (pp. 78–83) HSS 7.11.2

8. a. Identify Main Ideas What was the main goal of Spanish and Portuguese colonists?

b. Contrast How did French colonies in the Americas differ from Spanish colonies?

c. Elaborate Which country's colonization efforts do you think had the greatest impact on Native American cultures? Why?

SECTION 3 (pp. 84–89) HSS 7.11.2, 7.11.3

9. a. Define What is a balance of trade? Why did countries want a favorable balance of trade?

b. Make Generalizations How did the Columbian Exchange change both Europe and the Americas?

c. Extend How do you think most colonists felt about mercantilism? Why do you think so?

SECTION 4 (pp. 90–93) HSS 7.11.2

10. a. Describe What was involved in the triangular trade?

b. Summarize How were slaves treated in the American colonies?

c. Elaborate How did the slave trade affect people in Africa? How did it affect people outside of Africa?

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Practice Online

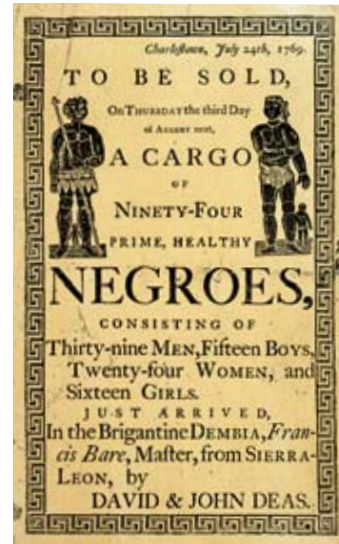
Keyword: SHL EXP

Using the Internet

11. In order to attract settlers, many colonists in the Americas created posters and pamphlets that advertised the benefits of living in their colonies. Some posters, for example, pointed out pleasant climates or readily available land. Using the keyword above, do research to learn more about one of the colonies discussed in this chapter. Then create a poster that could have been used to attract new settlers.

Analyzing Primary Sources HSS Analysis HR4

Reading Like a Historian The poster below was printed in Charleston, South Carolina, in 1769. Examine the poster and then answer the questions that follow.



The Cranger Collection, New York

12. Analyze What was the purpose of this poster?

13. Interpret Why did the creator of this poster include the details that he did?

Reading Skills ELA R2.0

Questioning Re-read the *Inside Story* feature that opens Section 3 of this chapter. As you read, ask yourself questions about what is happening in the story. Then answer the questions below.

14. Where was chocolate originally made?

15. Who brought chocolate to Europe?

16. How was chocolate first received in Europe?

WRITING ABOUT HISTORY

ELA W2.1

Narration: Writing a Biographical Essay Many of the explorers who set out in search of new lands during the Age of Exploration did so to seek fame and fortune. As you have read, a number of explorers found the fame they sought and are still known today.

17. Assignment: In an essay, write a biographical sketch of an explorer from the Age of Exploration. You can choose one of the explorers discussed in this chapter or another about whom you wish to learn more. Use information from this chapter and from other research in your sketch.