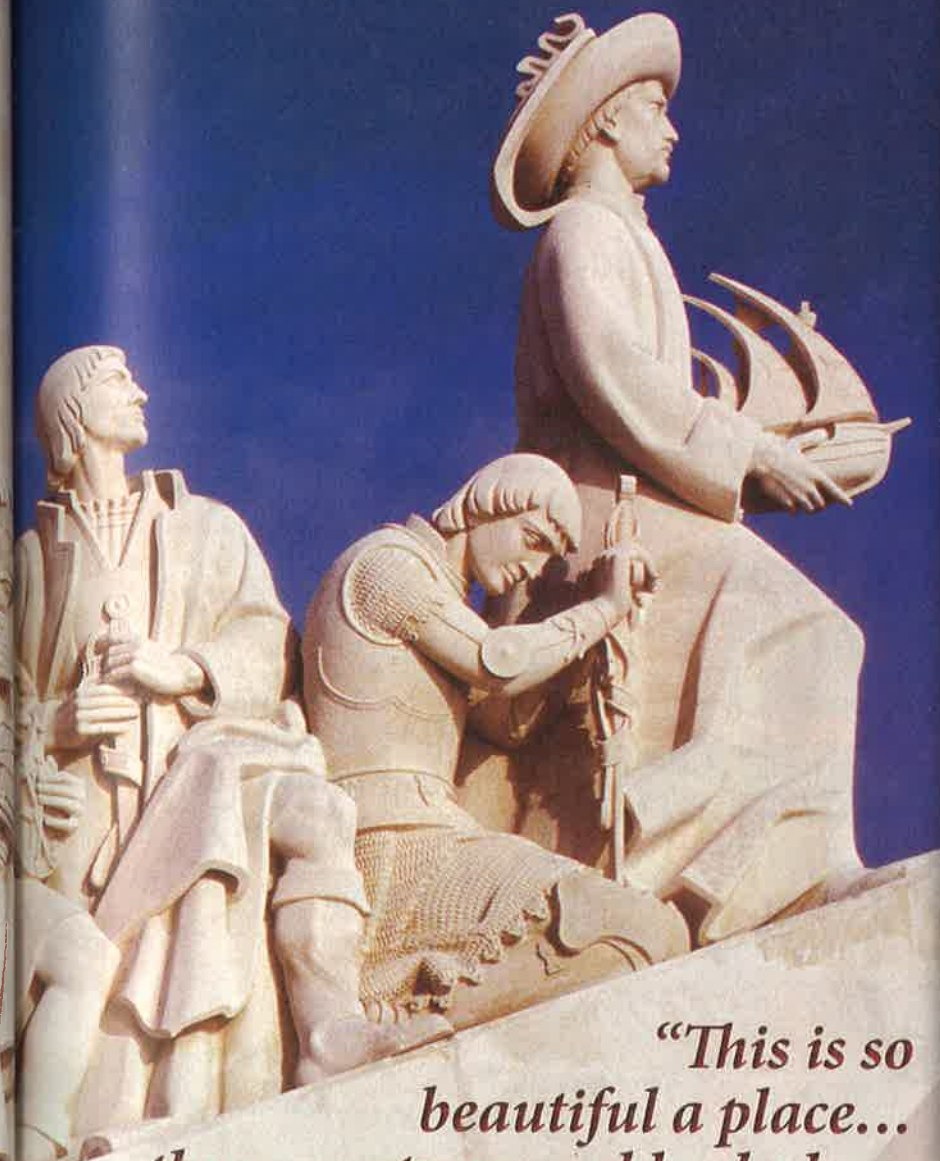


Europe Looks Outward

With its long coastline facing the Atlantic Ocean, Portugal funded many journeys of exploration during the 1500s. This monument in Lisbon, Portugal, pays tribute to brave Portuguese explorers.



1000-1720



"This is so beautiful a place... there are trees and herbs here which would be of great value in Spain... Should I meet with gold or spices in great quantity, I shall remain till I collect as much as possible."

—Journal of Christopher Columbus,
October 19, 1492

CHAPTER 2

Next Generation Sunshine State Standards

Section 1

THE AGE OF EXPLORATION

FL LA.8.6.2.2, SS.8.A.1.2, SS.8.G.4.2, SS.8.G.4.3

Section 2

SPAIN'S EMPIRE IN THE AMERICAS

FL LA.8.1.6.3, LA.8.6.2.2, SS.8.A.1.1

Section 3

EUROPEANS COMPETE IN NORTH AMERICA

FL LA.8.1.6.3, SS.8.A.2.1

Section 4

FRANCE AND THE NETHERLANDS IN NORTH AMERICA

FL LA.8.1.6.3, SS.8.A.2.1, SS.8.E.2.1, SS.8.G.2.2

FL LA.8.1.6.2 Analyze familiar and conceptually challenging text

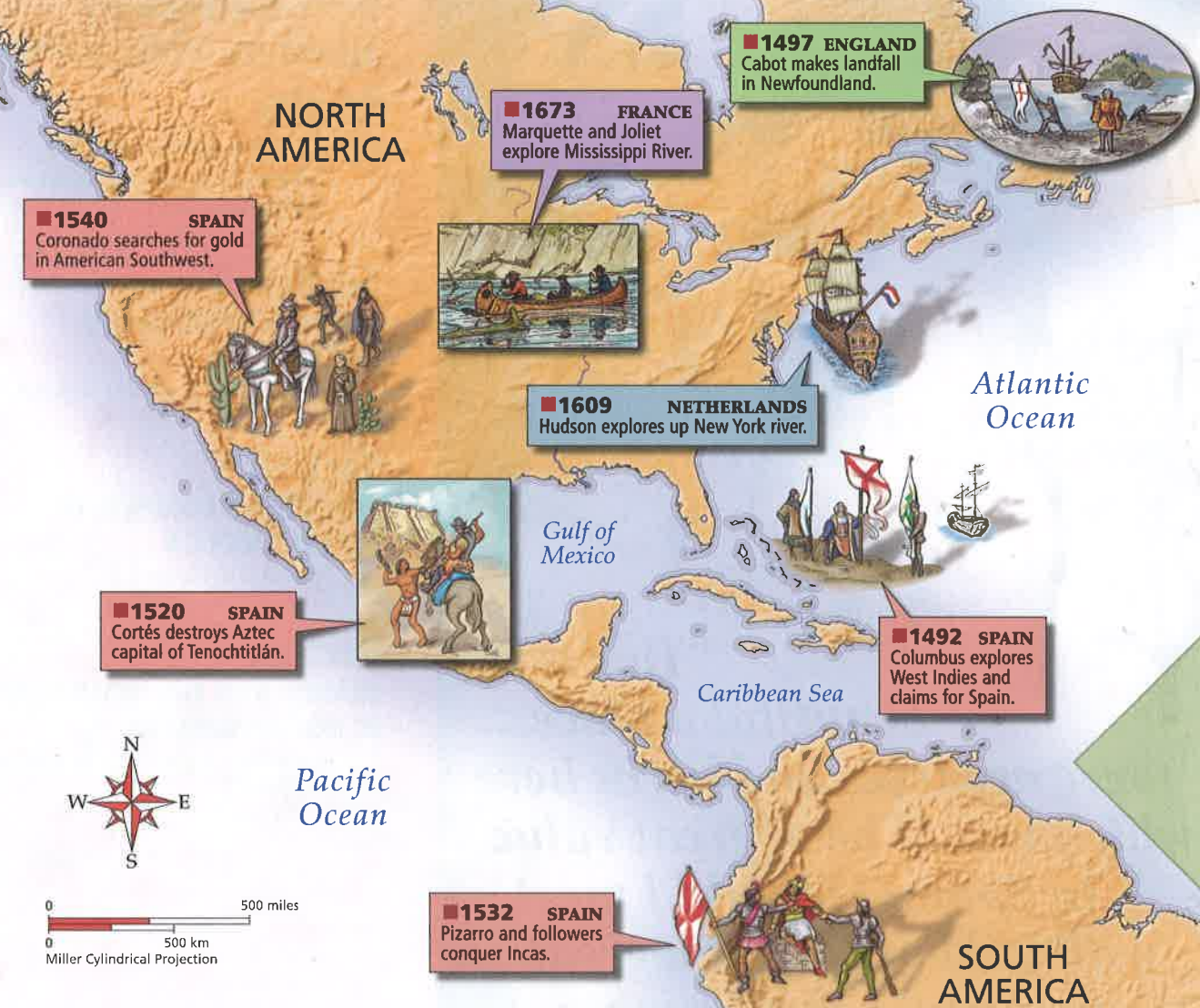
Reading Skill

Identify Main Ideas and Details In this chapter, you will learn to locate the most important ideas in a text, and the details that support them.



What were the causes and effects of European exploration of the Americas?

Exploration of the Americas



U.S. Events

1001 Vikings reach North America.

Columbus lands in the West Indies. 1492



Florida Events

c. 1200 Perhaps 350,000 Native Americans live in what is today Florida.

From the Americas to Europe, Africa, and Asia



Effects of European Exploration: The Columbian Exchange



From Europe, Africa, and Asia to the Americas



Causes of European Exploration

- Europeans search for trade routes to Asia.
- Countries compete to establish colonies, build empires, and gain wealth.
- Explorers hope to gain riches and glory for themselves and their countries.
- Europeans want to convert other peoples to Christianity.

VISUAL PREVIEW

1000

1500

1500

1600

1700

Juan Ponce de León lands on Florida's East coast.

1513 Hernando de Soto arrives on Florida's Gulf coast.

1539 Pedro Menéndez de Avilés founds St. Augustine.

1565

1672

Construction begins on Castillo de San Marcos.

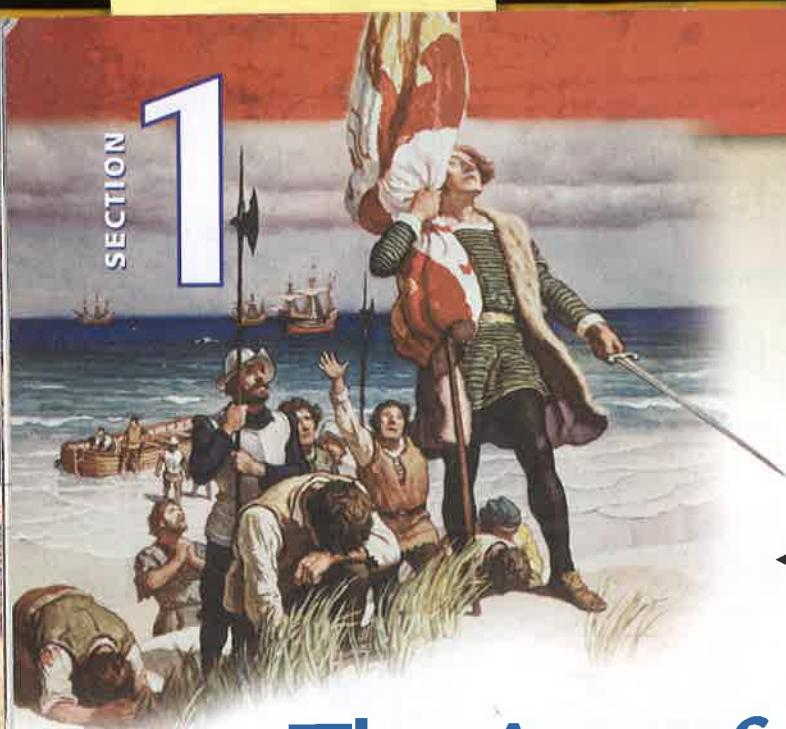
1539 De Soto begins exploration of what is today the southeastern United States.

1626

New Netherland is settled by the Dutch.

1673

Marquette and Joliet explore the Mississippi River.



Columbus Opened the Door

“He opened the door to European settlement of the Americas—and all the devastation, innovation, and reinvention that came with it.”

—Christine Gibson, *Christopher Columbus, Hero or Villian*, in *AmericanHeritage.com*, October, 2005

◀ Columbus claims West Indies island for Spain.

The Age of Exploration

FL Next Generation Sunshine State Standards

- **LA.8.6.2.2** The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text
- **SS.8.A.1.2** Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect
- **SS.8.G.4.2** Use geographic terms and tools to analyze the effects of migration in U.S.
- **SS.8.G.4.3** Use geographic terms and tools to explain cultural diffusion in U.S.

Reading Skill

Identify Stated Main Ideas Each section in this textbook begins with a paragraph headed **Why It Matters** that presents information you learned earlier and highlights the importance of what you will learn in this section. Then, throughout each section, important ideas are organized by major red headings that look like this: **First Visitors From Europe**.

Key Terms and People

| | |
|-----------------------|-----------------------|
| Christopher Columbus | Ferdinand Magellan |
| Vasco Núñez de Balboa | strait circumnavigate |

Why It Matters The Crusades and the Renaissance led Europeans to look beyond their borders. Trade with Africa and Asia expanded, and an era of exploration began. As European sailors searched for shorter and easier routes to the riches of Asia, they came into contact with the people of the Americas.

Section Focus Question: How did the search for a water route to Asia affect both Europe and the Americas?

First Visitors From Europe

If you had been in school 50 years ago and your teacher asked “Who discovered America?” you would probably have answered, “**Christopher Columbus**.” But was Columbus really the first?

In a previous chapter, you have read that ancestors of today’s Native Americans crossed into the Americas from Asia thousands of years ago. There are also many theories about people from Europe, Asia, and Africa who may have visited the Americas prior to Columbus.

So far, we only have evidence of the arrival of a European people known as the Vikings. The Vikings were a seagoing people who originally lived in the part of northern Europe known as Scandinavia.

In 1963, scientists found the remains of an early Viking settlement in Newfoundland. The findings supported the truth of old Viking stories. According to one story, a Viking named Leif Erikson and 35 others sailed from a colony on Greenland, in 1001, to investigate reports of land farther west. They explored the region and spent the winter in a place they named Vinland.

The Voyages of Columbus Vinland existed only in myths for the next 500 years. Whether Christopher Columbus ever heard the stories is not known. However, Columbus believed he could reach Asia and the East by sailing west across the Atlantic Ocean. He never suspected that a huge landmass was blocking the way.

Christopher Columbus grew up near Genoa, an important port on the west coast of Italy. In the 1470s, he settled in Portugal, which was Europe’s leading seafaring nation. Columbus sailed on Portuguese ships, studied maps and charts, and learned about the world beyond Europe. From all this he developed his idea for a voyage to Asia.

Portugal’s king showed little interest in Columbus’s plan. The king hoped to reach Asia by following the route Bartholomeu Dias and other Portuguese explorers were pioneering around southern Africa. He also believed the world was larger than Columbus had calculated. Thus, in his view, the voyage would be much longer than Columbus expected. For these reasons, Portugal refused to finance such a trip.

Columbus did not give up. He moved to Spain and set his plan before King Ferdinand and Queen Isabella. They liked Columbus’s plan. But it took six years before they finally agreed to provide ships for the voyage.

Setting Sail In August 1492, about 90 men—most of them Spaniards—prepared to make the voyage. Columbus’s ships—the *Niña*, the *Pinta*, and the *Santa Maria*—were tiny, between 55 and 90 feet long. Sailing with the wind, they covered up to 170 miles per day.

Columbus predicted that they would reach Asia in 21 days. After a month at sea, there was no sight of land. The crew became restless and spoke of mutiny, or soldiers and sailors rebelling against their officers. Columbus held firm against the threat.

Finally, on October 12, a sailor spotted land. Coming ashore in a small boat, Columbus claimed the island for Spain. Curious islanders soon gathered on the beach. Believing he was in the Asian islands known as the Indies, Columbus called these people Indians. The next day he wrote in his journal, “I intend to go see if I can find the island of Japan.”

Columbus then sailed southwest to a large island. At first he thought it was Japan. Actually, Columbus was on the island of Cuba. His guides next pointed Columbus west to the island of Hispaniola. Columbus set sail to return to Spain in January 1493.

Vocabulary Builder
myth (mihth) *n.* traditional story of unknown authorship

Biography Quest



Christopher Columbus
1451–1506

When Columbus returned to Spain after his first voyage, the king and queen showered him with honors. But after his third voyage, he was led off the ship in chains. Why did his fortunes change?

Columbus managed Spain’s colonies poorly. The colonies did not produce much wealth. He also mistreated the Indians. In time, the king and queen ordered his arrest.

Biography Quest

How did Columbus trick his crew on his first voyage?

Visit: PearsonSchool.com/amhist

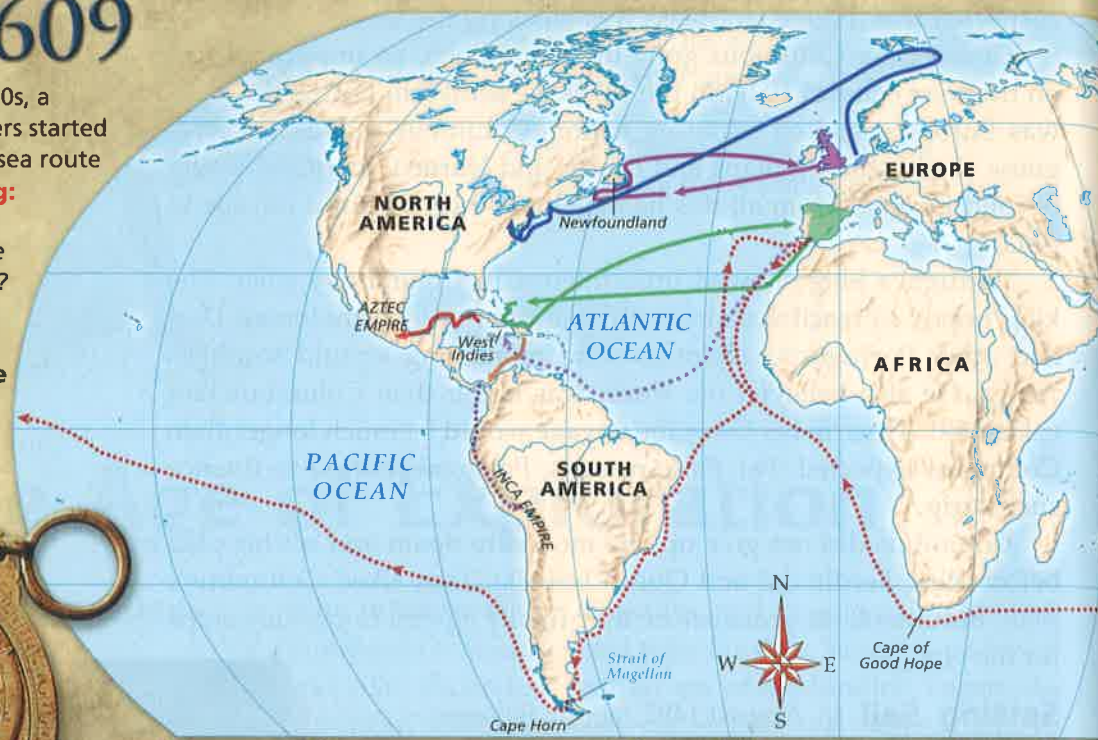
INFOGRAPHIC

EARLY VOYAGES of EXPLORATION 1492-1609

During the 1400s and 1500s, a number of daring explorers started the exploration to find a sea route to Asia. **Critical Thinking: Draw Conclusions** How did technology contribute to the age of exploration?

The Mariner's Astrolabe

Sailors used mariner's astrolabes to determine latitude, longitude, and time of day. ▼



KEY

Explorers for Spain

→ Columbus, 1492-1493

.....→ Vespucci, 1499

→ Balboa, 1510-1513

.....→ Magellan, 1519-1522

→ Cortés, 1519-1521

.....→ Pizarro, 1531-1533

Explorers for England

→ Cabot, 1497

Explorers for the Netherlands

→ Hudson, 1609

A Caravel ▶

This fast-moving ship was designed to sail into the wind. One of Magellan's ships, the *Santiago*, was a caravel.

History Interactive Voyages of Exploration

Visit: PearsonSchool.com/amhist

Ferdinand Magellan ▼



Identify Stated Main Ideas

What important idea from the first paragraph following the subheading "Spain Backs More Voyages" is discussed throughout the passage?

Spain Backs More Voyages In Spain, Columbus reported that there were huge amounts of gold in the land he referred to as the West Indies. The grateful monarchs made him governor of all he had claimed for Spain.

In September 1493, he sailed again for the West Indies. This time he commanded 17 ships filled with 1,500 soldiers, settlers, and priests. The Spanish planned to colonize and rule the land they thought was the West Indies. They also intended to convert the people there to Christianity.

On this second voyage, Columbus discovered other islands, including Puerto Rico. He found that the men he had left behind on Hispaniola had been killed by Indians. Not discouraged, Columbus built another settlement nearby and enslaved the local Indians to dig for gold. Within a few months, 12 of his ships returned to Spain, with gold, trinkets, and a number of captives.

On his third expedition in 1498, Columbus reached the northern coast of South America and decided it was the Asian mainland. Spain permitted him to try to prove his claims in a fourth voyage, in 1502.

He returned to Spain two years later with his beliefs unchanged. Columbus died in 1506, still convinced that he had reached Asia.

Checkpoint Why were Spain's monarchs interested in the proposal Columbus made to them?

The Continuing Search for Asia

Many explorers followed the route charted by Columbus. Another Italian explorer, Amerigo Vespucci, made two trips to the new lands. His trips convinced Vespucci that the lands he saw were not part of Asia. Upon his return to Europe, he wrote a letter describing a "new world... more densely peopled and full of animals than our Europe or Asia or Africa." A German mapmaker labeled the region "the land of Amerigo" on his maps. The name was soon shortened to "America."

Meanwhile, the Spanish continued to explore and colonize. In 1510, **Vasco Núñez de Balboa**, a Spanish colonist, explored the Caribbean coast of what is now Panama. Hacking his way across the jungle, he became the first European to set eyes on the Pacific Ocean.

The Columbian Exchange



MA.8.A.1.3 Use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations

From Western Hemisphere to Eastern

Maize (corn)
Potato
Sweet potato
Beans
Peanut
Squash
Pumpkin
Pineapple
Tomato
Cocoa
Peppers
Avocado
Turkey



From Eastern Hemisphere to Western

Wheat
Rice
Banana
Peach
Pear
Sugar cane
Watermelon
Lettuce
Horse
Cow
Sheep
Goat
Chicken
Pig
Disease (smallpox, typhus)

Reading Charts Skills Activity

The Columbian Exchange brought many European, Asian, and African goods to the Americas. At the same time, American crops and livestock were distributed to the rest of the world.

- Interpret Charts** Identify two kinds of farm animals that Europeans brought to the Americas.
- Identify Benefits** How did the exchange of goods cause cultural diffusion? Who do you think benefited most from the Columbian Exchange? Explain.

The discovery that another ocean lay west of the Americas did not end the search for a water route to Asia. In September 1519, Portuguese explorer **Ferdinand Magellan** set out to find an Atlantic-Pacific passage.

For more than a year, the small fleet slowly moved down the South American coast looking for a **strait**, a narrow passage that connects two large bodies of water. As it pushed farther south than earlier expeditions, it encountered penguins and other animals that no European had ever seen before. Finally, near the southern tip of present-day Argentina, Magellan found a narrow passage. After 38 days of battling winds, tides, and currents, his ships exited what today is called the Strait of Magellan. They now entered the large ocean Balboa had seen nine or ten years earlier. Although Magellan did not realize it, Asia was still thousands of miles away.

Magellan finally reached the Philippine Islands. There, he and several others were killed in a battle with Filipinos. The survivors fled in two of the ships. One ship finally reached Spain, in September 1522. Three years after they had begun, the 18 men aboard became first to **circumnavigate**, or travel around, the entire Earth.

- ✓ **Checkpoint** What were the contributions of Balboa and Magellan as explorers?

The Columbian Exchange

These early Spanish voyages set the stage for a great exchange between the Western and the Eastern hemispheres. The next century, because people moved from place to place and the interaction between regions, began what is now known as the Columbian Exchange, a transfer of people, products, and ideas between the hemispheres.

Many of the changes brought about by the Columbian Exchange were positive. Europeans introduced cows, hogs, and other domestic animals to the Western Hemisphere. Many food plants, such as wheat and oats, also arrived on the ships that brought the Europeans.

The exchange also had **negative** effects on the Americas. Europeans brought germs to which Native Americans had no immunity, or natural resistance. Smallpox, chickenpox, measles, and other contagious diseases killed Native Americans by the thousands.

The impact of the Americas on Europe was no less important. Europeans in the Americas found plants and animals they had never seen before either. For example, the Americas introduced llamas, turkeys, squirrels, and muskrats to the rest of the world. More important, however, were the crops that Native Americans taught the Europeans to cultivate. Today, plants that once were found only in the Americas account for nearly one third of the world's food supply.

- ✓ **Checkpoint** What impact did the Columbian Exchange have on Europe?

★ **Looking Back and Ahead** The voyages of Columbus marked the beginning of a new historical era. The foothold he established in the Caribbean would expand into a vast empire. By 1600, Spain would control much of North and South America and would be one of the world's richest nations.

Vocabulary Builder

negative (NEHG ah tihv) **adj.**
opposite to something regarded as positive

FL LA.8.6.2.2, SS.8.A.1.2, SS.8.G.4.3

Progress Monitoring Online

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Section 1 Check Your Progress

Comprehension and Critical Thinking

- Recall** Who were the Vikings?
 - Apply Information** What problems might there be with using Viking myths as historical sources?
- Recall** What was the Columbian Exchange?
 - Support a Point of View** Did the Columbian Exchange bring more changes to the Americas or to Europe? Explain your view.

Reading Skill

- Identify Stated Main Ideas** Read the text under the heading "The Columbian Exchange." Identify the stated main idea and explain how the paragraphs support that idea.

Key Terms

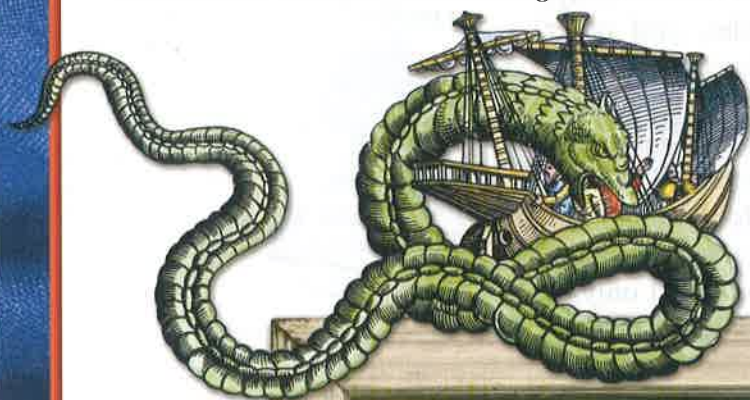
- Fill in the blanks with the correct key terms.
- Magellan's ships sailed through a _____ in order to reach the Pacific Ocean.
 - The few survivors of Magellan's crew were the first to _____ Earth.

Writing

- Create a timeline showing early explorations in the Americas. Choose three entries that you think are most significant. For each choice, write one or two sentences explaining why you made that choice.

Danger at Sea

When Europeans began to make voyages of discovery, they had no idea what they would find. Some of the dangers that they feared did not really exist. Other dangers were all too real. But the more they traveled, the more their views of the world changed.



Fearsome Sea Monsters

Popular tales warned that the oceans were filled with dragons, sea serpents, and other monsters. Happily, these dangers turned out to be imaginary.

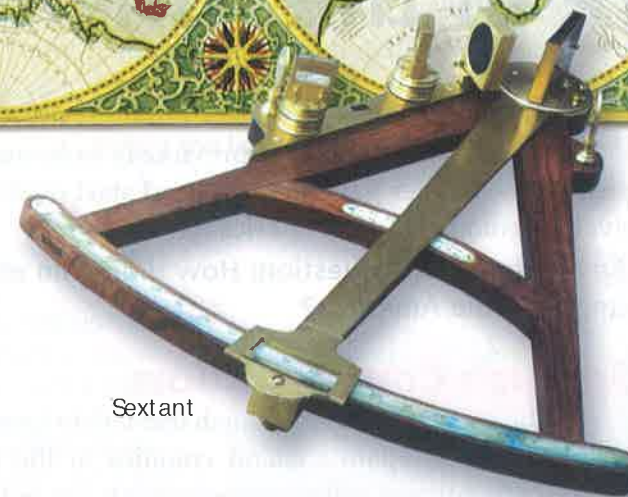


Storms at Sea

One real danger was bad weather. A violent storm could send a ship and its whole crew to the bottom of the ocean.

Getting Lost

Another real fear was that a ship might get lost in the vast, endless ocean. Fortunately, improved navigational tools, like the sextant and more accurate maps, made this danger less likely.



Sextant

Starvation

Running low on supplies at sea meant disaster. One Spanish sailor described what happened when his ship ran out of food.

"We . . . ate only old biscuit reduced to powder, full of grubs and stinking from the dirt which rats had made on it. We drank water that was yellow and stinking."

—Antonio Pigafetta, *Journal*



Piracy

When ships began to carry treasure to Europe, a new danger emerged: piracy. Pirates would attack merchant ships, steal the cargo, and often, murder the crew. Some pirates, such as Captain Kidd (shown above), became legendary for their boldness.

Analyze LIFE AT THE TIME

Imagine you are a European sailor about to go on an ocean voyage. Write a letter explaining your view of the world and why you are going on the voyage in spite of the dangers.

SECTION 2



The Indians Fear Us

“The Indians of the coast, because of some fears of us, have abandoned all the country, so that for thirty leagues not a man of them has halted.”

—Hernando de Soto, Spanish explorer and conqueror, report on expedition to Florida, 1539

◀ Hernando de Soto

Spain's Empire in the Americas

FL Next Generation Sunshine State Standards

- LA.8.1.6.3 Use context clues to understand new words
- LA.8.6.2.2 Assess, organize, synthesize, and evaluate the validity and reliability of information in text
- SS.8.A.1.1 Provide supporting details for text answers

Reading Skill

Identify Supporting Details Text includes details to support a main idea. These details might be examples, reasons, facts, or descriptions. They enable readers to understand a main idea by helping them to picture it, to make sense of its argument or to believe its accuracy. As you read Section 2, look for details that support the main ideas.

Key Terms and People

| | |
|-----------------|------------------------|
| conquistador | Bartolomé de Las Casas |
| Hernando Cortés | mission |
| Moctezuma | peninsular |
| plantation | |
| encomienda | |

Why It Matters Even though Columbus never realized that he had reached a region previously unknown to Europeans, his voyages gave Spain a head start on its European rivals in colonizing the Americas.

Section Focus Question: How did Spain establish an empire in the Americas?

Spanish Conquistadors

By the early 1500s, the Spanish had a firm foothold in the Americas. From Spain's island colonies in the Caribbean, soldier-adventurers called **conquistadors** set out to explore and conquer a world unknown to them. They hoped for riches and glory for themselves and for Spain.

Cortés and Pizarro In 1519, conquistador **Hernando Cortés** sailed from Cuba to Mexico with more than 500 soldiers. The first Native Americans he met presented him with gifts of gold.

On November 8, 1519, Cortés marched into the Aztec capital city of Tenochtitlán. As the Spaniards moved closer to Tenochtitlán, many Native Americans joined them. Conquered by the Aztecs, they hated the Aztec's brutal rule.

The Aztec leader **Moctezuma** (mohk uh ZOO muh) (also spelled *Montezuma*) met with Cortés and tried to get him to leave by offering him gold. The gold had the opposite effect. Cortés took Moctezuma hostage and claimed all of Mexico for Spain. However, the Aztecs soon rebelled and forced the Spaniards to flee.

About a year later, Cortés returned with a larger force, recaptured Tenochtitlán, and then destroyed it. In its place he built Mexico City, the capital of the Spanish colony of New Spain.

Cortés used the same methods to subdue the Aztecs in Mexico that another conquistador, Francisco Pizarro, used in South America. Pizarro landed on the coast of Peru in 1531 to search for the Incas, who were said to have much gold. In September 1532, he led about 170 soldiers through the jungle into the heart of the Inca Empire. Pizarro then took the Inca ruler Atahualpa (ah tuh WAHL puh) prisoner. Although the Inca people paid a huge ransom to free their ruler, Pizarro executed him anyway. By November 1533, the Spanish had defeated the leaderless Incas and captured their capital city of Cuzco.

Why the Spanish Were Victorious How could a few hundred Spanish soldiers defeat Native American armies many times their size? Several **factors** explain the Spaniards' success. First among these was technology. The Indians' weapons simply were no match for the armor, muskets, and cannons of the Europeans. In addition, many of the Spaniards rode horses, which the Native Americans had never before seen. Finally, the Native Americans were divided among themselves. In Peru, a civil war had just ended. In Mexico, many Native Americans hated the Aztecs.

Checkpoint Why were a few Spanish conquistadors able to defeat the larger armies of the Aztecs and Incas?

Spanish Conquistadors

The Spanish soldiers were outnumbered by the Aztecs and the Incas, yet they were able to easily defeat these empires. **Critical Thinking:** **Explain Problems** Some Native Americans sided with the Spanish against the Aztecs and the Incas. What problems might this have caused between the groups after the battle?



Vocabulary Builder

factor (FAK tor) *n.* important element of something

FL SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts



Native Americans received harsh treatment from Spaniards.

captivity, they escaped and spent two more years finding their way to Mexico City. In 1536, eight years after landing in Florida, the four survivors of the 400-man expedition returned to Spanish lands.

In Mexico City, the men related stories they had heard from Native Americans about seven great cities filled with gold far to the north. Officials asked the survivors to head an expedition to find these cities. However, only Estevanico was willing to go. In 1539, he led a group into what is now western New Mexico. When Estevanico was killed by Indians, the others returned to Mexico City.

The conquistador Francisco Coronado (koh roh NAH doh) set out with about 1,100 Spaniards and Native Americans to find the golden city. Although he never found the city, he did explore much of what is now New Mexico, Arizona, Texas, and Kansas.

While Coronado was trekking through the southwest, Hernando de Soto was searching for riches in today's southeastern United States. De Soto traveled as far north as the Carolinas and as far west as Oklahoma. He died in what is now Louisiana, in 1542, having found the Mississippi River but no cities of gold.

Checkpoint What regions in the present-day United States did Spaniards explore?

Colonizing Spanish America

At first, Spain let the conquistadors govern the lands they had conquered. However, this was not successful. In order to control its new empire, Spain created a formal system of government to rule its colonies.

Harsh Life for Native Americans Within Spain's vast empire, there was little place for Native Americans except as a source of labor. Government officials granted settlers huge tracts of land to start mines, ranches, and **plantations**—large farms worked by laborers who live on the property. To help Spanish colonists find needed workers, the Spanish government granted **encomiendas** (ehn KOH mee ehn dahz). These were land grants that included the right to demand labor or taxes from Native Americans. The Spanish forced Native Americans to work in the gold and silver mines. Many died when the tunnels caved in. Some Spaniards protested this cruel treatment. The priest **Bartolomé de Las Casas** traveled through New Spain working for reform. Largely due to Las Casas's efforts, the government of Spain ordered reform of the **encomienda** system in the mid-1500s.

Like other Europeans in the Americas, the Spanish believed they had a duty to convert Native Americans to Christianity. They set up **missions, religious settlements**, run by Catholic priests and friars. San Francisco, San Diego, San Antonio, and a number of other U.S. cities got their start as Spanish missions in the 1700s.



Spanish conquistadors explored parts of North America in the 1500s.

- (a) **Read a Map Key** List the explorers represented on the map, and briefly describe the area each one explored.
- (b) **Link Past and Present** Based on this map, in what areas of the present-day United States would you expect to find Latino influence strongest?

MapMaster Online
For: Interactive map
Visit: PearsonSchool.com/amhist

Spanish Explorers in North America

The Spanish did not limit themselves to the exploration of what we now call Latin America. In 1513, Juan Ponce de León sailed north from Puerto Rico to investigate reports of a large island. He found beautiful flowers there, so he named the place *La Florida*. Ponce de León became the first Spaniard to set foot in what is now the United States.

Exploration along Florida's west coast began in 1528, when about 400 Spaniards landed near the present-day city of St. Petersburg. Finding none of the gold they had hoped for, they marched into northern Florida. There, under attack by Native Americans, they built five crude boats and set out to sea. About 80 survivors led by Álvar Núñez Cabeza de Vaca eventually landed at present-day Galveston Island on the Texas coast.

Starvation and disease reduced their number to 15 before Indians enslaved them. Finally, only four—including Cabeza de Vaca and Estevanico, an African slave—remained alive. After six years in

Vocabulary Builder

rigid (RIH jihd) **adj.** not bending; not flexible

Identifying Supporting Details

Identify two details in these two paragraphs that support the following main idea: *Spain created a formal system of government in America to rule the vast regions it claimed.* Explain how the details support the main idea.

The Trade in Humans As the death toll for Native Americans continued to rise, Spanish colonists looked across the Atlantic Ocean for a new source of labor.

In 1517, Spain brought about 4,000 Africans to the Caribbean islands and forced them to work there. By the middle of the 1500s, the Spaniards were shipping about 2,000 enslaved Africans each year to Hispaniola alone. You will read about the growing slave trade in another chapter.

Society in the Spanish Colonies A **rigid** social system based on birthplace and ethnic group developed in the Spanish colonies. At the top of the social structure were the **peninsulares**, **Spanish colonists who had been born in Spain**. Almost all government officials came from this class. Colonists born in America of two Spanish parents were called **Creoles**. Generally, Creoles also held important positions. Many of the wealthiest merchants and plantation owners were Creoles.

People of mixed parentage were lower on the social ladder. **Mestizos**, people of Spanish and Indian heritage, could achieve economic success as ranchers, farmers, or merchants. But entrance into the upper levels of society was impossible for them. Below mestizos were **mulattos**—people of Spanish and African heritage. Native Americans and African Americans were held at the bottom of society. This rigid class system helped Spain keep control of its empire in the Americas for more than 300 years.

Checkpoint How were Native Americans treated under the **encomienda** system?

Looking Back and Ahead The resentment and tensions caused by the rigid class system eventually provided the seeds for revolutions in the early 1800s that ended Spain's American empire.

FL LA.8.1.6.3, LA.8.6.2.2, S.8.A.1.1

Section 2 Check Your Progress

Comprehension and Critical Thinking

- (a) Identify** What parts of the North American continent did Spanish conquistadors explore?
(b) Apply Information How did the conquistadors help establish the Spanish Empire in the Americas?
- (a) Identify** What was the lasting accomplishment of Bartolomé de Las Casas?
(b) Summarize How would you describe the lives of Native Americans in New Spain?

Reading Skill

- Identify Supporting Details** Read the text following the sub-heading "Society in the Spanish Colonies." Identify three details that support its main idea: A rigid social system, based on birthplace and ethnic group, developed in Spain's colonies over time. Explain how the details support the main idea.

Key Terms

- Write two definitions for each of the following key terms: **conquistador**, **plantation**, **mission**.

Progress Monitoring Online

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Visit: PearsonSchool.com/amhist

peninsular. First, write a formal definition for your teacher. Second, write a casual definition in everyday English for a classmate.

Writing

- (a)** Prepare an outline you would use to write an essay describing the effects of Spanish colonization in the Americas.
(b) Then, write several sentences describing the views of Bartolomé de Las Casas and a conquistador about Spanish rule in the Americas.

SECTION 3



Blood-Thirsty Adversaries

"... Aldermen of this great City waited?... to stand by and support her Majesty at this critical Juncture... when her invaluable Life, the true Protestant Religion, and all the Privileges of free-born Englishmen are threatened by an open Attack from our bigoted and blood-thirsty Adversaries the Spaniards."

—*The English Mercurie*, on the approach of the Spanish Armada, 1588

◀ English warships engage the invading Spanish Armada.

Europeans Compete in North America

FL Next Generation Sunshine State Standards

- LA.8.1.6.1 Use vocabulary that is introduced and taught directly
- SS.8.A.2.1 Compare relationships among countries colonizing North America

Why It Matters Spain's empire in the Americas increased Spain's wealth and power. As a result, the rulers of other European countries grew jealous. The Protestant Reformation was another source of tension. After the Roman Catholic Church rejected Martin Luther's demands for reform, Luther and other protesters formed new Protestant churches. The Protestant Reformation plunged Europe into a long series of wars between Catholic and Protestant forces.

Section Focus Question: How did conflicts in Europe spur exploration in North America?

Reading Skill

Identify Implied Main Ideas Sometimes a portion of text does not state the main idea directly. However, the text still has a main idea. This idea is implied, or suggested, by the many details contained in the text. You can identify this idea by reading all the details and developing an idea that fits all of them. State the idea to yourself in a sentence, then reread the text and confirm that the details do support it.

Key Terms and People

mercantilism
John Cabot

northwest passage
Henry Hudson

Conflicts in Europe

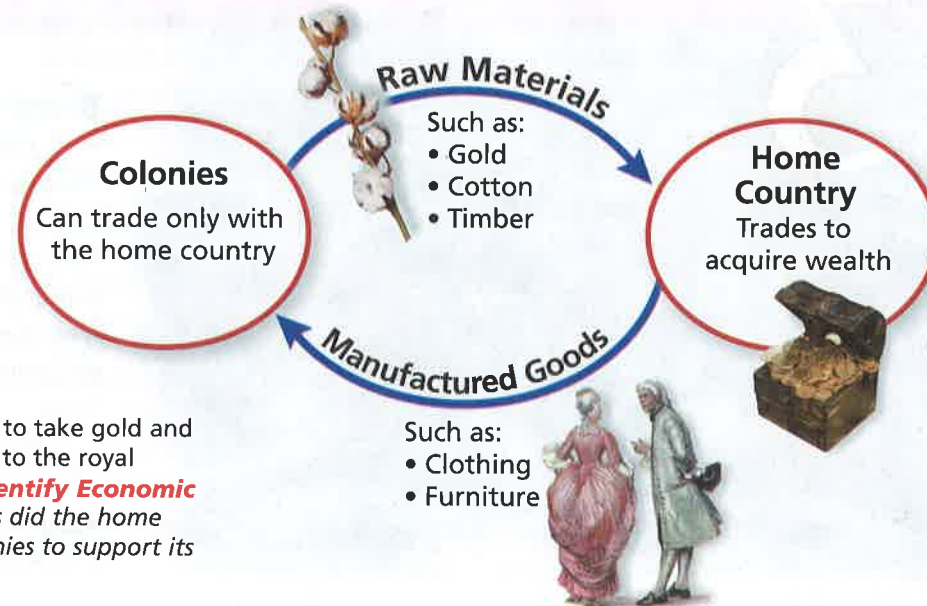
As the appeal of the Reformation increased, the split between the Catholics and the Protestants increased religious and economic tensions between countries in Europe.

Religious Conflicts By 1530, the rulers of Sweden, Denmark, and several European states had split with the Roman Catholic Church and set up Protestant churches in their countries. Elsewhere in Europe, the teachings and writings of Swiss thinker John Calvin had a great influence on the development of Protestant churches in France, Switzerland, Scotland, and the Netherlands.

English Protestants found a supporter in King Henry VIII. Henry was married to Catherine of Aragon, the daughter of King Ferdinand and Queen Isabella of Spain. When Catherine did not produce a male heir to the English throne, Henry sought to divorce her and remarry.

Mercantilism

European leaders of the time believed that the purpose of colonies was to benefit the home country. This belief was part of an economic theory known as mercantilism. According to this theory, a nation became strong by building up its gold and silver supply. One way to do this was to take gold and silver from colonies and send it to the royal treasury. **Critical Thinking: Identify Economic Benefits and Costs** What risks did the home country take in relying on colonies to support its economy?



Because Catholic law does not permit divorce, Henry asked the pope to annul, or cancel, his marriage. This had occurred before. Popes had annulled royal marriages. The pope's refusal to grant the annulment caused Henry to break with the Roman Catholic Church in 1533. He set up a Protestant church and named it the Church of England.

Economic Conflicts Religious tensions created by the Reformation inflamed rivalries that already existed among the nations of Europe. Wars were common and alliances often shifted. This uncertainty made European rulers believe they could not depend on one another to protect their country's security.

For example, Spain was unwilling to depend on Italian or Portuguese traders. As a result, the Spanish monarchs eagerly supported Columbus's search for a new route to Asia. The Spanish thought that if they could start colonies there, goods from those colonies would make Spain wealthy and powerful. Most importantly, the Spanish hoped Asian colonies would provide gold. Nearly every European nation sought gold to pay for its wars and help strengthen its armies. In fact, Spain required one fifth of all gold that Spaniards found to be sent to the king. This requirement was part of a system widely followed at the time, called mercantilism (MER kuhn tihl ihz uhm). The system of **mercantilism held that colonies existed to make the home country wealthy and powerful.**

The Spanish Armada England's King Henry VIII died in 1547. He was succeeded by his son Edward, who ruled only a short time before he died, too. The throne then passed to Mary I, who made plans to **restore** the Roman Catholic Church in England. However, Mary died in 1558 and Elizabeth I, a Protestant, took the throne.

The rule of the Protestant Queen Elizabeth I renewed the rivalry with Roman Catholic Spain. Spain's King Phillip II hoped to make England a Catholic nation again. Relations were also strained by English raids on Spanish ships at sea. Many of these ships carried gold from the Americas. The Spanish also resented English assistance to rebels trying to win independence in the Spanish **province** of Holland.

In 1588, Phillip assembled a fleet of 130 warships known as the Spanish Armada. Phillip hoped to force Elizabeth from the throne. A fleet of English ships met the Spanish off the coast of France. The smaller and faster English ships sank many of the Spanish ships. Barely half of the Spanish Armada returned to Spain.

The defeat of the Spanish Armada changed the balance of power in Europe. Spain was weakened and so was its control of the seas. This enabled countries like England and France to found colonies in the Americas. Europe's religious and economic conflicts were not settled by the defeat of the Armada, however. As England and France founded colonies, these conflicts spread to the Americas.

Checkpoint How did economic concerns among European nations lead to conflicts?

Asia Continues to Beckon

Columbus's return from his first voyage interested another Italian explorer, **John Cabot**. Cabot decided that a more northern route to Asia would be shorter and easier.

The Northern Voyages Neither Spain nor Portugal had any interest in Cabot's ideas. However, the English were interested enough to finance a voyage of exploration. Cabot left England with one ship, in May 1497. He crossed the North Atlantic and explored the region around Newfoundland. On a second voyage in 1498, Cabot may have explored the North American coast as far south as Chesapeake Bay. However, we cannot be sure. His ships disappeared without a trace.

Europeans soon realized that the lands Cabot had reached were not Asia, but a land they had never seen. England, France, and Holland all financed voyages of exploration to North America. These voyages focused on finding a **northwest passage, a sea route from the Atlantic to the Pacific that passed through or around North America.**

In 1524, another Italian explorer, Giovanni da Verrazano (veh rah TSAH noh), searched for such a passage for King Francis I of France. Verrazano explored the Atlantic coastal region from North Carolina to Newfoundland. In doing so, he discovered the mouth of the Hudson River and New York Bay. French explorer Jacques Cartier (kar tee YAY) made three trips to North America for France. In searching for a northwest passage, he discovered the St. Lawrence River and explored it as far as present-day Montreal.

FL SS.8.A.2.1 Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America

Vocabulary Builder

province (PRAHV ahns)
n. territorial district of a country

FL SS.8.A.2.1 Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America

Identify Implied Main Ideas

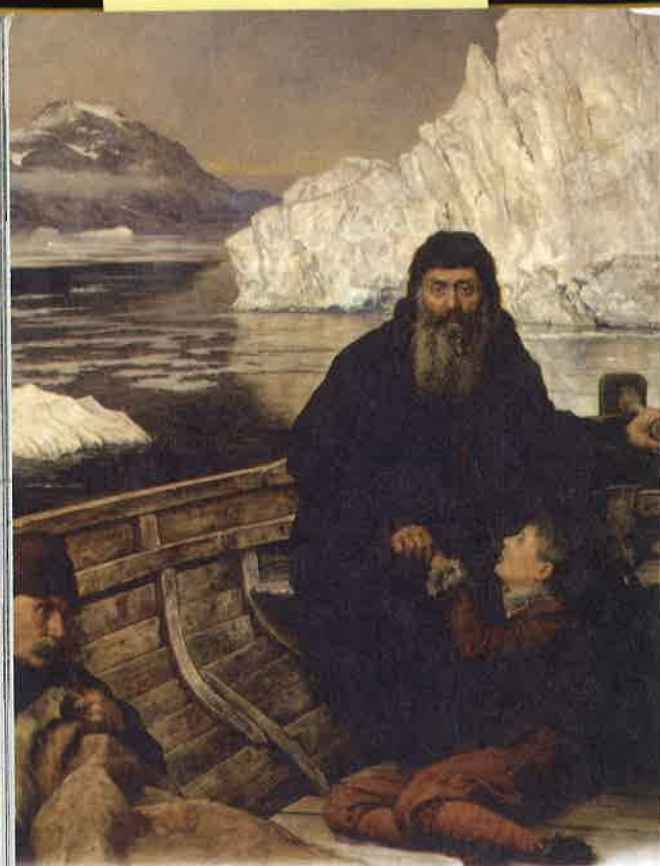
What is the implied main idea of the text you have read so far in this section?

Vocabulary Builder

restore (ree STOR) **v.** to give back something taken away



Queen Elizabeth I



With his son and a few loyal crew members, Henry Hudson was set adrift, by mutineers, in Hudson Bay. They died a lonely death somewhere on the bay.

English explorer **Henry Hudson** made four voyages in search of a northwest passage. Two voyages in the Arctic Ocean, during 1607 and 1608, were unsuccessful, and Hudson's English backers gave up on him. However, the Dutch grew interested in his activities and financed a third expedition in 1609. Crossing the Atlantic, Hudson reached what is now New York and explored up the river that today bears his name.

Hudson's discoveries on his third voyage convinced the English to sponsor a fourth voyage in 1610. Hudson again sailed into the Arctic, looking for a passage to the Pacific. He reached as far as Hudson Bay, which also is named for him, before the icy waters forced a halt to the voyage. In the spring of 1611, Hudson's crew, unhappy about spending the winter in this harsh land, grew desperate. They mutinied and set the explorer, his teenage son, and seven loyal crew members adrift in a small boat. The mutineers returned to England. Like John Cabot, Hudson was never heard from again.

Checkpoint Why did explorers continue to look for routes to Asia?

★ Looking Back and Ahead Hudson's last voyage marked the end of serious efforts to find a northwest passage. Europe's attention shifted to the lands that the voyagers had explored. In these lands, explorers reported, were vast amounts of timber, fish, and other resources. Europeans began to think of North America not as an obstacle blocking their way to Asia but as a land to be exploited for profit.

FL LA.8.1.6.1, SS.8.A.1.2, SS.8.A.2.1

Section 3 | Check Your Progress

Comprehension and Critical Thinking

- (a) Recall** How did the Reformation lead to religious conflict in Europe?
- (b) Apply Information** Why do you think the religious tensions that developed during the Reformation among European nations spread to the Americas?
- (a) Summarize** How did the defeat of the Spanish Armada change the political balance of power among European countries?

(b) Analyze Cause and Effect How did the shift in the political balance of power affect the exploration of North America?

Reading Skill

- Identify Implied Main Ideas** Find the implied main idea of the text under the heading "Asia Continues to Beckon." Then, combine this main idea with the main idea you identified under the heading "Conflicts in Europe" to state a single main idea for both of these portions of text.

Key Terms

Complete each of the following sentences so that the second part further explains the first part and clearly shows your understanding of the key term.

- Spain's economy was based on the system of **mercantilism**, under which _____.
- European explorers searched for a **northwest passage**, _____.

Writing

- Why do you think Spain and Portugal refused to support John Cabot's proposed voyage? Write a paragraph explaining your views.

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Settlement of New France

"Acting upon the information which has been given us by those who have returned from New France, respecting the good quality and fertility of the lands of that country, and the disposition of the people to accept the knowledge of God, We have resolved to continue the settlement previously undertaken there. . . ."

—Proclamation by the King of France to continue settling New France, 1608

◀ Settlement of Quebec in New France, 1608

France and the Netherlands in North America

FL Next Generation Sunshine State Standards

- LA.8.1.6.3** Use context clues to determine meanings of unfamiliar words
- SS.8.A.2.1** Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America
- SS.8.E.2.1** Analyze contributions of key people to developing U.S. economy
- SS.8.G.2.2** Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications

Reading Skill

Combine Main Ideas to Construct Meaning

Several main ideas are developed in each section in this textbook. Use the red heads to identify the bigger main ideas. The blue heads introduce text that further develops the main ideas. As you read Section 4, identify the main ideas and the ways in which the information helps you to understand these ideas.

Key Terms and People

Samuel de Champlain
coureur de bois

Jacques Marquette
alliance

Why It Matters European countries competed for the best trade routes and for control of lands in North America. In the early 1600s, England, France, and the Netherlands sent explorers to North America and staked claims to land there.

Section Focus Question: What impact did the establishment of French and Dutch colonies in North America have on Native Americans?

New France

The French began to settle colonies in the early 1600s. In 1603, **Samuel de Champlain** made the first of 11 voyages to explore and map the lands along the St. Lawrence River. In 1608, Champlain established a settlement on the banks of the St. Lawrence, which he named Quebec. From this base he ventured east, in 1609, and explored the large lake on the border of present-day Vermont and New York that bears his name. His activities gave the French an influence in the region that lasted 150 years.

Life in New France New France, as the French colony was called, developed in quite different ways than New Spain. As you know, the Spanish sought gold, silver, and other precious minerals. The French, on the other hand, profited from fish and furs. The Spanish forced Native Americans into harsh labor. The French traded with Native Americans for the animal skins so highly valued in Europe. Beaver skins sent to Europe and made into hats were a profitable item.



French Explorations in North America



MAP MASTER

Skills Activity

French explorers visited large areas of the North American interior, on foot or by canoe.

- (a) **Read a Distance Scale** Find the route taken by La Salle. About how many miles did he travel from Montreal to the mouth of the Mississippi River?
- (b) **Make Predictions** What kinds of rivalries do you think the French explorations started?

MapMaster Online

For: Interactive map
Visit: PearsonSchool.com/amhist

Vocabulary Builder

decline (dee KĪN) *v.* to lessen in force, health, strength, or value

This pattern was set during Champlain's first days in the Americas. He established the colony's first settlement—a trading post—in what is today Nova Scotia, in 1604. As he continued to explore the region, he convinced local Indians to bring pelts to the trading posts established by the French. Trading posts such as Quebec City and Montreal became busy centers of commerce.

Brave employees of the fur companies paddled large canoes into the wilderness to find and acquire pelts from Native Americans. *Coueurs de bois*, the French term for "runners of the woods," were independent traders who lived among the Indians. Many of them married Indian women and started families.

Not until the late 1600s did French colonists begin to farm in large numbers. One reason for this change was that the market for furs in Europe was in decline. Another reason was the disruption that Indian wars brought to the fur trade. Still another was the 3,000 French settlers—including many single young women—that King Louis XIV sent to New France in the 1660s. After the new settlers arrived, the population began to expand. New France had about 5,000 colonists by 1672.

Exploring the Mississippi The same economic and religious motives that established New France also inspired its expansion. By 1670, French missionary **Jacques Marquette** had founded two missions along the Great Lakes, in present-day Michigan. Meanwhile, French traders explored the Great Lakes area looking for new sources of furs.

In 1673, Father Marquette and Louis Joliet, a French Canadian trader, paddled their canoes along the shores of Lake Michigan to what is now Green Bay, Wisconsin. They made their way west until they reached the Mississippi River. For the next month they followed the river downstream, thinking that it might be the long-sought northwest passage. In July, the group reached the Mississippi's junction with the Arkansas River. Convinced that the Mississippi flowed into the Gulf of Mexico and not into the Pacific Ocean, they returned home.

Although Marquette and Joliet did not find a northwest passage, they provided the French with a water route into the heart of North America. The river's exploration was completed in 1682 by René Robert Cavelier, also known as La Salle. Reaching the river's mouth at the Gulf of Mexico, La Salle claimed the entire Mississippi Valley for France. He named the region Louisiana, in honor of King Louis XIV.

Checkpoint What was the goal of the voyage of Marquette and Joliet on the Mississippi?

FL SS.8.A.1.7 View historic events through eyes of those there, through art



Vocabulary Builder

motive (MOH tihv) *n.* inner drive that causes a person to do something

Combine Main Ideas to Construct Meaning

Identify three main ideas from the paragraphs following the subheading "Life in New France." Then, state the big idea of these paragraphs.

Exploring the Mississippi

This drawing shows Father Marquette and Louis Joliet traveling the unknown waters of the Mississippi River. **Critical Thinking: Draw Conclusions** How would settling the Mississippi Valley benefit New France?

Links Across Time

Wall Street

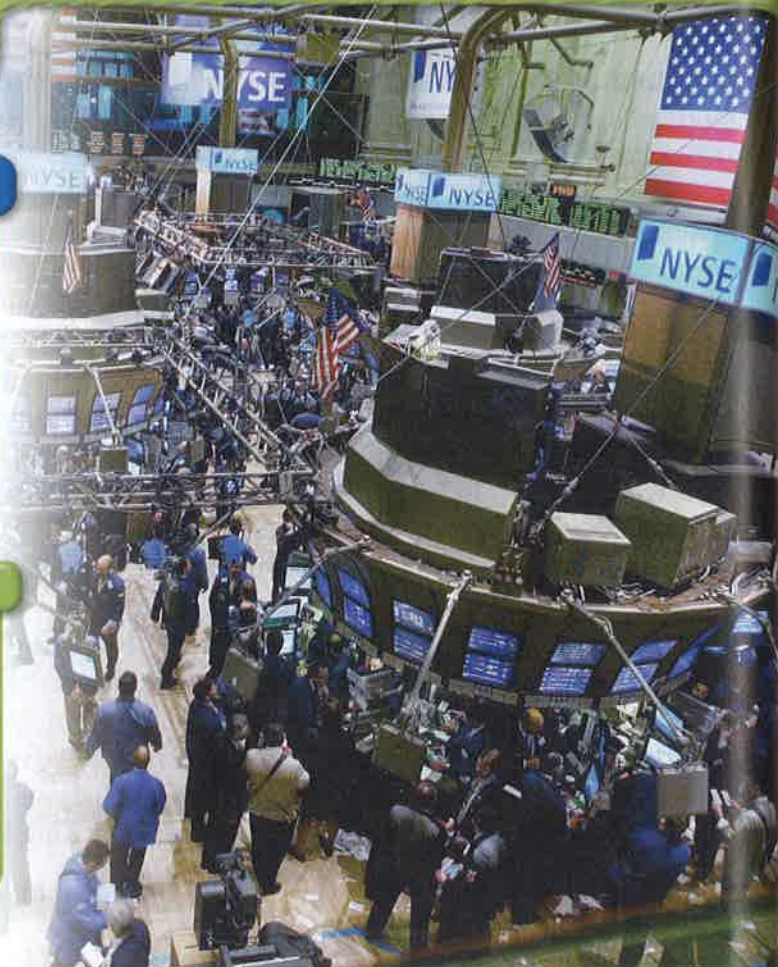
Late 1600s Built in 1653, a wall at the lower end of Manhattan protected Dutch settlers from outside attacks. Gradually, the path by the wall became an important place for merchants and traders.

1792 The New York Stock Exchange began in lower Manhattan where a group of New York businessmen met daily to buy and sell stocks. Today, Wall Street is part of the thriving commerce of New York City.

Link to Today

Wall Street Today How has the role of Wall Street changed in today's financial market? Go online to find out more about Wall Street today.

For: Wall Street in the news
Visit: PearsonSchool.com/amhist



FL SS.8.A.2.1 Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America

New Netherland

Dutch land claims in North America were based on Henry Hudson's exploration of the Hudson River. In 1610, Dutch traders arrived in the Hudson River valley and began a busy trade with Native Americans. The trade was so profitable that the Dutch West India Company decided to establish a permanent colony in what the Dutch called New Netherland.

In 1624, about 300 settlers arrived from the Netherlands. Most of them settled at Fort Orange, a fur-trading post that was later renamed Albany. In 1626, another group settled at the mouth of the Hudson River. The colony's governor, Peter Minuit, purchased the island from nearby Indians. The colonists named their new home New Amsterdam. The town grew steadily as new colonists arrived. By 1653, it had a population of about 800.

New Netherland was a barrier to the English. It kept English settlers from moving westward. In 1664, English forces seized New Netherland. The new territory was renamed New York, after the king's brother, the Duke of York.

 **Checkpoint** Why did the Dutch establish settlements along the Hudson River?


The Impact on Native Americans

As you have read, Native Americans provided fur pelts to French and Dutch traders. The Europeans gave Native Americans manufactured goods, such as cloth, iron pots and tools, and guns. Ultimately, however, the fur trade had a grave effect on Native Americans.

The French and the Dutch each made alliances with Native American peoples. An **alliance** is an agreement between parties that benefits them both. Long before the Hurons became trading partners with the French, the Iroquois and the Hurons were enemies. The Hurons became partners with the French, and the Dutch had an agreement with the Iroquois. The Iroquois, using guns from the Dutch, began to attack the Hurons. The attacks were devastating to the Hurons.

Even worse were the diseases caused by contact with Europeans. Furthermore, the overtrapping of animals weakened the food chain on which Native Americans depended. As the fur-bearing animals disappeared, the Native Americans' value to the colonists decreased. Instead, Native American land became more valuable to the colonists.

 **Checkpoint** How did the French and Dutch settlements affect Native Americans?

 **Looking Back and Ahead** England did not stand by as France and Holland carved out colonies in North America. As English colonies spread over the Atlantic shores of North America, their competition with New France and New Netherland grew.



Dutch traders with Iroquois

FL LA.8.1.6.3, SS.8.A.2.1, SS.8.G.2.2

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Section 4 Check Your Progress

Comprehension and Critical Thinking

- (a) **Describe** How did the colonists in New France support themselves?
(b) **Compare and Contrast** How did the economic activities of New France compare with those of New Spain?
- (a) **Identify** Name two Dutch settlements in the Americas.
(b) **Apply Information** How did the geographic location of these settlements contribute to their success?

Reading Skill

- Combine Main Ideas to Construct Meaning** What is the big idea of Section 4? What smaller main ideas work together to support this big idea?

Key Terms

- Answer the following questions in complete sentences that show your understanding of the key terms.
- Who were the *coureurs de bois*, and how did they contribute to the economic success of New France?

- What were the consequences of the Dutch **alliance** with the Iroquois for the Hurons?

Writing

- In Section 2, you read about Bartolomé de Las Casas's observations concerning relations between the Spaniards and the Native Americans. Write similar eyewitness accounts of relations between Native Americans and (a) the French and (b) the Dutch in the Americas.



21st Century Learning

When you study history, you generally read about events in the sequence, or order, in which they happened. One way to understand the sequence of historical events is by creating a timeline. A timeline identifies major events and the dates that each took place. You should read a horizontal timeline from left to right. Reading a timeline helps you judge how events could be related in time.



SS.8.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect

Exploring the Americas



Learn the Skill

Use these steps to understand sequence.

- 1 Identify the time period covered in the timeline. Look for the beginning date and the ending date.
- 2 Figure out the intervals between each date on the timeline. Timelines are always divided into time periods of equal length, such as 10, 50, or 100 years.
- 3 Add additional events. Include other important historical events on the timeline, based on your reading of the text.
- 4 Draw conclusions. Use the timeline to draw conclusions about the events that took place during a particular period in history. Framing questions based on the timeline can help you draw sound conclusions.

Practice the Skill

Answer the following questions about the timeline on this page.

- 1 Identify the time period covered in the timeline. (a) What is the date of the first event? (b) What is the date of the last event?
- 2 Figure out the intervals between each date on the timeline. How many years are there between each major date on the timeline?
- 3 Add additional events. What other events might you add to this timeline? Why?
- 4 Draw conclusions. How does the timeline show conflict among European nations during this period?

Apply the Skill

See the Review and Assessment at the end of this chapter.



What were the causes and effects of European exploration of the Americas?

Section 1
The Age of Exploration

- The Vikings set up a colony in Newfoundland.
- Christopher Columbus, seeking a sea route to Asia, reached the West Indies in 1492 instead.
- European explorers continued to explore and colonize the Americas.
- The Columbian Exchange resulted in the transfer of products, people, and ideas between Europe and the Americas.

Section 2
Spain's Empire in the Americas

- Spanish conquistadors conquered Native American civilizations in the Americas.
- As the Spanish Empire grew, Native American workers were harshly treated.
- A strict class system developed in Spain's American colonies.

Section 3
Europeans Compete in North America

- During the Reformation, the authority of the Roman Catholic Church was challenged.
- The defeat of the Spanish Armada undermined Spanish control of the seas.
- European explorers continued to seek a northwest passage to Asia.

Section 4
France and the Netherlands in North America

- Colonists in New France established a fur trade with Native Americans.
- The Dutch established permanent settlements in what is now the northeastern United States.
- The French and Dutch settlements had a negative impact on Native American life.



Exploring the Essential Question

Use the online study guide to explore the essential question.

Section 1
How did the search for a water route to Asia affect both Europe and the Americas?

Section 4
What impact did the establishment of French and Dutch colonies in North America have on Native Americans?

Chapter 2 Essential Question
What were the causes and effects of European exploration of the Americas?

Section 2
How did Spain establish an empire in the Americas?

Section 3
How did conflicts in Europe spur exploration in North America?

Key Terms

Complete each of the following sentences so that the second part further explains the first part and clearly shows your understanding of the key term.

- Hernando Cortés and Francisco Pizarro were Spanish **conquistadors**_____.
- Because Spain's empire in the Americas needed workers, the government issued **encomiendas**_____.
- In the 1500s and 1600s, many European nations practiced **mercantilism**_____.
- During a time of war, it may help to form an **alliance**_____.

Comprehension and Critical Thinking

- Recall** What discoveries did Balboa and Magellan make on their voyages?
 - Apply Information** How did the achievements of those explorers change the way in which people viewed their world?
- Identify** What were some of the products exchanged between Europe and the Americas as a result of the Columbian Exchange?
 - Link Past and Present** What kinds of cultural and economic exchanges occur between nations today?
- Recall** How did the Spanish government bring order to new Spanish settlements being developed in Spanish colonies?
 - Apply Information** How does the image below show how religion was used to bring order to the settlements?



- List** List three ways that French and Dutch colonists affected the lives of Native Americans.
 - Explain Problems** Why do you think England felt it was a problem when they learned of the presence of French settlements in the valleys of the Ohio and the Mississippi rivers?
- Recall** What role did gold play in the economy of Europe during the 1500s?
 - Identify Costs** How did mercantilism affect the growth of colonies in the Americas?

History Reading Skill

- Identify Main Ideas and Details** Identify the main idea of Section 2. Find details to support the main idea.

Writing

- Write two paragraphs:**
Discuss the causes and effects of European exploration in the Americas.
Your paragraphs should:
 - begin with a thesis statement that expresses a main idea about the beginning of European exploration in the Americas;
 - support the main idea with facts, examples, and other information about the era;
 - use chronological order as much as possible.
- Write a Persuasive Speech:**
The year is 1510. You are an adventurer eager to continue the attempt to find a route to Asia. Prepare a speech you will give to persuade a monarch that spending money on this voyage is a wise decision.

Skills for Life

Understand Sequence

Use the chapter timeline on pages 34–35 to answer the following questions.

- What time period is covered in the timeline?
- Into what time intervals is the timeline divided?
- When did the French establish Quebec?
 - How many years later did Marquette and Joliet explore the Mississippi?
- What additional events might you add to the timeline? Why?
- What trend does this timeline show? Explain.

Document-Based Assessment

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- MA.8.A.1.3 Use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations
- SS.8.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments

Effects of the Columbian Exchange

The Columbian Exchange was a worldwide movement of plants, animals, and ideas that strongly influenced the lives of Native Americans, for both good and bad. In Document B, a Spanish conquistador describes the Aztec capital in 1521. Document C was written by a Native American writer in the 1800s.

Document A



Dutch traders with Iroquois

Document B

"All the houses and stockades in the lake were full of corpses. . . . It was the same in the streets and courts. . . . We could not walk without treading on the bodies and heads of dead Indians. . . . Indeed, the stench was so bad that no one could endure it . . . and even Cortés was ill from the odors which assailed his nostrils."

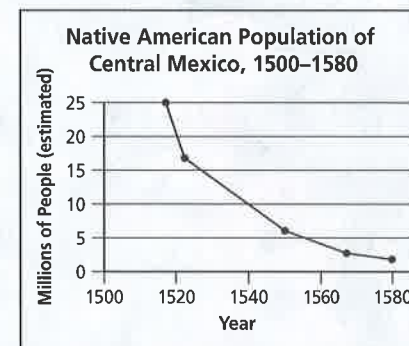
—From Bernarl Diaz del Castillo, a traveler who accompanied Hernando Cortés

Document C

"Crazy Horse loved horses, and his father gave him a pony of his own when he was very young. He became a fine horseman and accompanied his father on buffalo hunts, holding the pack horses while the men chased the buffalo and thus gradually learning the art. In those days the Sioux had but few guns, and the hunting was done with bows and arrows. . . . [W]hen he was about twelve he went to look for the ponies with his little brother . . . the brothers were startled by the growl and sudden rush of a bear. Young Crazy Horse pushed his brother up into the nearest tree and himself sprang upon the back of one of the horses, which was frightened and ran some distance before he could control him. As soon as he could, however, he turned him and came back, yelling and swinging his lariat over his head. The bear at first showed fight but finally turned and ran. The old man who told me this story added that young as he was, he had some power, so that even a grizzly did not care to tackle him."

—From *Indian Heroes and Great Chieftains* by Charles Eastman, 1918

Document D



Source: Nicolás Sánchez-Albornoz, *The Population of Latin America*

The population of Central America declined sharply after the arrival of Europeans.

Analyzing Documents

Use your knowledge of the Columbian Exchange and Documents A, B, C, and D to answer questions 1–4.

- How does the scene in Document A illustrate the Columbian Exchange?
 - Native Americans did not know how to hunt until the Europeans brought weapons.
 - Europeans brought guns to North America.
 - Native Americans did not live on the Plains until they had European clothing.
 - The Spanish replaced cattle with buffalo.
- What do Documents B and D have to do with the Columbian Exchange?
 - European diseases killed many Native Americans.
 - The Spanish killed the Aztecs when they arrived in the capital.
 - European medicine could not cure Native Americans.
 - The Native American population declined before the Columbian Exchange began.
- What does Document C tell you about the Sioux?
 - Sioux boys could only ride pack horses.
 - They did not respect Crazy Horse.
 - They depended on and revered the horse.
 - They hunted bears with horses.
- Writing Task** How did the coming of Europeans alter Native American life? Use documents from this page and information from the chapter to write a letter from a European visitor to the United States that answers this question.