

# Many Cultures Meet

## Prehistory–1550





# ORIGINS OF A NEW NATION

## CONTENTS

### CHAPTER 1

**Many Cultures Meet**  
(Prehistory–1550)

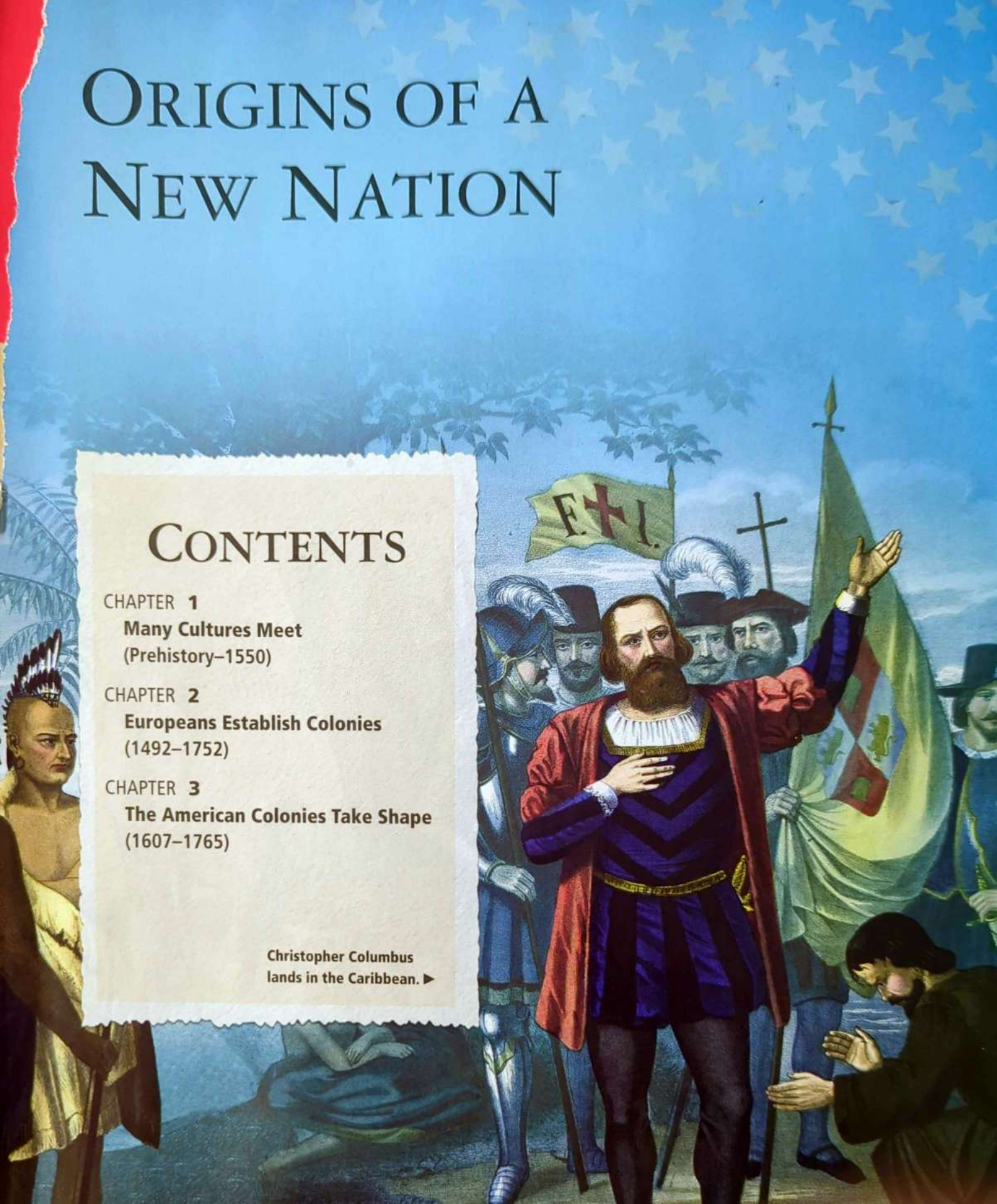
### CHAPTER 2

**Europeans Establish Colonies**  
(1492–1752)

### CHAPTER 3

**The American Colonies Take Shape**  
(1607–1765)

Christopher Columbus  
lands in the Caribbean. ►







▲ Portrait of a Blackfoot woman by artist George Catlin

## WITNESS HISTORY AUDIO

### The First People

Scholars have studied where the first people of the Americas came from. Many American Indian groups have their own stories about how they came into being. This story comes from the Blackfoot people:

“One day Old Man decided that he would make a woman and a child. So he formed them both of clay. . . . After he had made the clay into human shapes, he said to it, “You must be people.” And then he covered it up and went away. The next morning he went to the place and took off all the covering, but the clay had changed little. The fourth morning, he went to the place . . . and said “Get up and walk. They did so. . . . And that is how we came to be people. It was he who made us.”

—Story of the origin of the Blackfoot people

# The American Indians

## Objectives

- Explain how American Indians may have come to North America.
- Describe the process by which different American Indian groups and cultures developed.
- Describe the major culture areas prior to the arrival of Europeans in North America.

## Terms and People

ice age	Aztecs
migrate	adobe
Mayas	Iroquois League

## NoteTaking

**Reading Skill: Identify Main Ideas** As you read this section, complete an outline like the one below with the main ideas.

- I. The First People of the Americas
  - A. Paleo-Indians
    - 1.
    - 2.

**Why It Matters** The people who first inhabited North and South America found a land rich in resources and varied in geographic features. As they spread out across the land, they developed distinctive ways of living and surviving. Their cultures represent a central part of our heritage and history. **Section Focus Question:** How did the spread of civilization begin in the Americas?

## The First People of the Americas

Scholars refer to the first humans to live in the Americas as Paleo-Indians. They think these people came from Siberia, a region in Asia that lies just across the narrow Bering Strait from Alaska. Scholars disagree, however, about when and how the Paleo-Indians arrived.

**People Migrate to the Americas** Until recently, most scholars insisted that the first Americans were hunters who arrived about 15,000 years ago. At that time, the world was experiencing an **ice age**, a time lasting thousands of years during which the Earth was covered by ice and glaciers. Much of the planet's seawater was frozen in polar ice caps. Therefore, the sea level fell as much as 360 feet below today's level. The lower sea levels exposed a land bridge between Siberia and Alaska. Scholars believe Paleo-Indian hunters crossed this land bridge in pursuit of their favored prey—immense mammals such as mammoths, mastodons, and giant bison.



However, some scholars today theorize that the first Americans **migrated**, or traveled, from Asia as many as 40,000 years ago. These were coastal peoples who gathered wild plants and hunted seals and small whales. According to this view, the first people to arrive in the Americas arrived in small boats, eventually working their way down the west coasts of North and South America.

**Paleo-Indians Adapt to Climate Change** Scholars do agree that about 12,000 to 10,000 years ago, the climate warmed. As temperatures rose, the polar ice melted and the oceans rose close to present-day levels. Together, the warming climate and the spread of skilled Paleo-Indian hunters killed off the mammoths and other large mammals. Meanwhile, the environment became more **diverse**. The northern grasslands shrank while forests expanded northward.

Paleo-Indians adapted by relying less on hunting large mammals and more on fishing and on gathering nuts, berries, and roots. They also developed tracking techniques needed for hunting small, mobile animals such as deer, antelope, moose, elk, and caribou. The broader array of new food sources led to population growth. As the population grew, it expanded throughout the North and South American continents.

**Diverse Cultures Emerge** The Indians became culturally diverse as they adapted to their varying local climates and environments. Overtime, their languages, rituals, mythic stories, and kinship systems became more complex and varied. By 1492, the American Indians spoke at least 375 distinct languages, including Athapaskan, Algonquian, Caddoan, Siouan, Shoshonean, and Iroquoian. Each language group divided into many ethnic groups later called tribes or nations. In turn, these subdivided into many smaller groups that identified with a particular village or hunting territory. Each group was headed by a chief, who was usually advised by a council of elders.

**The Beginnings of Agriculture** Some of these peoples learned how to domesticate wild plants, so that they could be planted and grown for food. About 3,500 years ago in central Mexico, American Indians developed three important crops: maize (corn), squashes, and beans. The expanded food supply promoted population growth, which led to larger, permanent villages. In Mexico, some villages grew into great cities ruled by powerful chiefs. Residents built large pyramids topped with temples. By carefully studying the sun, moon, and stars, the Mexican peoples developed precise calendars of the seasons and the days. Along the Gulf of Mexico and the Caribbean coast, the leading peoples were the Olmecs and later the **Mayas**. In the highlands of central Mexico, the **Aztecs** became the most powerful people.

From Mexico, the methods of learning how to plant, cultivate, and harvest crops slowly spread northward. By about A.D. 1200, crop cultivation was common in the American Southwest, Midwest, Southeast, and parts of the Northeast.

In some places, people clung to a traditional mix of hunting, gathering, and fishing. Some lived in regions that were too cold or dry for farming, such as

#### Vocabulary Builder

**diverse**—(duh VERS) *adj.* varied

#### Geography Interactive

For: Interactive map  
Web Code: ncp-0102

### Migration to the Americas



**Map Skills** The first people to come to the Americas spread slowly across the continents.

- Regions** What part of North America was filled with glaciers?
- Analyze Information** What geographical features may have caused people to keep moving south?



the frigid subarctic regions of Alaska, the Sierra Nevada, the Rocky Mountains, and the arid western Great Plains and Great Basin. In addition, coastal peoples of present-day California and the Pacific Northwest did not need to farm because their fishing—usually for salmon—and their gathering of nuts, seeds, and berries was so productive.



**Checkpoint** How did the ice age lead to the migration of people to the Americas?

## Early American Indian Cultures

As you just read, early people grew in numbers and developed permanent villages in areas where farming was practiced. A little more than 2,000 years ago, such villages began to appear in what would later become the United States.

**The Southwest** The first farming villages north of present-day Mexico emerged in the arid Southwest. There, the cultivation of crops required building ponds, dams, and ditches in order to irrigate, or bring water to, the fields. Building such complex systems required leadership by a group of priests and chiefs.

The Hohokams lived in the Gila and Salt river valleys of present-day southern Arizona. Over the course of their history, they built more than 500 miles of irrigation canals. The Hohokam irrigation canals were so elaborate that later peoples referred to the Hohokams as Canal Builders. In their largest village, about 1,000 people inhabited row houses built of **adobe**, a type of sun-dried brick. Some of the houses were three stories tall.

The Anasazis occupied the upland canyons in the Four Corners region at the intersection of Arizona, New Mexico, Utah, and Colorado. At Chaco Canyon, the Anasazis built an especially complex village that required 30,000 tons of sandstone blocks. This site became the center of the Anasazi world. Some of the multi-story dwellings, known as pueblos, rose five stories and had about 600 rooms.

Between A.D. 1100 and 1300, both the Hohokams and the Anasazis experienced a severe crisis as a prolonged drought reduced crops. The resulting famine led to violence between rival villages that were competing for scarce resources.

The crisis broke up both the Hohokam and Anasazi villages. Most of the Anasazis moved south and east in search of water. They resettled along the Rio Grande and Pecos River, in present-day New Mexico. Today, they are known as the Pueblo peoples.

**The Mississippi River Valley** Unlike the arid Southwest, the Mississippi River valley enjoys a humid and temperate climate. The Mississippi River collects the waters of wide-ranging tributaries, including the Ohio, Missouri, Arkansas, and Red rivers.

The people from this area, known as the Mississippians, were influenced by the great cultures of Mexico. They built large towns around central plazas, featuring pyramids made of earth. At the top of the pyramids, they built wooden temples that also served as the residences of chiefs.

The largest and wealthiest city of the Mississippian culture was at Cahokia, in present-day southwestern Illinois. Cahokia benefited from being located near the junctures of the Missouri, Tennessee, Ohio, and Mississippi rivers. That site provided fertile soil and excellent trade connections with distant groups. At its peak in the year 1100, Cahokia had a population of at least 10,000 people and perhaps as many as 40,000.

During the twelfth century, Cahokia's residents abandoned the city. As in the Southwest, evidence suggests that an environmental crisis led to social conflict. The growing population had depleted the soil and deer. Hunger led to disease



# ANCIENT CLIFF DWELLERS

The word *Anasazi* has come to mean "ancient people." However, the term is not a Pueblo word but a Navajo word meaning "enemy ancestors." Today, Pueblo Indians refer to their ancestors as Ancestral Puebloans.

Before the ancient Pueblo people moved into cliff dwellings, they lived on the flat tops of mountains. As the population increased, residences built from hand-cut stone blocks rose along the sides of canyon walls. Shown here is Cliff Palace, built nearly 900 years ago. It is located in Mesa Verde National Park in Colorado. Embedded in the mountainside, the building gained heat from the sun in winter, while overhanging rock protected the structure from rain and snow.



▲ Ancestral Puebloan rock art



A black-on-white ceramic jar ▲ shows a typical design used by the Ancestral Puebloans.

The people living here inhabited nearly 220 rooms. The circular chambers are entryways into kivas, which were large underground rooms used for religious ceremonies and political meetings. Kiva walls were painted with geometric designs and scenes from daily life. As illustrated here, the men and women had specific daily chores to accomplish. ▼

## Thinking Critically

1. **Draw Conclusions** How did the cliff dwellings protect inhabitants from enemy attack?
2. **Analyze Information** Why do you think water-control features such as canals were important?



# Native American Cultures, ca. 1500

**Geography Interactive**

For: Interactive map  
Web Code: ncp-0103



## Locations of Native American Culture Groups

Culture Region	Culture Groups
Arctic	Aleuts, Inuits, Kutchins
Subarctic	Beavers, Crees, Tlingits
Northwest Coast	Bella Coolas, Chinooks, Coos, Nootkas, Tlingits, Yakimas
California/Great Basin/Plateau	Pomos, Shoshones, Nez Percés
Southwest	Apaches, Hohokams, Navajos, Pimas, Pueblos, Hopis, Zunis
Great Plains	Arapahos, Blackfeet, Cheyennes, Comanches, Crees, Crows, Kiowas, Omahas, Pawnees, Sioux, Wichitas
Southeast	Chickasaws, Choctaws, Creeks, Delawares, Cherokees, Tuscaroras, Mississippians, Natchez, Seminoles
Northeast	Algonquins, Hopewells, Iroquois, Leni-Lenapes, Winnebagos

**Map Skills** Many Native American cultures emerged in the Americas centuries before the arrival of Columbus.

**1. Locate:** In which region did Native Americans live mainly by hunting?

**2. Draw Inferences** What factors may have contributed to the rapid population growth in the Northeast?



and to fighting among villages. Although Cahokia disappeared, Mississippian culture still thrived to the south at Moundville in Alabama, Etowah in Georgia, and Spiro in Oklahoma.

**The Great Plains** Between the Rocky Mountains and the Mississippi River, the Great Plains is an immense, windy, and arid grassland in the heart of North America. The Great Plains receive only between 12 and 20 inches of rain a year. Only a few major rivers flow year-round. Instead of trees, drought-resistant grasses cover the land. Thus, the Great Plains favor grazing animals, especially the bison, or buffalo. When Europeans first arrived, the Great Plains probably supported more than 20 million bison.

During the ninth century, some Mississippians moved westward up the major river valleys onto the Great Plains. They built villages and planted crops beside the rivers. In the hotter southern valleys, people lived in well-ventilated beehive-shaped houses made from wooden frames covered with grass thatch. In colder northern valleys, villagers built log lodges well insulated with earth. In the summer, villagers ventured on foot onto the plains to hunt bison. While on the hunt, they lived in mobile camps. Their shelters were called tepees—cone-shaped tents of tanned bison hides stretched over a frame of cottonwood poles.

Great Plains villagers sometimes clashed with nomads who came from the Rocky Mountains to the west. Devoted to hunting, the nomads did not cultivate crops. By the fifteenth century, most of these nomads were Athapaskan speakers. Their enemies called them Apaches.

Some nomad bands established economic ties with the villagers of the valleys. The nomads traded buffalo meat and hides for maize, beans, squash, turquoise, pottery, and cotton blankets. The villagers would forgo this trade, however, when they lacked surplus food. Angered, the nomads raided the villages.

**Eastern Woodlands** The eastern region featured a vast forest atop rolling hills and a low range of mountains, the Appalachians. Many streams, rivers, and lakes drained this wooded land.

Stretching from eastern Texas to the Atlantic Ocean, the Southeast has mild winters and warm summers with plenty of rainfall. The Cherokees were the largest group in the Southeast. They lived in present-day western North Carolina and eastern Tennessee. Other people in the Southeast included Choctaws, Chickasaws, Natchez, and Creeks. Because of the long growing season, the Choctaws, the Creeks, and other southeastern groups were primarily farmers, but they also depended on hunting and fishing. They knew what plants to use to make rope, medicine, and clothing. Their main crops were corn, beans, squashes, and pumpkins.

Northeastern people developed into two major language groups: the Algonquians and the Iroquoians. The Algonquins occupied the Atlantic seaboard from present-day Virginia north to the mouth of the St. Lawrence River. The Iroquois lived around Lake Ontario and Lake Erie and along the upper St. Lawrence River.

A chief difference between the two cultures lay in their housing. Algonquins lived in wigwags: oval frames between 10 and 16 feet in diameter that are made of saplings covered with bark sheets or woven mats. Using similar materials, the Iroquois built larger multifamily longhouses, some more than 200 feet in length.

Five Iroquois peoples—the Mohawks, Oneidas, Onondagas, Cayugas, and Senecas—united to form a loose confederation, known as the **Iroquois League**. The Iroquois League was not a European-style nation. Lacking central authority, it was mainly a ritual forum for promoting peaceful cooperation among the member nations.

### Vocabulary Builder

forgo—(for GOH) *v.* to decide not to do something

### ▼ Painting of an Algonquin village





The Iroquois League's guiding law was a constitution, which was passed down orally. One version of this constitution includes the following:

### Primary Source

“The Lords of the Confederacy of the Five nations shall be mentors of the people for all time. . . . Their hearts shall be full of peace and good will and their minds filled with a yearning for the welfare of the people of the Confederacy.”

—The Iroquois Constitution

- ✓ **Checkpoint** What building style did the Mississippian culture take from Mexican culture?

## Common Cultural Features

Despite their cultural diversity, most Native American groups shared several cultural features. For example, most American Indians did not have centralized nations like those in Europe. Instead, political power was spread among many local chiefs with limited authority.

American Indians believed that spirits could be found in every plant, animal, rock, cloud, and body of water. If properly flattered, the spirits could help people catch or grow what they needed. If offended, spirits might hide the animals or fish or destroy the corn crop. The spiritual leaders of the tribe, known as shamans, mediated between their people and the spirit beings. They conducted rituals to promote the hunt, secure the crops, and protect warriors.

American Indians owned little private property. Some families owned garden plots and hunting territories, but they could not sell them. Most local land was considered a common ground for every resident to use.

There was a respectful equality among the various groups of Indians. Usually, socioeconomic division ran along gender lines. Men assumed more dangerous tasks, such as hunting and warfare. Women, meanwhile, cared for the young children, wove baskets and made pottery, prepared meals, and gathered food. If their people cultivated crops, that work also usually fell to women.

- ✓ **Checkpoint** What were three common cultural characteristics shared by most Native Americans?

### SECTION

# 1

## Assessment

### Progress Monitoring Online

For: Self-test with vocabulary practice

Web Code: nca-0104

### Comprehension

1. **Terms and People** Explain how each of the following terms is significant in understanding American Indian culture in North America.

- ice age
- migrate
- Mayas
- Aztecs
- adobe
- Iroquois League

### 2. NoteTaking Reading Skill:

**Identify Main Ideas** Use your outline to answer the Section Focus Question: How did the spread of civilization begin in the Americas?

### Writing About History

#### 3. Quick Write: Gather Details

Narrative essays tell a story and challenge you to use your imagination. List the details you will use to write a narrative essay about how life changed when your group shifted from nomad ways to farming.

### Critical Thinking

4. **Identify Points of View** What two leading theories explain how the first humans came to the Americas?
5. **Summarize** What sequence of events led to the expansion of people throughout the continents of North America and South America?
6. **Analyze Information** Why do you think more advanced cultures would develop among farming societies rather than among hunting-and-gathering societies?





◀ Prince Henry

## WITNESS HISTORY AUDIO

## Prince Henry the Navigator

For some time, Europeans dreamed of finding a shorter and easier route to Asia. Portugal led the way. Prince Henry the Navigator established a school where his sailors learned about navigation, mapmaking, and ship design. His sailors breached the unknown, taking voyages to islands off the coast of Africa. Duarte Pacheco Pereira, a Portuguese sea captain and explorer, explained the significance of the explorations in his navigation manual:

“The benefits conferred on Portugal by the virtuous Prince Henry are such that its kings and people are greatly indebted to him, for a great part of the Portuguese people now earn their livelihood in the lands which he discovered, and the kings of Portugal derive great profit from this commerce.”

—from *Esmeraldo de situ orbis*, by Duarte Pacheco Pereira, 1505–1508

▲ Portuguese sailors traveled in caravels, a new kind of sailing ship.

## The Europeans

### Objectives

- Describe the conditions in Europe in the fifteenth century.
- Analyze how the changes taking place in Europe affected the inhabitants.
- Describe the major developments on the Iberian Peninsula at the end of the Middle Ages and the start of the Renaissance.

### Terms and People

Middle Ages  
Renaissance  
*reconquista*

Prince Henry  
the Navigator

### NoteTaking

**Reading Skill: Summarize** As you read this section, fill in a chart like the one below to describe Europe before and after the 1400s.

Europe in the 1400s		
Economy	Society	Politics
• Agriculture	•	•
•	•	•

**Why It Matters** Europe in the 1400s experienced enormous cultural, economic, and technological changes. As new ideas swept the continent, some Europeans began to look beyond their shores to satisfy their growing ambitions. They were about to enter an age of discovery and exploration that would change not only Europe but much of the world as well. **Section Focus Question:** How did Europeans begin to explore more of the world?

### Life in Europe in the 1400s

As the 1400s dawned, Europe concentrated on developing its political and cultural institutions. The earlier years of the **Middle Ages**, which began with the collapse of the Roman Empire, were marked by the absence of an effective central government and the constant threat of famine, disease, and foreign invasion. However, as new institutions and ideas slowly took hold, a new civilization emerged in Europe.

**An Economy Based on Agriculture** Hand tools and draft animals sustained an economy that was overwhelmingly agricultural. The population was recovering from the drastic effects of bubonic plague, known as the Black Death. During the 1340s, that epidemic had killed about a third of the Europeans. The great majority of the people lived in the countryside. Cities, however, were growing, especially in northern Italy and in the Netherlands. There, the small-scale manufacturing of cloth, tools, weapons, and ceramics came





### Trade Towns

As trade increased during the Middle Ages, towns located near rivers prospered. Large trade fairs were set up in some cities, where the townspeople and merchants bought and sold goods. *How might location near a river or ocean lead to the economic growth of a town?*

### Vocabulary Builder

**adhere**—(ad HEER) *v.* to stay firm in supporting or approving

from many workshops of artisans rather than from mechanized factories. The cities also served as bases for the merchants.

**A Society of Unequal Classes** Extremes of wealth and poverty characterized European society. A ruling elite of less than 5 percent of the population controlled almost all of the land. The most prestigious men were aristocrats—people who had inherited social rank and title and, generally, landed estates worked by peasants. Less honored, but often wealthier, were the great merchants who shipped cargoes between cities for profit. The elite also included leaders of the Roman Catholic Church. A monarch—usually a king but sometimes a queen—sat on top of the social pyramid in each kingdom.

Under the domination of this small elite class were the commoners. About three fifths of western Europeans were working poor. In good years, they subsisted by farming on land rented from an aristocrat or by selling their labor. In hard times, many fell into the ranks of the beggars. The most prosperous commoners were middle-class families. They owned enough property to employ themselves as farmers, artisans, and shopkeepers. Such people, however, accounted for only a fifth of the population.

**Warring Kingdoms** Western Europe was divided into a number of warring kingdoms. The most important were Castile, Portugal, France, and England. Each was ruled by a monarch who, in turn, depended on the elite class to do much of the governing. By waging war to conquer new territories, monarchs hoped to build their own power and to distract their often unruly aristocrats.

✓ **Checkpoint** What was the structure of European society during the 1400s?

## Europe Looks Beyond Its Borders

During the Middle Ages, the Church strictly controlled intellectual life. Church leaders sought to ensure that all thought adhered to their understanding of the world. Church leaders felt that everything worth knowing had been discovered by the Greeks and Romans and recorded in the Bible. Those who pursued scientific discoveries that went against Church teachings risked prosecution for heresy by Church courts.

Europe in the 1400s was in an era of rapid change. Though old ways of thinking persisted, many factors, especially rapidly widening trade, were broadening people's views of the world.

**The Crusades and the Expansion of Trade** In the latter half of the Middle Ages, European Christians and Southwest Asian Muslims fought one another in a series of religious wars known as the Crusades. The goal was to capture and hold Jerusalem and all of the Holy Land where Jesus had lived and died. In the end, the Muslims defeated the Christian Crusaders.

However there were other lasting effects of the Crusades that benefited the people of Europe. Europeans became aware of distant lands and different ways of life. Trade was encouraged. Crusaders returned home with goods and raw materials from the East, including silks, gems, and spices. Increasing demand for these products caused European traders to expand their businesses to Asia.



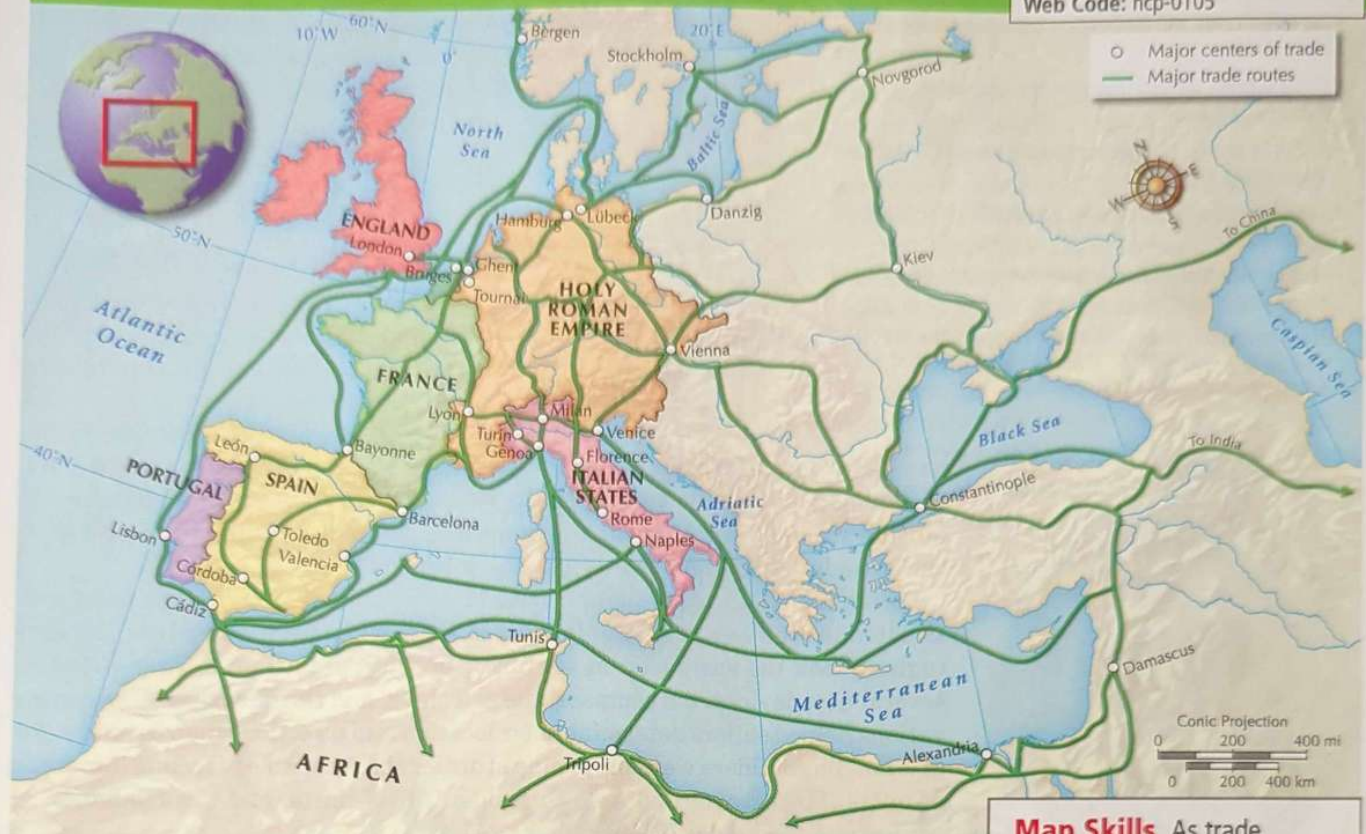
## Trade Routes in Europe, 1000–1300

**Geography Interactive**

For: Interactive map

Web Code: ncp-0105

○ Major centers of trade  
— Major trade routes



**Map Skills** As trade increased after the Middle Ages in Europe, major trade routes were established across the Mediterranean.

**1. Region** What major trade cities were located in Africa and Asia?

**2. Synthesize Information:** How do you think the lives of people living in the trade cities were affected?

**The Renaissance and New Ideas** By the mid-1400s, a new era had begun in Europe. Known as the **Renaissance**, it featured renewed interest in learning and the advancement of the arts and sciences. During the Renaissance, trade with and awareness of the world beyond Europe expanded. This, in turn, produced wealth for the increasingly powerful nations of Europe. This wealth and power would fuel more explorations. The effect for the people of Europe—and for the rest of the world—would be profound.

Popular literature reinforced the European longing for access to the fabled riches of India and China. During the fifteenth century, the development of the printing press lowered the cost and increased the volume of publishing. Books became available to more than the wealthy and leisured elite. The spread of literature helped promote the daring new Renaissance ideas of individualism and experimentation.

Readers especially delighted in vivid reports of the wealth and power of India and China. The most famous travel account came from Marco Polo, a thirteenth-century Italian merchant who had traveled across Asia to visit the emperor of China. Inspired by such accounts, Europeans longed to enlist Asian peoples and Asian wealth for a renewed crusade against Islam.

**Europeans Seek New Trade Routes** The Europeans, who were Christian, felt hemmed in by the superior wealth, power, and technology of their rivals and neighbors, the Muslims. Muslims subscribed to the religion of Islam. Dominated by the Ottoman Turks, the vast Muslim realm stretched across North Africa and around the southern and eastern Mediterranean Sea to embrace parts of Eastern Europe and Southwest Asia. It also continued east through Central



## Renaissance Changes Europe

### Quick Study

- Increased trade and exploration bring knowledge of other lands.
- Printing press spreads literature and new ideas throughout Europe.
- Prince Henry the Navigator improves navigation and shipbuilding techniques.
- Competing monarchs sponsor voyages to gain wealth and territory.
- Portuguese shipbuilders develop the caravel, designed to travel long distances.
- New navigation tools such as the compass, the astrolabe, and more accurate maps allow longer voyages.

and Southeast Asia. The long and usually secure trade routes of the Muslim world extended from Morocco to the East Indies and from Mongolia to West Africa. The Ottoman Turks even invaded southeastern Europe, capturing the strategic city of Constantinople in 1453.

✓ **Checkpoint** How did the Crusades help to expand Europe's horizons?

## The Portuguese Begin to Explore

European expansionists found hope on the Iberian Peninsula of southwestern Europe. There, the kingdoms of Aragon, Castile, and Portugal were waging the *reconquista* (reconquest) to drive out the Muslim Moors who had ruled Iberia for centuries. In 1469, the marriage of Prince Ferdi-

nand and Queen Isabella united Aragon and Castile to create "Spain." In 1492, Ferdinand and Isabella completed the *reconquista* by seizing Granada, the last Muslim stronghold in Iberia. Long and violent, the *reconquista* promoted a zealous crusading spirit for spreading the Christian faith.

Facing the Atlantic Ocean and close to Africa, Spain and Portugal were well situated to seek new trade routes and to expand European influence. The Portuguese took the early lead in venturing out into the Atlantic. They relied on several new devices: the compass, the astrolabe, and the quadrant. These innovations helped sailors determine their location and direction when beyond sight of land. Shipbuilders were producing sturdier ships capable of sailing hundreds of miles. The caravel had a stern rudder, three masts, and a combination of square and triangular *lateen* sails.

Starting in 1419, **Prince Henry the Navigator** directed Portuguese efforts to sail into the Atlantic, spread Christianity, and outflank Muslim domination of trade. Henry founded a school of navigation and sponsored several expeditions down the coast of West Africa. By sailing southward, the Portuguese hoped to reach the sources of the gold, ivory, and slaves that Muslim merchants transported across the great Sahara.

✓ **Checkpoint** Why were the Portuguese venturing into the Atlantic Ocean?



### The Astrolabe

Navigators could determine a ship's latitude, as well as local time, with an astrolabe.

## SECTION

# 2 Assessment

### Progress Monitoring Online

For: Self-test with vocabulary practice  
Web Code: nca-0106

### Comprehension

1. **Terms and People** Explain how each of the following terms describes Europe in the fifteenth century.
  - Middle Ages
  - Renaissance
  - *reconquista*

### 2. NoteTaking Reading Skill:

**Summarizing** Use your chart to answer the Section Focus Question: How did Europeans begin to explore more of the world?

### Writing About History

3. **Quick Write: Use Sensory Details** You are a traveler entering a trade city. Use the image of the trade town to describe the sights and sounds that you encounter.

### Critical Thinking

4. **Draw Inferences** Why do you think European technology became more advanced after the 1500s?
5. **Analyze Information** How did the Renaissance affect Europeans in the fifteenth century?
6. **Synthesize Information** Why do you think the *reconquista* sparked Spain's interest in exploration?





▲ Mansa Musa, ruler of Mali

## WITNESS HISTORY AUDIO

### Timbuktu

The city of Timbuktu first flourished as a trade center in the kingdom of Mali before becoming the intellectual center of West Africa. In the early 1500s, Leo Africanus, a Muslim of Spanish birth who had traveled widely in Africa, published his description of the great West African city of Timbuktu. It tells of the learned populace—and of a practice that would have a deep impact on West Africa's future.

“The people of Timbuktu are of a peaceful nature. They have a custom of almost continuously walking about the city in the evening (except for those that sell gold), between 10 P.M. and 1 A.M., playing musical instruments and dancing. The citizens have at their service many slaves, both men and women.”

—Leo Africanus, *The Description of Africa*, 1526

# The West Africans

## Objectives

- Describe the development and cultural characteristics of West Africa in the fifteenth century.
- Summarize the events that led to contact between Europeans and West Africans.
- Explore the roots of the system of slavery practiced in the Americas.

## Terms and People

Ghana  
Mali

Mansa Musa  
Songhai

## NoteTaking

**Reading Skill: Identify Details** As you read, complete a concept web like the one below with details about major West African kingdoms.



**Why It Matters** While American Indian cultures developed in the Americas and Europeans experienced the Renaissance, rich and varied cultures emerged in West Africa. The interaction between European and West African cultures in the 1400s helped set the stage for the transatlantic system of slavery. **Section Focus Question:** What was life like in West Africa before the age of European exploration?

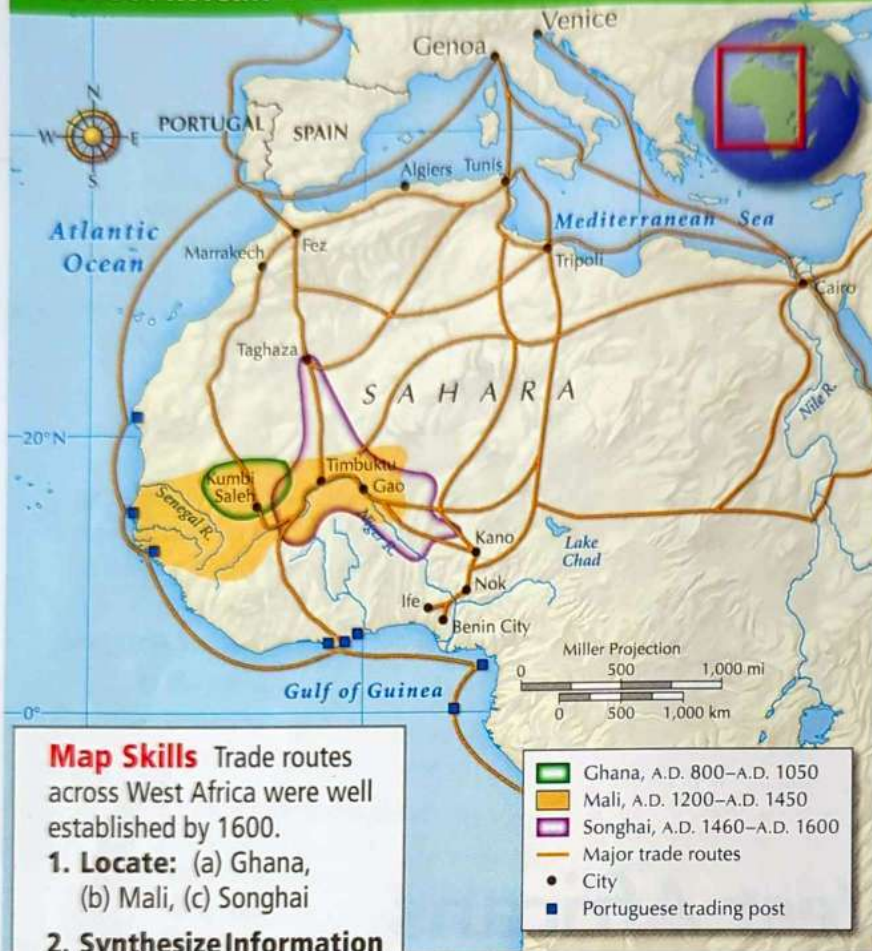
## West African Kingdoms

Throughout the 1400s, Portuguese sailors explored farther and farther south along the West African coast. By 1470, they had passed the equator to reach the Gulf of Guinea. Initially, the mariners acted as pirates, seizing gold, pepper, and slaves. But African resistance soon forced the Portuguese to shift to trade. The West Africans possessed civilizations that compelled grudging respect from the European mariners.

**Geography Encourages Trade** Western Africa is a varied land. An enormous desert—the Sahara—dominates the northern part. To the south of the Sahara lies a broad grassland, or savanna. South of this savanna is a lush region that is well watered by several major rivers, including the Niger and the Senegal. The West African landscape abounds with valuable natural resources—in particular, salt, found in the Sahara, and gold, located in the valleys along the Atlantic coast.



## West African Trade Routes, A.D. 800–A.D. 1600



**Map Skills** Trade routes across West Africa were well established by 1600.

**1. Locate:** (a) Ghana, (b) Mali, (c) Songhai

**2. Synthesize Information**

Besides keeping European rivals away, why do you think African rulers allowed only Portuguese trading posts along the coast?

**Geography Interactive**

For: Interactive map  
Web Code: ncp-0107

### Vocabulary Builder

**domain**—(doh MAYN) *n.* an area of land owned or controlled by one person, group, or government

Hundreds of years ago, these resources provided for a thriving trade network among the people of West Africa. This trade revolved around certain trading towns, which grew into great and powerful empires. The trading empires of West Africa commanded trading routes that linked the region with North Africa, the Mediterranean, and Asia. Trade promoted rich and thriving cultures.

**Ghana** Between A.D. 300 and 1500, three kingdoms rose and fell in West Africa. The earliest kingdom, **Ghana**, would expand from the Sahara to the Gulf of Guinea and from the Atlantic Ocean to the Niger River. Ghana rose to prominence around A.D. 800.

A thriving caravan trade with African peoples across the Sahara to Morocco resulted in extensive Muslim influence in North Africa. By the eleventh century, Ghana supplied much of the gold for the Mediterranean region.

The ancient kingdom had large towns, beautifully designed buildings, a system of commerce, and a complex political structure. A Spanish Muslim writer from the eleventh century recorded this account of the lavish lifestyle of Ghana's king:

### Primary Source

“The King adorns himself . . . wearing necklaces around his neck and bracelets on his forearms, and he puts on a high cap decorated with gold and wrapped in a turban of fine cotton. He sits in audience to hear grievances against officials in a domed pavilion around which stand ten horses covered with gold-embroidered materials.”

—Al-Bakri, *The Book of Routes and Realms*

**Mali** Attacks from outsiders eventually weakened Ghana's control of West African trade. The kingdom's power faded until, finally, Ghana was supplanted around A.D. 1200 by a new kingdom known as **Mali**. The most famous ruler of Mali was a king named **Mansa Musa**. During his reign in the early 1300s, he expanded Mali's **domain** westward to the Atlantic coast and increased the role of Islam, a religious faith that spread slowly through North Africa in the early 700s, when the region was under Muslim conquest. His promotion of Islamic scholarship helped lead to the founding of the famous university at Timbuktu. This great center of learning and culture was known throughout the Islamic world. The kingdom of Mali weakened after the death of Mansa Musa in 1332.

**Songhai** By the 1400s, another empire emerged: **Songhai**. Under the rule of Askia Muhammad, Songhai sustained an Islamic system of education based at the capital of Timbuktu. Like Ghana and Mali, Songhai grew rich from trade. In 1468, Songhai's armies conquered Mali and its capital. As a result, Songhai became the most powerful and largest kingdom in West Africa.

**Other Kingdoms** In addition to the great empires of Ghana, Mali, and Songhai, West Africa also hosted smaller kingdoms. For example, to the south of



● INFOGRAPHIC

# TRADE FLOURISHES IN ANCIENT GHANA

Gold and salt dominated the trans-Saharan trade in ancient Africa. Caravans carried salt from mines in the Sahara to trading areas along the Niger River in present-day Mali. Traders from these caravans hoped to exchange salt for gold that was mined in forests near the source of the Niger River. This trade established the wealth of ancient Ghana because salt traders, after crossing the Sahara, passed through the capital of Ghana, where they paid a tax on goods brought into Ghana.

Ghana markets ▲ offered a variety of food products, including dates.

Standard weights, such as the one shown, were used to weigh gold. ►

## Thinking Critically

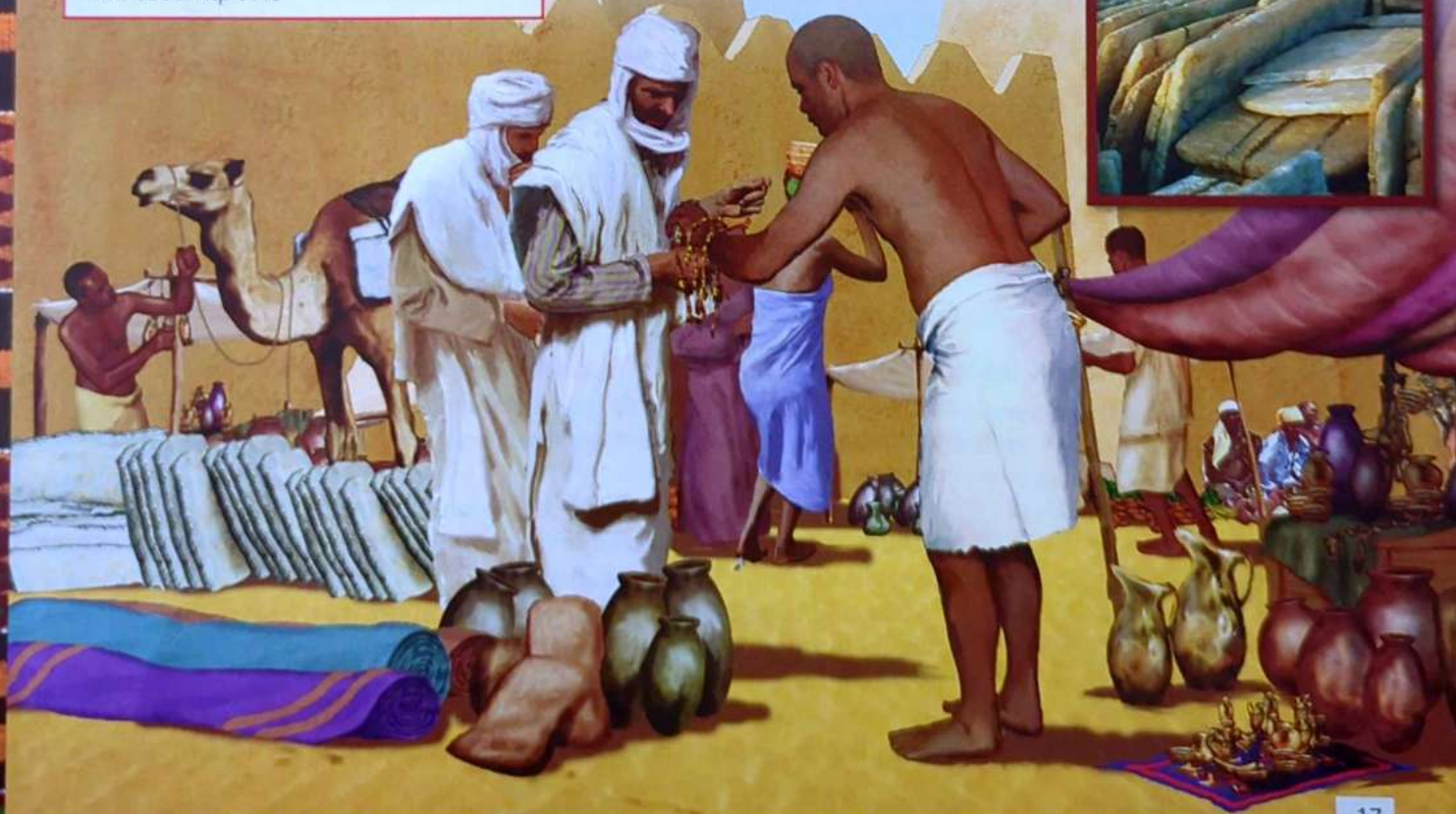
- 1. Draw Inferences** Why do you think the ruler of Ghana guarded the location of the gold mines?
- 2. Analyze Information** The king of Ghana built a special city to receive Muslim merchants, traders, and foreigners. Why do you think the king felt this was needed?

## History Interactive

For: To discover more about Ancient Ghana  
Web Code: ncp-0113

The route taken by most traders to Ghana would have started in North Africa and ended in Kumbi Saleh, the capital of ancient Ghana. Built on the edge of the Sahara, the city became an important trade center. After traveling many months through the desert in large camel caravans (sometimes taking as long as three months), prosperous Muslim merchants, as illustrated below, arrived to trade and sell goods.

The salt trade still exists in some parts of Africa. Here, a worker in Mali prepares slabs for market. ▼





Songhai, the kingdom of Benin occupied the tropical forest along the Gulf of Guinea. Known as “obas,” the kings of Benin promoted art, especially sculptures in bronze or ivory. The Hausa people built seven cities in present-day Nigeria and Niger. Both became well known for producing beautiful cloth and for establishing extensive trade.

✓ **Checkpoint** Why did West Africa become an important trade center?

## West African Life

The peoples of West Africa, like the peoples of the Americas, were a diverse group with highly developed civilizations. Religious beliefs and family bonds were among the ways of life that reinforced a sense of community.

**Religious Beliefs** West African spiritual beliefs varied. Caravans brought Islam across the Sahara to the people of the savanna. In many places, such as along the coast of the Gulf of Guinea, Africans held traditional beliefs. These involved a supreme creator supplemented by many spirit beings who inhabited every object and creature of the natural world. The people of West Africa believed, just as the American Indians did, that spirits lived in rain, trees, rocks, and animal life. Furthermore, these spirit beings could also intervene in human affairs. Therefore, the spirits were specially honored. Ancestors, too, became spirits of enduring influence in the extended families that formed the major support system of African society.

**Economy and Society** Land did not belong to individuals as private property. Instead, land belonged to extended kinship networks derived from an ancient ancestor. Powerful kings could assign particular territories to favored officials to collect tribute from the peasants. But these favorites could not sell the land to others or pass it on to their heirs. Furthermore, the kings could readily replace these officials, reassigning that particular land to a new favorite. The peasants who worked the land could not be removed from it, nor could they sell it or rent it to others. Often the people of a village worked the land in common and divided the harvest according to the number of people in each household. Owning slaves (or wives), rather than property, determined one's wealth.

✓ **Checkpoint** What role did landownership hold in West African culture?

## Slavery in Africa

Slavery was common in West Africa. In fact, human beings were frequently used as items of trade, along with gold, salt, ivory, and other valuable resources found in the region.

**African Rulers and Arab Traders** West African rulers sold about 1,000 slaves annually to Arab traders, who carried them in caravans across the Sahara to the Mediterranean. Thus, the slave trade was an important part of West Africa's economy.

Slavery was a common fate for people who were conquered or captured during warfare. People who committed crimes or were otherwise found undesirable to the community might also be enslaved.

African slavery was certainly brutal in many ways. Individual slaves were often mistreated, and some even died. In general, however, African slavery differed from the system that would eventually develop in the Americas. In Africa, slaves were usually adopted by the families into which they were sold. They could also marry and, as a rule, their children did not inherit the status of



slaves. They could even become important officials and soldiers. Powerful kings relied on slave armies and slave officials to control local nobles. Although dependent upon the king, successful slave commanders and officials could become wealthy from the rewards of their positions. Most importantly, slavery was not based on the notion of racial superiority or inferiority.

**The Portuguese Exploit the Slave Trade** When the Portuguese first sailed along the coast of Africa, they were largely interested in gold. As they began to extend their influence, Portuguese explorers established a profitable trade with the people of West Africa. They exported a variety of goods, including peppers, ivory, copper, and African slaves. In this way, Europeans in the mid-1400s first became involved in the long-standing slave trade of Africa.

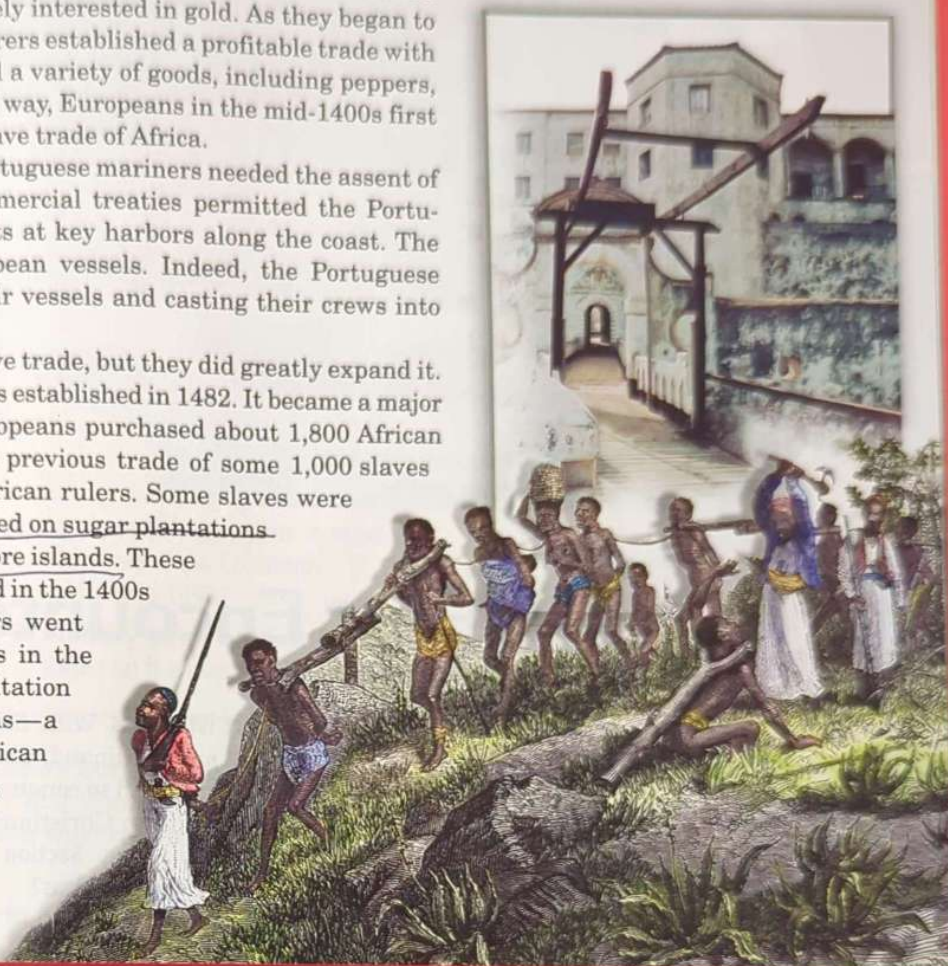
To conduct their African trade, the Portuguese mariners needed the assent of the powerful West African kings. Commercial treaties permitted the Portuguese to construct fortified trading posts at key harbors along the coast. The forts served to keep away rival European vessels. Indeed, the Portuguese treated rivals brutally, confiscating their vessels and casting their crews into the ocean to drown.

The Portuguese did not invent the slave trade, but they did greatly expand it. The first major European trading fort was established in 1482. It became a major trading center for slaves. By 1500, Europeans purchased about 1,800 African slaves a year. This nearly doubled the previous trade of some 1,000 slaves between Arab traders and the West African rulers. Some slaves were shipped to Europe. Most, however, worked on sugar plantations located on the Madeira, Canary, and Azore islands. These were islands in the East Atlantic claimed in the 1400s by Iberian explorers. Growing numbers went across the Atlantic to new plantations in the Americas. Thus began the brutal exploitation of West Africans enslaved by Europeans—a fate that would befall millions more African men and women in the centuries ahead.

✓ **Checkpoint** How did the Portuguese come into contact with West Africans?

## Slave Trade

Local African rulers allowed Europeans to build slaveholding compounds. Captured Africans were marched to these compounds.



## SECTION 3 Assessment

### Progress Monitoring Online

For: Self-test with vocabulary practice  
Web Code: nca-0108

### Comprehension

- Terms and People** Explain how each term or person below describes West African culture between 1400 and 1600.
  - Ghana
  - Mali
  - Mansa Musa
  - Songhai

- NoteTaking Reading Skill: Identify Details** Use your concept web to answer the Section Focus Question: What was life like in West Africa before the age of European exploration?

### Writing About History

- Quick Write: Research Details** Mansa Musa has invited several well-known scholars to teach at a university in Timbuktu. Research a description of the city. Then, write an account of the scholars' visit to the city.

### Critical Thinking

- Understanding Cause and Effect** How did the presence of resources such as gold and salt help lead to the development of great kingdoms in West Africa?
- Compare and Contrast** How did slavery as practiced in West Africa differ from that later practiced in the Americas?
- Summarize** How did the Portuguese benefit from the slave trade?





▲ In this painting, Native Americans and newly arriving Europeans greet one another.

## WITNESS HISTORY AUDIO

### The First Meeting

The arrival of Europeans in the Americas dramatically affected the native peoples who had lived there for centuries. The consequences included the rapid spread of devastating diseases among the Indian population. These not only claimed lives but also demoralized the survivors. One eyewitness described an epidemic of smallpox in Mexico:

“[The victims] could no longer walk about, but lay in their dwellings and sleeping places. . . . The pustules [fluid-filled sores] that covered people cause great desolation; very many people died of them, and many just starved to death; starvation reigned, and no one took care of the others any longer.”

—Bernardino de Sahagún, *General History of the Things of New Spain*, c. 1575–1580

# First Encounters

## Objectives

- Identify the goals of Christopher Columbus.
- Explain the consequences of his journey to the Americas.
- Analyze the effects of European contact with the people of the Americas.

## Terms and People

Bartolomeu Dias	Ferdinand Magellan
Vasco da Gama	conquistador
Christopher Columbus	Hernán Cortés
John Cabot	Moctezuma
Pedro Alvarez Cabral	Columbian Exchange
Amerigo Vespucci	

## NoteTaking

**Reading Skill: Understand Effects** As you read, complete the chart below with the effects of the arrival of the Europeans in the Americas.

The rulers of Spain fund Columbus's voyage.
↓ ↓ ↓
Columbus claims for Spain land he believes is the Indies.
↓ ↓ ↓

**Why It Matters** With financial backing from Spain's monarchs, Isabella and Ferdinand, Christopher Columbus found the Americas. He then returned to conquer the land, exploit its wealth, and convert its people to Christianity. That process changed the Americas, Europe, and Africa. **Section Focus Question:** How did European exploration affect the Americas?

## Spain Looks to the West

Throughout the 1400s, the Portuguese continued to sail farther and farther from home. They sought a route around Africa's southern tip into the Indian Ocean. Then, their ships could continue east in search of India, the East Indies, and eventually China. In 1487, the Portuguese mariner **Bartolomeu Dias** learned how to use the counterclockwise winds of the South Atlantic to get around southern Africa. In 1498, **Vasco da Gama** exploited that discovery to reach India, opening an immensely profitable trade. The Portuguese dominated the trade routes south and east around Africa.

By default, in the late 1400s the Spanish looked westward into the open Atlantic. They took inspiration from the profitable discovery and exploitation earlier in the century of islands in the Atlantic—the Azores, Madeiras, and Canaries. Perhaps, they thought, similar islands could be found farther to the west. Furthermore, by leaping from one set of islands to another, perhaps mariners could one day reach the coveted coast of China.



## Columbus's Voyages, 1492–1504

**Geography Interactive**

For: Interactive map  
Web Code: ncp-0108



**Map Skills** After his first voyage to the Americas in 1492, Columbus crossed the Atlantic three more times.

**1. Locate:** (a) Spain, (b) Hispaniola, (c) Caribbean Sea, (d) Canary Islands, (e) Portugal

**2. Analyze Information** Around which island did Columbus navigate in 1498?

**3. Identify Point of View** Based on the map of Columbus's

voyages and what you have read, do you think the Portuguese explorers were better navigators than Columbus? Explain.

Contrary to popular belief, fifteenth-century Europeans did not think that the world was flat. They did, however, worry that China lay too far away and that ships could not complete a voyage west over what they believed was a vast, open ocean.

**✓ Checkpoint** Why was Spain eager to find a new route across the Atlantic?

## The Voyages of Christopher Columbus

To pursue the western dream, Spain relied on an Italian mariner from the city of Genoa named **Christopher Columbus**. He sought a route to China as a means of reviving the Christian struggle against Islam. By converting the Chinese to Christianity, he hoped to recruit their people and use their wealth to assist Europeans in a new crusade.

Columbus dared the westward trip because he underestimated the size of Earth. He believed the planet was 18,000 miles around—almost 7,000 miles smaller than it actually is.

**Columbus Investigates Viking Stories** An experienced Atlantic mariner, as a young man, Columbus had investigated stories about mysterious lands to the west. He may have sailed to Iceland. If so, he probably heard about the western discoveries by the Vikings from Scandinavia. During the ninth and tenth centuries, Viking mariners had probed the North Atlantic to discover and colonize Iceland and then Greenland. From Greenland, some mariners reached the northeastern coast of North America. About the year 1000, they founded a little

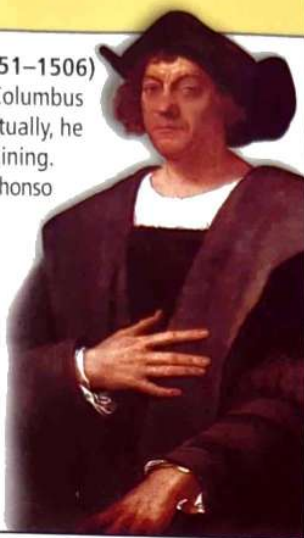


## HISTORY MAKERS

### Christopher Columbus (1451–1506)

Born in the seaport city of Genoa, Columbus began his seafaring life at 14. Eventually, he went to Portugal for navigator's training.

At first, Columbus approached Alphonso V, the King of Portugal, with his plan to sail to the Indies. But Alphonso, in an unprincipled move, gave the command to another seaman who was instructed to follow Columbus's planned route. The expedition failed, and the crew returned to Portugal. Disgusted by Alphonso's deceit, Columbus set out for Spain, hopeful of achieving success for his petition.



settlement on the northern tip of Newfoundland. But they soon abandoned it because of the isolation and because of resistance by American Indians.

**Columbus Sets Sail** In 1492, Queen Isabella and King Ferdinand of Spain provided 3 ships, 90 men, and most of the funding for Columbus's voyage west in search of China. After 33 days at sea, he reached what we now call the Bahamas. Turning south, Columbus found another set of islands. He supposed that these belonged to the East Indies, which lay near the mainland of Asia. Based on his mistaken notion, he referred to the people living on the islands as Indians, a name that has endured to this day.

The presence of native people did not stop Columbus from claiming the land for Spain. As the representative of a Christian nation, Columbus believed that he had the right and duty to dominate the people he found. In his journal, he recorded:

#### Primary Source

"They should be good servants and intelligent, for I observed that they quickly took in what was said to them, and I believe that they would easily be made Christians, as it appeared to me that they had no religion. I, our Lord being pleased, will take hence, at the time of my departure six natives. . . ."

—Journal of Christopher Columbus, October 1492

**Reaction to Columbus's Voyage** Columbus continued to explore the islands of the Caribbean. He established a settlement on the island he called Hispaniola. Then, in early 1493, leaving a number of his crew behind, he returned to Spain.

Later that year, Columbus returned to the Caribbean to colonize Hispaniola. The new colony was supposed to produce profits by shipping gold, sugar, and Indian slaves to Spain. The Spanish planned to dominate the natives and forge an empire based in Europe.

Upon his return to Hispaniola, Columbus discovered that the natives had killed the colonists he had left behind. Columbus turned to force. Employing the military advantages of horses, gunpowder, and steel, Columbus killed and captured hundreds of Indians on Hispaniola and the adjacent islands.

Unfortunately for Columbus, his bullying angered the European colonists, who persuaded the king and queen to recall him in 1500. Columbus returned to Spain and died in 1506. The Spanish colonization of the Americas, however, continued.

Columbus had not reached Asia, but he had found a source of riches that enabled European Christendom to grow more powerful and wealthy than the Muslim world. During the next three centuries, the mineral and plantation wealth of the Americas—produced by the labor of African slaves—helped finance the expansion of European commerce. In turn, that commerce promoted the development of new technologies and the growth of military power.

**Spain and Portugal Divide the Americas** With the assistance of the pope, the Spanish and the Portuguese negotiated the 1494 Treaty of Tordesillas. They agreed to split the world of new discoveries by drawing a north-south boundary line through the mid-Atlantic west of the Azores. The Portuguese secured a monopoly to exploit the coast of Africa and the Indian Ocean. In return, the Spanish claimed Columbus's western lands. Further exploration later determined that South America bulged eastward beyond the treaty line, placing Brazil in the Portuguese sphere.

#### Vocabulary Builder

adjacent—(uh JAY suhnt) *adj.*  
near or close



In dividing the world, no one bothered to consult the Native Americans. The Iberians and the pope considered them pagan savages without any rights. The other European kings refused to honor the treaty, for they claimed an equal right to explore and exploit the new lands. But no European leaders thought that the Native Americans could, or should, be left alone in their former isolation and native beliefs.

✓ **Checkpoint** What was Columbus's purpose in sailing west across the Atlantic?

## The Spanish Expand Their American Empire

Until his last breath, Columbus insisted that his discoveries lay close to the coast of China. Other explorers, however, demonstrated that he had reached the margins of two previously unknown continents. In 1497, **John Cabot**, a Genoese mariner employed by the English, sailed to Newfoundland. In tropical waters far to the south, a Portuguese fleet commanded by **Pedro Alvarez Cabral** discovered the coast of Brazil in 1500. A year later, **Amerigo Vespucci**, another Genoese mariner, explored enough of South America's coast to deem it a new continent. European mapmakers began to call the new continents by a variant of Vespucci's first name—America. Between 1519 and 1522, a voyage begun by **Ferdinand Magellan** succeeded in encircling the entire globe, filling in even more of the increasingly detailed picture of Earth.

**Cortés Conquers the Aztecs** At the start of the 1500s, the Spanish learned of a spectacular Indian empire in central Mexico. Those soldiers who explored central Mexico and defeated the Indian civilizations there were called **conquistadors**. In 1519, the brilliant and ruthless **Hernán Cortés** led a group of about 600 volunteers from Cuba to the coast of Mexico. Born in 1485, Cortés had university training as a lawyer. An ambitious man, he left Spain in 1504 to try his luck in Cuba, where he became rich by acquiring plantations and gold mines. But he hungered for more.

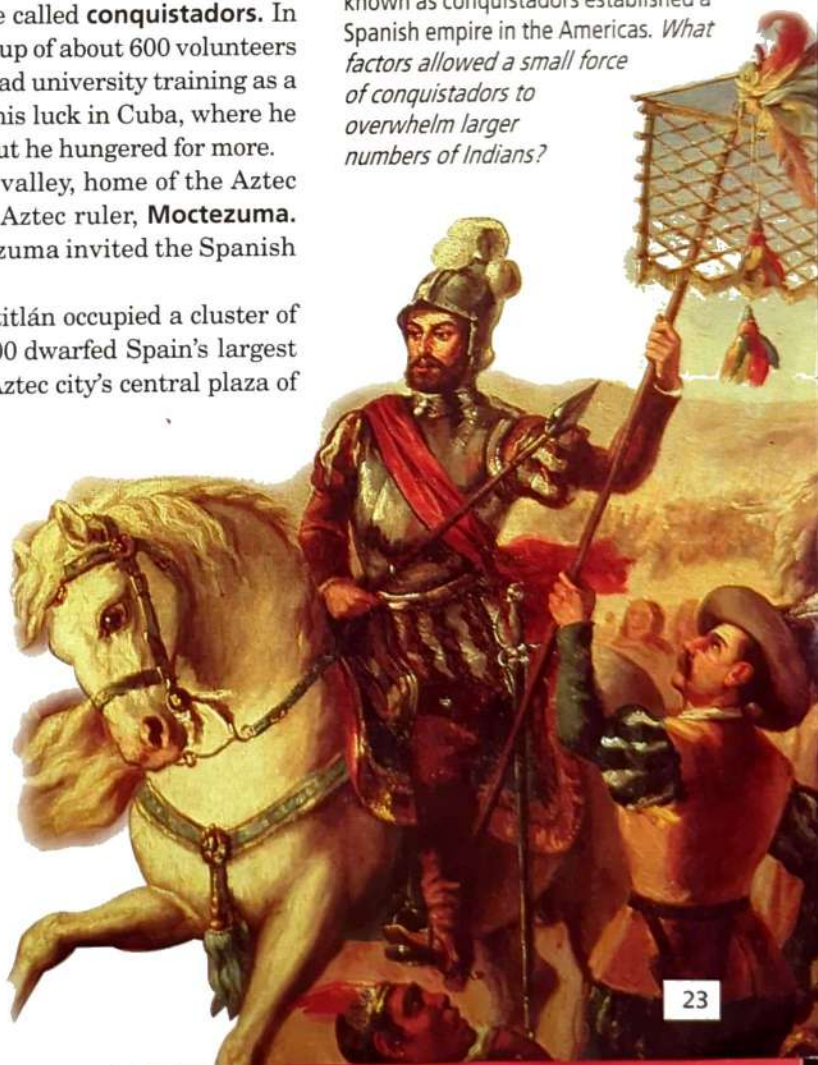
Marching inland, Cortés reached the great central valley, home of the Aztec Empire. The approach of Cortés's army alarmed the Aztec ruler, **Moctezuma**. Hoping to intimidate them with his own power, Moctezuma invited the Spanish into his great city.

The largest and richest city in the Americas, Tenochtitlán occupied a cluster of islands in a large lake. The population of about 200,000 dwarfed Spain's largest city, Seville, which had about 70,000 inhabitants. The Aztec city's central plaza of tall stone pyramid-temples dazzled with a combination of red, blue, and ochre stucco. Bernal Diaz, a soldier, recalled, "These great towns and pyramids and buildings arising from the water, all made of stone seemed like an enchanted vision. . . . Indeed, some of our soldiers asked whether it was not all a dream."

The city's gold and silver inflamed the Spanish desire to conquer and plunder. By seizing and killing Moctezuma, the Spanish provoked violent street fighting that initially drove them from the city. Returning with reinforcements, including many revenge-seeking local Indians who had themselves been brutalized by the Aztecs, Cortés captured Tenochtitlán. The cost, however, was high. Four months of fighting had reduced the city to a bloody rubble.

### The Conquistadors

Eager for wealth and fame, the men known as conquistadors established a Spanish empire in the Americas. *What factors allowed a small force of conquistadors to overwhelm larger numbers of Indians?*





## WITNESS HISTORY DVD

Watch *Conquest: Spain and the Aztecs* on the United States Witness History DVD to explore the conflict between the Spanish and the Aztecs in the Americas.



The victors put thousands of captive Indians to work raising a Spanish capital, Mexico City, on the ruins of Tenochtitlán. The slaves reworked stones from the great pyramids into a Christian cathedral. They transformed the shell of Moctezuma's palace into a residence for Cortés. Grateful for the stunning conquest and a share in the immense plunder, the Spanish king appointed Cortés to govern Mexico.

**The Conquistadors March On** The Spanish extended their empire deep into North and South America. During the 1530s, Francisco Pizarro conquered the powerful Incas of Peru with just 180 soldiers.

Aside from wealth, conquistadors were motivated by their religious faith and by loyalty to their monarch. They reasoned that riches were wasted on the non-Christian Indians. Those riches should belong to Christians who served the Spanish Crown—and who were willing to help convert the native people. These notions had been deeply ingrained in Spanish culture as a result of the centuries-long *reconquista*.

The conquistadors benefited from their superior weapons. These included steel-edged swords, pikes, and crossbows. Such weapons were far more durable and deadly than the stone-edged swords, axes, and arrows of the Indians. Because sixteenth-century guns were so heavy, inaccurate, and slow to reload, only a few conquistadors carried them. Yet their few guns gave the Spanish a psychological advantage. Belching fire and smoke, they produced a thunderous roar that was terrifying.

Although most conquistadors fought on foot, the few with horses proved especially dreadful. The Indians had never experienced the shocking power and speed of mounted men. "The most essential thing in new lands is horses," observed a conquistador. "They instill the greatest fear in the enemy and make the Indians respect the leaders of the army." But the greatest advantage came from something the conquistadors did not even know they carried—disease.

**The Devastation of Disease** Brutal exploitation and disease combined to destroy the natives of Hispaniola. From about 300,000 in 1492, the island's population declined to a mere 500 by 1548. The Spanish forced the natives, known as the Tainos, to labor in mines and on ranches and plantations. Those who resisted suffered deadly raids on their villages by colonial soldiers. Overworked and underfed, the native population was especially vulnerable to disease.

The ravages of these diseases were not confined to Hispaniola. In the century after the arrival of the Europeans in the Americas, experts believe that successive epidemics reduced the native population to about one fifth of its pre-1492 numbers.

The great European killers included smallpox, typhus, diphtheria, bubonic plague, and cholera. These were diseases that had existed in Europe for centuries. As a result, the European population over the generations had developed some natural defenses against them. That is, among the population there was a percentage of people whose bodies were able to fight off the diseases before they became fatal. The native populations of the Americas had not built up such natural defenses. The European diseases hit with devastating effect. In some cases, entire villages simply disappeared.

For the Spanish, the reduction of the Indian population complicated their colonization plans. They had depended on Indians to provide the labor for their new enterprises. Left with large tracts of fertile but depopulated lands, the colonists needed a new source of workers. They turned to importing Africans as slaves to work the new sugar plantations on the tropical coasts.



**Checkpoint** What role did disease play in the defeat of the native populations of the Americas?



## INFOGRAPHIC

# The Columbian Exchange

In 1972, Alfred W. Crosby, a social historian, used the term Columbian Exchange to describe the exchange of plants, animals, and diseases between Europe and the Americas. The term held. The exchange also included the continents of Africa and Asia. As people, products, animals, and ideas flowed, their impact was greater than anyone could have imagined. The images below represent some results of the global exchange.

▼ Aztecs fell victim to European diseases, such as smallpox.



### From the Americas to Europe, Africa, and Asia

- beans
- maize
- potatoes
- sweet potatoes
- pumpkins
- squash
- tomatoes
- peppers
- peanuts
- avocados
- cocoa
- tobacco
- turkeys

### From Europe, Africa, and Asia to the Americas

- wheat
- bananas
- rice
- coffee
- grapes
- sugar
- barley
- chickens
- cattle
- pigs
- horses
- typhus, smallpox, measles

◀ The Spanish brought horses to the Americas by ship.



▲ Potatoes from Peru, cultivated by the farmers in this drawing, became an important staple of the European diet.



Quinine, native to South America, provided a cure for people in Africa suffering from malaria. ▲

◀ Silver and gold for coins like these came from the Americas.



### Thinking Critically

1. **Draw Inferences** How do you think the Columbian Exchange affected the environment in the Americas?
2. **Analyze Information** Is there still a global exchange among the continents? Explain.

### Vocabulary Builder

**disperse**—(dih SPERS) *v.* to spread about; distribute widely

## The Transatlantic Exchange

The Europeans who began arriving in the Americas in the late 1400s brought more than weapons, diseases, and a thirst for wealth and power. The colonizers also brought plants and animals that were new to the Americas. Indeed, the European arrival brought about an ecological revolution. Never before in human history had so many of the world's plants, animals, and microorganisms been so thoroughly and so abruptly mixed and dispersed. We call this phenomenon the Columbian Exchange.



**Exchange of Plants and Animals** Determined to farm the American land in a European manner, the colonists introduced their domesticated livestock: pigs, horses, mules, sheep, and cattle. They also brought seeds for their domesticated plants. These included wheat, barley, rye, oats, grasses, and grapes.


In a land where large mammals such as cattle and horses did not live, the new plants and animals brought drastic changes to the environment. Ranging cattle and pigs consumed the wild plants and the shellfish that the Indians needed for their own diet. The livestock also invaded the Indians' fields to consume their maize, beans, and squashes.

The Indians proved remarkably resilient as they adapted to the new plants and animals. In time, the Indians learned to raise and consume European cattle. On the Great Plains, the Indians acquired runaway horses. Once mounted, the Indians could more easily hunt bison and could more forcefully resist efforts to colonize their land.

While exporting domesticated plants and livestock to the Americas, the Europeans imported productive plants cultivated by the Indians. Maize and potatoes from the Americas produced more food per acre than traditional European crops such as wheat. European farmers enjoyed larger harvests by adding, or switching to, the American plants. Europeans also adopted tomatoes, beans, peppers, and peanuts.

**Population Shifts** The Columbian Exchange helped trigger enormous population shifts around the world. Larger harvests aided by new American crops fueled European population growth. From about 80 million in 1492, Europe's population grew to 180 million by 1800. That growth nearly doubled Europe's share of the world's population from about 11 percent in 1492 to 20 percent in 1800. Meanwhile, the Native American proportion of the global population collapsed from about 7 percent in 1492 to less than 1 percent in 1800.

The European surplus population flowed westward across the Atlantic to replace the Indians in the Americas. Those colonizers brought along millions of Africans as slaves. Never before had so many people moved so far with such a powerful impact. As a result, maritime trade and migration integrated four great continents: Europe, Africa, South America, and North America.

 **Checkpoint** What was the Columbian Exchange?

## SECTION

# 4 Assessment

### Progress Monitoring Online

For: Self-test with vocabulary practice

Web Code: nca-0109

### Comprehension

**1. Terms and People** Explain the role of the people listed below in the European exploration of the Americas.

- Christopher Columbus
- John Cabot
- Pedro Alvarez Cabral
- Amerigo Vespucci
- Ferdinand Magellan
- Hernán Cortés

### 2. NoteTaking Reading Skill:

**Understand Effects** Use your chart to answer the Section Focus Question: How did European exploration affect the Americas?

### Writing About History

**3. Quick Write: Write a Monologue** Stories about the Aztec ruler Moctezuma claim that he feared newcomers. Write a monologue—a long speech by one person—by Moctezuma upon his learning about the arrival of the Spaniards in his empire.

### Critical Thinking

**4. Understanding Cause and Effect** How did the success of Portugal's exploration of Africa affect Spain?

**5. Analyze Information** How did the conquistadors justify their conquest of the Aztec and Inca empires?

**6. Make Generalizations** How did the Columbian Exchange affect population size and movement?



◀ Francisco Vázquez  
de Coronado

**WITNESS HISTORY** AUDIO

### Cities of Gold

In 1540, the Spanish explorer Francisco Vázquez de Coronado, along with 300 soldiers, set out to find Cibola, one of the fabled Seven Cities of Gold. Hoping to discover riches that equaled those found in Mexico, the expedition journeyed into the lands north of Mexico (the present-day U.S. Southwest). Instead of Cibola, the group found:

“... a little, crowded village, looking as if it had been crumpled all up together. There are ranch houses in New Spain which make a better appearance at a distance. It is a village of about 200 warriors...”

—Pedro de Casteneda,  
*The Journey of Coronado*, 1596

Disappointment turned to rage as Coronado's men searched the village for gold. When they found none, they attacked the village, defeating it in about an hour.

# Spain's Empire in the Americas

## Objectives

- Explain Spanish explorers' achievements.
- Describe Spanish society in New Spain and Peru.
- Evaluate the causes and effects of Spanish imperial policies in the American Southwest.

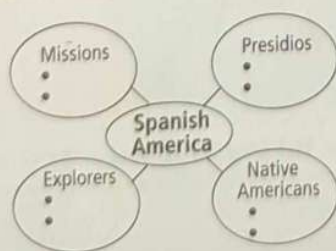
## Terms and People

missionary  
presidio  
vicero

mestizo  
mission

## NoteTaking

**Reading Skill: Summarize** Complete a concept web to summarize how each item strengthened the Spanish American Empire.



**Why It Matters** During the sixteenth century, the Spanish created a great empire by conquering and colonizing the lands in the Caribbean as well as large portions of North and South America. This American empire was more than ten times larger than Spain and rich in gold and silver. The potential for great wealth motivated other European nations to join the quest for colonies in the Americas. Soon rivalries emerged in the Americas as European empires vied for territory. **Section Focus Question:** How did Spain strengthen its colonies in the Americas?

## Religious Divisions Cause Conflict

Enriched by conquests in the Americas, Spain financed an aggressive military policy in Europe. This aggression alarmed the Dutch, French, and English, who sought their own share of the riches in the Americas. These nations probed the coast of North America, seeking places where they might establish their own colonies. They also encouraged pirates to rob Spanish treasure ships.

Religious divisions added to the conflict among nations in Europe. In 1517, a movement called the Protestant Reformation began in Germany when a monk named Martin Luther challenged the authority of the Catholic Church. Luther and other dissenters became known as Protestants because they protested against the power of the pope and against the Church, which they viewed as corrupt and materialistic.



Protestants favored the individual's right to seek God by reading the Bible and by heeding ministers who delivered evangelical sermons. Without the unifying power of the pope, Protestants soon divided into many different denominations, including Lutherans, Calvinists, Baptists, Anglicans, and Quakers.

The Protestant movement spread throughout northern Europe, including the Netherlands and England. The French divided into hostile Protestant and Catholic camps, but the Spanish remained Catholic. Indeed, Spanish monarchs led the Catholic effort to suppress Protestantism. Rival nations carried the conflict across the Atlantic to their new colonies in the Americas.

✓ **Checkpoint** What issues divided the nations of Europe during the 1500s?

## Spain Organizes Its American Empire

Although the conquistadors were successful at conquering territory and establishing colonies for Spain, they were not effective at running the colonies. Under Spanish rule, Indians were enslaved and forced to labor on *encomiendas*, large Spanish-owned plantations. They were also forced to mine for silver and gold. They suffered harsh treatment and were often beaten or worked to death.

The Spanish king worried that the conquistadors killed too many Indians, who might otherwise have become tax-paying subjects. Eager to stabilize the new conquests, the king heeded priests such as Bartolomé de Las Casas, who urged the royal government to adopt laws protecting Indians. Catholic friars served as **missionaries**—people who work to convert others to their religion. The friars aimed to convert Indians to Christianity and to persuade them to adopt Spanish culture.

Although less brutal than the conquistadors, the friars demanded that the Indians surrender their traditions in favor of Christian beliefs and Spanish ways. The friars destroyed Indian temples and sacred images. Then, missionaries ordered the Indians to build new churches and adopt the rituals of the Catholic faith. The missionaries also forced Indians to work for them. The friars relied on Spanish soldiers who set up **presidios**, or forts, near the missions.

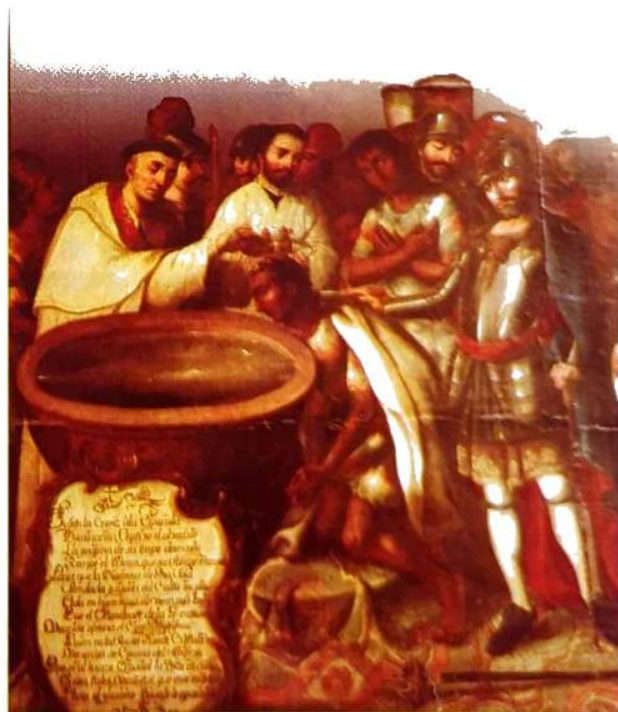
**New Spain and Peru Established** During the 1530s and 1540s, the Spanish Crown divided the American empire into two immense regions, known as viceroyalties, each ruled by a **viceroy** appointed by the king. The viceroyalty of New Spain consisted of Mexico, Central America, and the Caribbean islands. The viceroyalty of Peru included all of South America except Portuguese Brazil. To control the viceroys, the Spanish Crown forced them to share power with a Crown-appointed council and an archbishop. The Spanish did not permit elected assemblies in their colonies.

**Society in Spain's American Colonies** During the sixteenth century, about 250,000 Spanish people, mostly men, immigrated across the Atlantic to the American empire. The male colonists generally took Indian wives. Children of mixed Spanish and Indian ancestry became known as **mestizos**. As the Native American population declined from diseases, the mestizos became the largest segment of Spain's colonial population by the eighteenth century. Next in proportion were enslaved Africans, especially in the Caribbean region.

To maintain their authority, colonial officials developed a complex system of racial hierarchy known as the *castas*. At the bottom lay the pure Africans and Indians, while

### Missionaries and Indians

Soon after the Spanish conquest of a region, missionaries arrived to convert Indians to Christianity and to persuade them to adopt Spanish culture. In this painting, friars and conquistadors watch in approval as an Indian is baptized.





## Europeans Explore the Americas, 1497–1682

**Map Skills** After Columbus's voyages, other European explorers sailed on behalf of any power that would sponsor them. For example, Verrazano was Italian but sailed for France.

- 1. Locate:** (a) Mississippi River, (b) St. Lawrence River, (c) Gulf of Mexico
- 2. Movement** Describe the journey of Jolliet and Marquette.

- 3. Predict Consequences** Based on this map, what regions do you think France will control in North America?



**Vocabulary Builder**  
urban—(UHR buhn) *adj.* relating or belonging to a city

Spaniards were at the pinnacle. The higher *castas* enjoyed superior status and greater legal privileges at the expense of those of lower status.

In both New Spain and Peru, the Spanish developed an urban and cosmopolitan culture. Carefully planned towns possessed a spacious grid of streets, with the town hall and a church arranged around a central plaza. The wealthiest families dwelled near the central plaza. The common people lived in the outer districts of the towns.

✓ **Checkpoint** How did Spain maintain control over its American colonies?

### Spanish Explorers Push North

Cortés's success in conquering and plundering Mexico inspired later conquistadors. Seeking their own golden empires, Hernando de Soto and Francisco Vázquez de Coronado led expeditions into the lands north of Mexico.



**De Soto Explores Florida** In 1539, de Soto's conquistadors crossed present-day Florida, Georgia, South Carolina, North Carolina, Tennessee, Alabama, Mississippi, and Arkansas. Frustrated in their search for riches, the conquistadors massacred Indian villages, ravaged fields, emptied storehouses, and burned towns. After de Soto died of disease in 1542, his men gave up and fled to Mexico in boats. They left behind deadly new diseases, which continued to spread among the Indians of the Southeast.

**Coronado Searches for Golden Cities** Coronado marched north from Mexico into the Rio Grande valley in 1540. Unable to defeat the Spanish, the Pueblo Indians in the region tried to get rid of them by appealing to their greed. The Pueblos told alluring stories of a golden kingdom named Quivira to the northeast, on the far side of a great, grassy plain. In pursuit of Quivira, Coronado and his men crossed the Great Plains to what is now Kansas. They found only villages of grass-thatched lodges inhabited by Wichita Indians, who possessed neither gold nor silver. Returning to the Rio Grande in a rage, the Spanish took a bloody revenge on the Pueblos before retreating to Mexico in 1542.

**Spain Colonizes Florida** After the expensive failures of de Soto and Coronado, the Spanish Crown lost interest in the northern lands. Lacking tangible wealth, the northern frontier did not seem worth the effort to conquer and colonize. But attacks by French, Dutch, and English pirates began to change Spanish minds during the 1560s. By occupying Florida and the Rio Grande valley, the Spanish hoped to create a defensive zone, to keep hostile European rivals far from the precious mines and towns of Mexico. This plan became urgent when the Spanish learned that the French had built a small base on the Atlantic coast of Florida. Worse still, these French colonists were Protestants, whom the Spanish hated as heretics.

In 1565, Pedro Menendez de Avilés attacked and destroyed the French base, slaughtering the captured Protestants. He then founded the fortified town of St. Augustine, which became the first enduring colonial town within what would later become the United States. However, Florida failed to attract a large number of Spanish colonists, who numbered a mere 1,000 by the end of the century. Friars tried to convert Indians to Christianity by building **missions** in the native villages. By 1675, the friars had gathered 20,000 native converts in 36 mission churches spread across northern Florida. (See the infographic on the next page.)

**Spain Colonizes New Mexico** During the 1590s, a Spanish expedition led by Juan de Oñate returned to the lands explored by Coronado in the Rio Grande valley. There, Spain established the colony of New Mexico, with Santa Fe as the capital (after 1607). The colony's isolation from Mexico, however, reduced the colonists' income and drove up the cost of their imported goods. Because few Spanish settlers wished to join such an isolated and poor colony, New Mexico's colonial population stagnated. In 1638, the 2,000 colonists were greatly outnumbered by the 40,000 Pueblo Indians. A soldier described New Mexico as "at the ends of the earth . . . remote beyond compare."

As in Florida, only the friars thrived in New Mexico. By 1628, they had founded 50 missions. The progress was remarkable because the friars demanded so much from their converts. Christian churches replaced the circular *kivas*, the sacred structures for religious dances and ceremonies. The priests smashed or burned the *katsina* figures held sacred by the Indians. (*Katsinas* are wooden figures that represent ancestral spirits.) The friars also expected the Indians to dress, cook, eat, and speak like Spaniards.

For a couple of generations, the Pueblos did their best to adapt to the friars. In part, the Indians acted from fear of the Spanish soldiers, who backed up the

#### Vocabulary Builder

tangible—(TAN juh buhl) *adj.*  
solid; capable of being touched  
or understood

Pueblo Indians create *katsinas*, images that represent ancestral spirits.





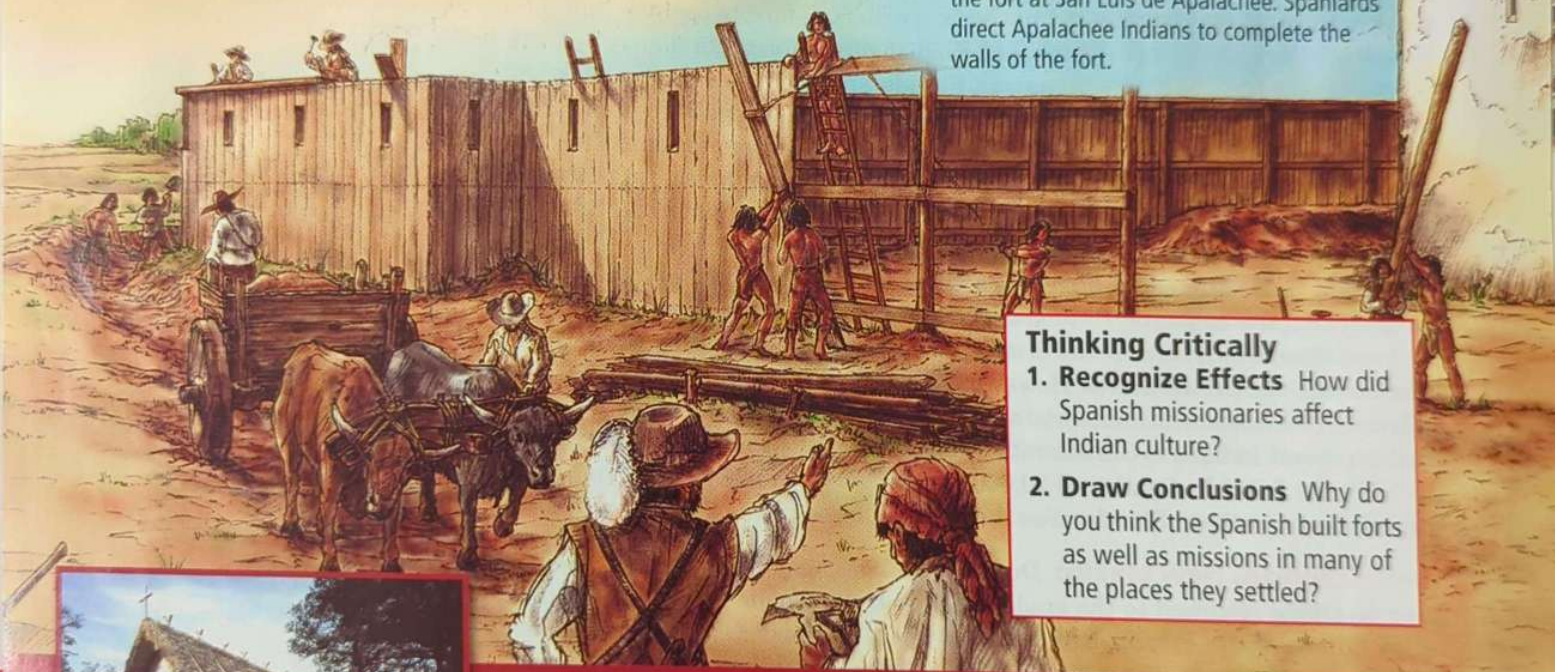
# MISSIONS AND FORTS

As Spanish conquistadors explored and conquered territory in the Americas, Spanish missionaries worked to convert American Indians to Christianity. During the 1500s and 1600s, Spanish soldiers and missionaries established a number of settlements in New Mexico and Florida. Missions, or religious settlements run by friars or priests, included a church, a friary, houses, and often a fort to protect settlements from attacks by European rivals or Indian adversaries. The illustrations and pictures here depict the Spanish settlement at San Luis de Apalachee in Florida, established in 1656. San Luis was the western capital of Spanish Florida, while St. Augustine was its eastern capital. Today, archaeologists and historians are re-creating the site.



▲ A drawing shows the plan of the fort at San Luis de Apalachee.

▼ This illustration shows the construction of the fort at San Luis de Apalachee. Spaniards direct Apalachee Indians to complete the walls of the fort.



## Thinking Critically

- 1. Recognize Effects** How did Spanish missionaries affect Indian culture?
- 2. Draw Conclusions** Why do you think the Spanish built forts as well as missions in many of the places they settled?



▲ A reconstruction of the church at San Luis

friars with firearms and horses. The Pueblos were also interested in the domesticated animals and metal tools provided by the missions.

But the Pueblos would not give up all of their traditional beliefs. Instead, they considered Christianity a supplement to their own sacred practices. To please the priests, the Indians became public Christians, but they privately mixed Christianity with traditional ways, keeping in secret their *kivas* and *katsinas*. When the missionaries discovered these secrets, they felt the fury of betrayal. The harsh punishments inflicted by the friars angered the Pueblos.

✓ **Checkpoint** Why did the Spanish explore and colonize New Mexico and Florida in the 1600s?



## The Pueblos Revolt Against the Spanish

Conditions worsened during the 1660s and 1670s. A prolonged drought undercut the harvests, reducing many Pueblos to starvation. Disease, famine, and violence cut their population from 40,000 in 1638 to 17,000 by 1680. The losses made it harder for the Pueblos to pay tribute in labor and produce to the missionaries and colonists.

Fed up, in 1680 the Pueblos revolted under the leadership of a shaman named Popé. Encouraging resistance to Spanish ways, Popé urged a return to the traditional Pueblo culture and religion. The rebels also drew support from the Apaches, who had their own scores to settle with the Hispanic slave raiders. The Indians destroyed and plundered missions, farms, and ranches. Abandoning Santa Fe, the colonial survivors and Christian Indians fled to El Paso, which at the time was on the southern margin of New Mexico. The Pueblo Revolt was the greatest setback that the Indians ever inflicted on colonial expansion.

After victory deprived them of a common enemy, the Pueblos resumed feuding with one another and with the Apaches. The renewed violence discredited Popé, who had promised that the rebellion would bring peace and prosperity. Losing influence, he died sometime before 1690. During the following three years, the Spanish reclaimed New Mexico.

The bloody revolt taught the Pueblos and the Spanish to compromise. The Pueblos accepted Spanish authority, while the Spanish colonists practiced greater restraint. The Pueblos once again became public Catholics while quietly maintaining traditional ceremonies in their *kivas*. The Spanish and the Pueblos increasingly needed one another for mutual protection against the Apaches of the surrounding plains and mountains.

✓ **Checkpoint** How did Popé manage to defeat the Spanish settlers?

### HISTORY MAKERS

#### Popé (1630?–1690?)

In 1675, the Spanish governor of New Mexico ordered more than 40 Pueblo shamans publicly whipped for following traditional religious practices. One of those punished that day was Popé. That mistreatment spurred him to plan the Pueblo Revolt of 1680. He even convinced the Apaches, traditionally the Pueblos' enemies, to join the fight to rid the region of the Spanish. The Spanish fled and did not return for 12 years. During that time, Popé worked to restore Pueblo ways of life and religion. When and where he died is not certain, but it likely happened before the Spanish return in 1692.



### SECTION

# 1

## Assessment

### Progress Monitoring Online

For: Self-test with vocabulary practice  
Web Code: nca-0203

#### Comprehension

1. **Terms and People** For each item below, write a sentence explaining its relationship to Spain's American colonies.

- missionary
- presidio
- viceroy
- mestizo
- mission

#### 2. **NoteTaking** Reading Skill:

**Summarize** Use your concept web to answer the Section Focus Question: How did Spain strengthen its colonies in the Americas?

#### Writing About History

#### 3. **Quick Write: Identify Effects**

Write a paragraph describing the effects of the Spanish in the Americas from a Native American point of view. Your paragraph should state a main idea and contain supporting details.

#### Critical Thinking

4. **Recognize Ideologies** How did Spanish friars view Native American religions? Explain.

5. **Analyze Information** What was the *casta* system, and why was it created?

6. **Recognize Cause and Effect** What were the causes and effects of the Pueblo Revolt?





▲ French fur trader

A beaver ►



## WITNESS HISTORY AUDIO

## A Profitable Fur Trade

While the Spanish grew rich mining silver and gold in South America, the French profited from the fur trade in Canada. But the trade relied on good relations with the Indians, who hunted and traded valuable beaver pelts with the French. At times, conflicts with the Iroquois halted the trade. As one missionary reported, New France faced ruin:

“At no time in the past were the beavers more plentiful in our lakes and rivers and more scarce in the country’s stores. . . . The war against the Iroquois has exhausted all the sources. . . . The Montréal store has not purchased a single beaver from the Natives in the past year. At Trois-Rivières, the few Natives that came were employed to defend the place where the enemy is expected. The store in Québec is the image of poverty.”

—François Joseph Le Mercier,  
*Relations des Jésuites*, 1653

## The French Empire

### Objectives

- Explain how the fur trade affected the French and the Indians in North America.
- Explain how and why Quebec was founded.
- Describe the French expansion into Louisiana.

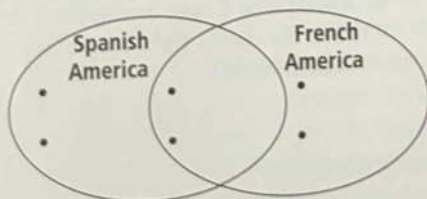
### Terms and People

Northwest Passage  
Quebec  
Samuel de Champlain

*coureurs de bois*  
*metis*

### NoteTaking

**Reading Skill: Compare and Contrast** Fill in a Venn diagram like the one below comparing Spanish America and French America.



**Why It Matters** Spain’s success with its American colonies encouraged other European nations to establish colonies. French explorers led expeditions along the North American Atlantic seaboard during the 1500s. These explorers established a number of French settlements along the St. Lawrence River and began trading fish and animal furs with Native Americans in the region. In time, these small settlements grew and became the nucleus of present-day Canada. **Section Focus Question:** How did France’s American colonies differ from Spain’s American colonies?

### The French Establish a Fur Trade

During the early 1500s, explorers who sailed for France, including Giovanni da Verrazano and Jacques Cartier, were less interested in establishing colonies and more interested in finding a **Northwest Passage**—a water route to Asia through the cold waters of present-day Canada. They probed the eastern coastline of North America, from present-day North Carolina to Newfoundland. During the 1530s and 1540s, Cartier investigated the St. Lawrence River.

**France Establishes New France** The French king claimed the region that Cartier explored as New France. At the mouth of the St. Lawrence River, French mariners fished for cod and hunted for



whales and seals. The mariners met Indian hunters, who offered furs in trade. Rendered scarce in Europe by excessive hunting, furs, especially beaver fur, commanded high prices.

Indians eagerly traded fur for metal arrowheads, hoes, axes, knives, and hatchets, all useful both as tools and weapons, and for iron or brass kettles, which made it easier to boil their meals. A Montagnais Indian explained, "The Beaver does everything perfectly well, it makes kettles, hatchets, swords, knives, bread; in short, it makes everything." Increasingly, the Indians hunted for a foreign market rather than just for their own subsistence.

Killing the beaver faster than the animals could reproduce, the coastal Indians sought new stocks by invading the hunting territories of their neighbors. This provoked wars between Indian groups. Those without metal weapons lost these wars, which also gave them a powerful incentive to trade with the French. Every American Indian nation tried to attract European traders and keep them away from their Indian enemies.

Just as the Indians fought one another over trade, the traders plundered and killed one another in their competition for furs. To repel rivals, a French company built a fortified trading post at Quebec on the St. Lawrence River in 1608. **Quebec** was the first permanent European settlement in Canada.

**French-Indian Relations** Unlike the Spanish in Mexico, the Canadian French could not afford to intimidate, dispossess, or enslave the Indians. The French needed them as hunters and suppliers of furs—roles that the Indians eagerly performed. Few in number, the French took little land, coming into little conflict with Canada's Native Americans.

**Samuel de Champlain**, Quebec's founder, traded with the Montagnais, Algonquin, and Huron Indians. In return, they expected Champlain to help them against their foes: the Iroquois, who lived to the south in what is now New York. In 1609, Champlain and nine French soldiers helped their allies attack an Iroquois camp beside the lake later named after Champlain. Expecting a traditional Indian battle, rich in display and light in casualties, the Iroquois formed up in a mass. They counted on their wooden shields, helmets, and body armor for protection from arrows. They were shocked when Champlain and his soldiers fired their guns, instantly killing Iroquois chiefs and warriors. Bewildered, the Iroquois warriors ran away.

Champlain won the battle at a high long-term cost. He made enemies of the powerful Iroquois, who for decades thereafter raided the French settlements. The battle also revolutionized Indian warfare. The Iroquois abandoned wooden armor, and they avoided massed formations. Instead, they relied on trees for cover and shifted their tactics to hit-and-run raids. They also demanded their own guns as the price of trade. Obtaining guns from Dutch traders on the Hudson River, the Iroquois became better armed than their Algonquin, Montagnais, and Huron enemies.



### Quebec

Founded in 1608, Quebec was the first permanent European settlement in Canada. *How did Quebec's location contribute to its defense and economic prosperity?*





## Exploring the Mississippi

French explorers Louis Joliet and Father Jacques Marquette traveled together from the Great Lakes to the Mississippi River in 1673.

### Vocabulary Builder

**dominate**—(DAHM uh nayt) *v.* to have control, power, or authority over somebody or something

vert the Indians. Belonging to the Jesuit order, the French missionaries enjoyed their greatest success among the Hurons, who lived beside Lake Huron, one of the Great Lakes. But that success attracted Iroquois warriors, who destroyed the Huron villages between 1648 and 1649. Killing hundreds, including most of the priests, the raiders carried away thousands of Huron captives for forced adoption by the Iroquois. The Jesuit missions survived only in the St. Lawrence Valley, between the major towns of Montreal and Quebec.

✓ **Checkpoint** How did the battle at Lake Champlain change the methods used by the Iroquois to fight the French?

## Life in New France

New France's government resembled that of New Spain. Both were strictly controlled by the powerful monarchs of the homeland. The French king appointed a military governor-general, a civil administrator known as the *intendant*, and a Catholic bishop. Like the Spanish, the French king did not permit an elected assembly in Canada.

**New France Grows Slowly** Attracting few immigrants, New France grew slowly. By 1700, the colony still had only 15,000 colonists. Potential colonists balked at the hard work of clearing dense forests to plant new farms. The long Canadian winter shocked newcomers from temperate France. Worst of all, immigrants dreaded the Iroquois raids.

Most French colonists were farmers who settled in the St. Lawrence Valley. To the west, Indians dominated the vast hinterland of forests and lakes, where the colonists were few and scattered. In the Great Lakes and Illinois countries, the French established a handful of small settlements, including Detroit. They lived by a mix of farming and trade.

**Alliances With Indians Bring Benefits** To survive and prosper in an Indian world, the French had to adopt some of the Indians' ways. Known as *coureurs de bois* (koo rer duh BWAH), many fur traders married Indian women. The children of these marriages became known as the *metis*.

With the help of the *coureurs de bois* and the *metis*, the French allied with the Great Lakes Indians, who primarily spoke an Algonquian language. The allies defeated the Iroquois during the 1680s and 1690s, compelling them to make peace in 1701. At last, the fur traders of the Great Lakes and the grain farmers of the St. Lawrence Valley could work in safety from Iroquois raids.

**Louisiana and New Orleans** In 1682, the French explorer Robert de LaSalle was hoping to find a Northwest Passage. Guided by Native Americans, he made his way south on the Mississippi River toward what he hoped was an opening to the Pacific Ocean. Instead, he found the Gulf of Mexico. La Salle claimed the territory around the Mississippi River basin for France, naming it Louisiana, in honor of King Louis XIV. In 1718, near the river's mouth, the French founded New Orleans, which became the colony's largest town and leading seaport.





Like Canada, Louisiana struggled to attract colonists. The economy provided few opportunities beyond trading with the Indians for deerskins or raising tobacco of poor quality. The hot climate and swampy landscape also promoted deadly diseases, especially dysentery and malaria. Only a third of the immigrants remained alive in Louisiana in 1731, when the colony had just 2,000 whites and 4,000 enslaved Africans.

The French primarily valued Louisiana as a military base to keep the English from grabbing the immense Mississippi watershed. As in the Great Lakes country, the French sought Indian allies to help them confine the English colonies that were growing to the east along the Atlantic coast.

**Checkpoint** Why did New France attract few colonists?

### New Orleans

Despite a hot, humid climate and the danger of coastal storms, the French built a settlement at New Orleans. *Why was control of New Orleans important to the French?*

## SECTION 2 Assessment

### Progress Monitoring Online

For: Self-test with vocabulary practice

Web Code: nca-0204

### Comprehension

**1. Terms and People** For each item below, write a sentence that tells how it contributed to the development of New France.

- Northwest Passage
- Quebec
- Samuel de Champlain
- *coureurs de bois*
- *metis*

**2. NoteTaking** Reading Skill:

**Compare and Contrast** Use your Venn diagram to answer the Section Focus Question: How did France's American colonies differ from Spain's American colonies?

### Writing About History

**3. Quick Write: Identify Effects**

Make a list of one or two effects of each of the following events: the search for the Northwest Passage, the fur trade, and Champlain's attack on the Iroquois in 1609.

### Critical Thinking

**4. Analyze Information** Why did the economy of the French colonies in the Americas depend on a good relationship with Native Americans?

**5. Recognize Cause and Effect** How did trade and warfare with France affect the Iroquois and other Native American nations?

**6. Support Generalizations** What evidence supports the following generalization: Conflicts among the nations of Europe emerged as they competed for territory in the Americas.