CHAPTER 2

Exploring the Americas

CHAPTER BENCHMARKS, *continued*

SS.8.G.4.4 Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

SS.8.G.6.2 Illustrate places and events in U.S. history through the use of narratives and graphic representations.

LAFS.68.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.RH.1.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.68.RH.2.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.68.WHST.2.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOLDABLES®

Exploring the Americas

Make this Foldable and label the three columns *Trade, Exploration,* and *Colonization.* As you read the chapter, take notes in the sections of your Foldable. Explain the purpose of each and describe how they changed the lives of people in North and South America.

Step 1
Fold a sheet of paper into thirds to form three equal columns.

Step 2
Label your Foldable as shown.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

LESSON 1 SUMMARY

The Growth of Trade

SS.8.A.2.1, SS.8.E.3.1

Searching for New Trade Routes

During the 1400s, European countries competed to find a sea route to the Indies—the islands southeast of Asia. The spices from this area were in great demand in Europe, and traders could make large profits from selling them.

Astrolabe

A. Gomez/Getty Images

Portuguese sailors were the first to find a new route to Asia. They sailed around Africa then eastward to Asia. Italian-born Christopher Columbus tried a different route. He sailed west across the Atlantic Ocean. He had no idea that the continents of North and South America lay in his way.

Better Ships, Better Sailors

New **technology,** such as the **compass,** the astrolabe, and the quadrant, made it possible for Columbus to sail across the open ocean, well beyond the sight of land. With the compass, sailors could tell which direction they were sailing. The astrolabe and quadrant helped sailors measure the angle of a star in relation to the horizon. This helped them find their location at sea.

Better maps and new ship designs also made the trip safer and faster. The ship called a carrack was sturdy and large enough to carry supplies for a long voyage. Caravels were smaller but easier to handle and could sail close to shore.

1. **CITING TEXT EVIDENCE** There were many reasons that European nations launched explorations—*cultural, economic, political,* and *technological.* As you read the text, circle each reason and label it as follows: "C" for cultural; "E" for economic; "P" for political; and "T" for technological.

After you have identified each reason, choose the one category that you think was the most important to European nations who supported voyages of exploration. Explain the reason for your choice.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Name _____ Date _____ Class _____

2. POSING QUESTIONS Write five questions that you would ask Christopher Columbus if he asked you to finance his first voyage to Asia.

1. _____

2. _____

3. _____

4. _____

5. _____

Exploring the New World

Queen Isabella of Spain agreed to pay for Columbus's expedition. She did this because Columbus promised to bring Christianity to the people in any lands he found. She also knew that if Columbus found a new route to Asia, Spain would grow rich from the increased trade.

On August 3, 1492, Columbus set out from Spain with a crew of about 90 sailors and supplies for six months. He had three ships—the *Niña, Pinta,* and the larger *Santa María.* Columbus was captain of the *Santa María.* Two months later, on October 12, 1492, the ship's lookout spotted land. It was actually an island chain called the Bahamas. Columbus went ashore and claimed the land for Spain. He named it San Salvador.

Columbus Explores the Caribbean

Columbus was sure that he had reached the East Indies, the islands off the coast of Asia. The maps he used showed Europe, Asia, and Africa as one large land mass. They did not show North or South America. At the time, some explorers thought that the Western (Atlantic) and Eastern (Pacific) Oceans ran together to form what they called the "Ocean Sea."

Today the place that Columbus came ashore is part of the Caribbean islands. Columbus named the people he saw "Indians," because he believed he was in the East Indies. When he returned to Spain, Ferdinand and Isabella received him with great honor and agreed to pay for more voyages.

Columbus made three more trips: in 1493, 1498, and 1502. He continued to explore the islands of the Caribbean, including what are now Hispaniola, Cuba, and Jamaica. He also sailed along the coasts of Central America and northern South America. He claimed the lands for Spain and started settlements.

Exploring the Americas

Other European explorers followed Columbus. In 1502 Amerigo Vespucci sailed along the coast of South America. He realized it was a separate continent and not a part of Asia. European geographers called the new continent "America," in his honor.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Name _____ Date _____ Class _____

This image shows Christopher Columbus and his crew making their first landing in the Americas.

Vasco Nunez de Balboa, from Spain, explored Panama. In 1513 he was the first European to see the Pacific Ocean from the Americas. He claimed the ocean and land along it for Spain.

Sailing Around the World

Ferdinand Magellan, a Portuguese sailor working for Spain, reached the southern tip of South America in 1520. He sailed through a **strait,** or narrow passage, into another ocean. Because the ocean's waters were calm, he named the ocean the Pacific. In Spanish, *pacifico* means "peaceful." Although Magellan died during the voyage, his crew sailed on and reached Spain in 1522. They became the first known people to **circumnavigate,** or sail around, the world.

The Columbian Exchange

The voyages of European explorers led to the exchange of plants, animals, and germs between the continents of Europe, Asia, Africa, and the Americas. This exchange—today known as the Columbian Exchange—had a great effect on the world's cultures.

3. ANALYZING VISUALS How does the artist portray Columbus and the event?

4. DRAWING CONCLUSIONS For many years, history books claimed that "Columbus discovered America." Why do you think Native Americans might disagree with the word "discovered" in this statement? What might be a better description?

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use. Library of Congress, Prints and Photographs Division (LC-USZC2-1687)

Name _____ Date _____ Class _____

LESSON 1 SUMMARY, *continued*

The Columbian Exchange

5. ANALYZING VISUALS What animal was introduced to the Eastern Hemisphere from the Americas?

_____

6. ANALYZING Do you think the positive effects of the Columbian Exchange outweighed its negative effects? Explain your answer.

The effects were both positive and negative. Europeans were introduced to new plants such as maize (corn) and potatoes. In return, the Europeans brought plants such as rice and wheat to the Americas. They also introduced the horse, which dramatically changed the lives of many Native Americans, especially in the Great Plains region. However, the Columbian Exchange negatively affected many Native Americans. Because they had no natural defenses to diseases introduced by the Europeans, such as smallpox, thousands of Native Americans died.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Name _____ Date _____ Class _____

REVIEW LESSON 1

1. Use the chart below to list the new technology and developments that made European exploration of the world possible during the 1400s.

TECHNOLOGY/ DEVELOPMENT	PURPOSE

2. **EVALUATING** After filling in the above chart, review your answers and decide which of the new technologies discussed might have been most important to the explorers of the 1400s. Research to find out more about your choice, how it worked, and its importance. Then write a short essay explaining your findings and whether they support your original choice.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

LESSON 2 SUMMARY

Spain in America

SS.8.A.2.1, SS.8.A.2.5

1. **DETERMINING CENTRAL IDEAS** List four things that helped the Spanish to defeat the Aztec and Inca Empires. Which of these advantages do you think was most important? Rank the items on your list in order of importance, with number one as "most important."

2. **ANALYZING VISUALS** How does the artist represent the wealth of the Aztec king and empire?

European Explorers and Conquerors

The early Spanish explorers were known as **conquistadors.** The rulers of Spain gave them the right to explore and create settlements in the Americas. In return, they agreed to give Spain one-fifth of any treasure they found.

The Conquest of Mexico and Peru

The Aztec, who lived in what is now Mexico and Central America, and the Inca in South America were two wealthy empires conquered by the conquistadors. Hernán Cortés was a conquistador who landed on the east coast of Mexico in 1519. Within two years, he conquered the Aztec Empire and took huge amounts of Aztec gold.

Cortés's success encouraged other conquistadors. In 1533 Francisco Pizarro led an army into the Inca capital in Cuzco, Peru. He killed the Inca ruler and took control of the vast and wealthy Inca Empire.

In this image, Hernán Cortés is greeted by the ruler of the Aztec people.

Library of Congress Prints and Photographs Division [LC-USZC4-741]

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Why Spain Won

How did Cortés and Pizarro conquer such mighty empires with their small forces? The Spanish had weapons and animals the Aztec and Inca had never seen. They had guns and cannons. They rode horses and had large, ferocious dogs. To some Native Americans, the Spanish seemed almost like gods.

Another advantage for the Spanish was that some people among the Aztecs did not like their rulers and were eager to overthrow them. Also, the Native Americans had no **immunity,** or resistance, to diseases that the Spanish carried. Illness and death weakened them in their struggle against the Spanish.

Spain in Florida

Not all conquistadors were victorious or found gold and silver. Those who explored the southeastern and southwestern parts of North America faced a difficult struggle.

Juan Ponce de León was a Spanish explorer who landed on the coast of Florida in 1513. He claimed the land for Spain calling it "La Florida" and then began looking for gold and a legendary Fountain of Youth. Stories told that the waters of the fountain would make "old men young again." Ponce de León found neither gold nor the fountain. However, the king appointed him governor of Florida and asked him to set up a colony there. The Native Americans in the area attacked the settlers, and Ponce de León was killed.

Spain spent many years trying to conquer and settle Florida. In 1528 Pánfilo de Narváez arrived to start a colony in the Tampa Bay area. He was attacked by the Apalachee, a local Native American group, and was forced to flee by boat across the Gulf of Mexico.

France in Florida

France, too, realized that Florida was an important location. If the French controlled Florida, they could capture the riches from Spanish ships that stopped there on their way from Central America to Spain.

In 1562 the French explorer Jean Ribault sailed to the St. Johns River, near present-day Jacksonville. He claimed Florida for France. In 1564 a group of French settlers arrived to set up a colony. To protect their settlement, they built Fort Caroline along the St. Johns River.

3. IDENTIFYING POINTS OF VIEW Use a separate sheet of paper to write a journal entry that explains how someone who was Native American might have viewed their world before the Europeans came and how they might have viewed their world afterward.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Spain Defends Its Claim

The Spanish king, Felipe II, thought the French were trespassing on Spanish land. He ordered the governor, Pedro Menéndez, to build a colony in Florida and drive out the French. In 1565 Menéndez established a settlement he called St. Augustine. It became the first permanent settlement in what would become the United States.

French ships sailed south from Fort Caroline to attack St. Augustine. A hurricane destroyed many of their ships. Menéndez then sent soldiers to capture Fort Caroline. The Spanish victory stopped the French from trying to settle in Florida.

La Florida Grows Slowly

Menéndez served as governor of La Florida for 10 years. He established other settlements and Catholic missions. The Spanish built missions and forts in areas that would become Florida, the Carolinas, and Virginia.

Exploring the Southwest

Many other conquistadors searched for quick riches. Their search took them to southwestern North America. One explorer, Álvar Núñez Cabeza de Vaca had been part of the expedition led by Pánfilo de Narváez in 1528. The expedition's few survivors sailed from Florida across the Gulf of Mexico and landed in what is now Texas. In 1533, de Vaca led an expedition across the Southwest and then went to Mexico. When he arrived in 1536, he told of seven cities of gold called the "seven Cities of Cibola." His story inspired other explorers.

The Search for Gold

Hernando de Soto traveled for three years through the southeast, seizing food and supplies from Native Americans. In 1541 de Soto crossed the Mississippi River. The following year, de Soto died of fever somewhere in Arkansas or Louisiana.

Francisco Vásquez de Coronado traveled through northern Mexico and present-day Arizona and New Mexico looking for the seven cities of gold but found nothing. Members of his expedition then went west to the Colorado River and east into what is now Kansas. They found "windswept plains" and strange "shaggy cows" (buffalo) but no gold.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Name _____ Date _____ Class _____

Spanish Settlements

The Spanish set up three types of settlements in the lands they explored—**pueblos, missions**, and **presidios.**

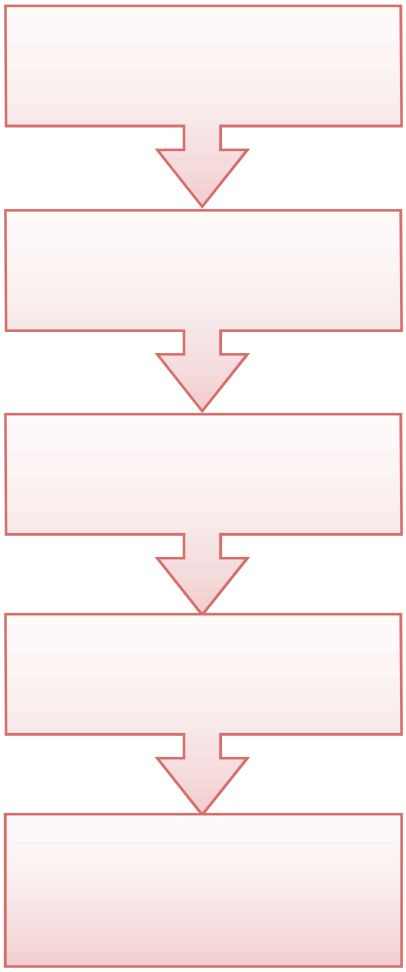
Types of Spanish Settlements	
pueblo	town, trading center
mission	religious community, including a small town, surrounding farmland, and a church; the goal of the mission was to spread the Catholic religion and the Spanish way of life among the Native Americans
presidio	fort, usually built near a mission

A class system developed in Spain's colonial empire. At the top were people born in Spain, called *peninsulares.* They owned land, ran the government, and served in the Catholic Church. Below them were the creoles. They were born in America to Spanish parents. Below them were the mestizos, who had one Spanish parent and one Native American parent. Below them were the Native Americans, who were often very poor. At the bottom were enslaved Africans.

The conquistadors could demand taxes or labor from the Native Americans. As a result, they became slaves to the Spanish. A Spanish priest, Bartolomé de Las Casas, helped to convince the Spanish government to pass the New Laws in 1542. These laws made it illegal to enslave Native Americans.

Some Spanish settlers had **plantations,** or large farms. They made money by exporting crops such as tobacco and sugarcane. Because the large plantations needed many workers, the Spanish used Native Americans. Later, traders brought millions of enslaved Africans from West Africa to the Americas to labor on the plantations. They were sold to plantation owners.

4. SEQUENCING Use this graphic organizer to show the organization of the social structure that developed in Spain's empire in the Americas.



Settling the Southwest

By the 1600s, the Spanish controlled most of Mexico, the Caribbean, and Central and South America. They also controlled parts of the present-day United States. Other European powers, such as England, France, and the Netherlands, also wanted to start colonies in North America.

Spanish settlements appeared in what is today New Mexico and Arizona in the 1600s. When France claimed land around the mouth of the Mississippi River, Spain moved into Texas to defend its territory in Mexico and the Southwest.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Name _____ Date _____ Class _____

REVIEW LESSON 2

1. Use the chart below to record information about the Spanish conquistadors who came to the Americas.

EXPLORER	YEAR	GOAL

2. **CONSTRUCTING AN ARGUMENT** The Spanish were driven by the promise of riches and power in the Americas. In their quest for gold, the Spanish conquered a number of Native American peoples. Those peoples often suffered horrible mistreatment from the conquistadors and other Spanish leaders. Select one explorer from your chart and conduct more research to find out about the land and people that person explored or conquered. Then, write a letter from the point of view of a Spanish soldier or priest who has witnessed the mistreatment of the Native Americans by that explorer. The audience for your letter will be the Spanish rulers who supported the conquistadors. Explain why you believe the mistreatment of the native peoples needs to end. You may wish to research and reference the work of Bartolomé de Las Casas as he sought laws to protect the Native Americans.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

LESSON 3 SUMMARY

Competing for Colonies

SS.8.A.2.1, SS.8.E.1.1, SS.8.G.2.1

Religious Rivalries

One reason that Europeans explored and settled in North America was to spread their Christian faith. The first to arrive were Roman Catholics—the only Christian church in western Europe at that time.

1. **ANALYZING VISUALS** What was one of Luther's complaints about the Catholic Church?

Luther and the Reformation

In 1517 a new form of Christianity began. It opposed some of the beliefs of the Catholic Church and was called **Protestantism.** The movement against the Catholic Church was started by Martin Luther, a German priest. He disagreed with many Church practices, including the power held by the pope. His actions led to the **Reformation,** a religious movement that spread through many parts of Europe. It caused widespread conflict within and between the nations of Europe.

This painting shows the imperial council that was held in Germany in 1521 to decide how to respond to Martin Luther's teachings.

©Ivy Close Images/Alamy

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

2. MAKING CONNECTIONS What role did religion play in the exploration of the Americas?

Religious Rivalry in Europe

In 1533 King Henry VIII of England left the Catholic Church. His daughter ruled later as Queen Elizabeth I. During her rule, England became a Protestant nation.

King Philip of Spain was Catholic and wanted to invade England to eliminate Protestantism. The king sent an **armada,** or war fleet, to attack England in 1588. The large fleet was the strongest naval force in the world. The English fleet was smaller but faster and defeated the Spanish. As a result, Spain no longer ruled the seas and the English were free to set up colonies in North America.

Religious Rivalries in the Americas

Catholics from Spain and France spread their faith among the Native Americans. The Spanish settled in the southwestern and southeastern regions of North America. The French settled in the northeast. Dutch and English Protestants set up colonies along the Atlantic coast between the French and Spanish settlements. Religious differences contributed to the rivalries among these settlements.

Economic Rivalry

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

Mercantilism is the economic theory that states that a nation's power is based on its wealth. At this time, rulers wanted to increase their nation's total wealth by acquiring gold and silver and developing trade. Mercantilist policies provided a great opportunity for merchants to make money, but such policies also increased the rivalry between nations.

Several European nations competed for overseas lands that could produce wealth. They wanted colonies in the Americas that could provide valuable resources,not onlygold and silver, but also raw materials. The colonies would also serve as a place to sell European goods.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Search for a Northwest Passage

In the 1500s and early 1600s, English, French, and Dutch explorers mapped the coast of North America, set up colonies, and traded with Native Americans. Explorers also hoped to discover a **Northwest Passage** to Asia—a direct water route through the Americas. Many of the explorers seeking such a passage discovered new places, landforms, and bodies of water during their voyages.

Searching for a Northwest Passage

Explorer	Sailed for	Year	Result
John Cabot	England	1497	probably landed on the coast of present-day Newfoundland
Giovanni de Verrazano	France	1524	explored the coast of North America from Nova Scotia to the Carolinas
Jacques Cartier	France	1535	sailed up St. Lawrence River, named the mountain that is the site of present-day Montreal
Henry Hudson	Netherlands	1609	discovered river now named for him, sailed as far north as Albany, on next voyage discovered Hudson Bay

3. **CONTRASTING** How did the goals of the French in North America differ from the goals of other European nations?

French and Dutch Settlements

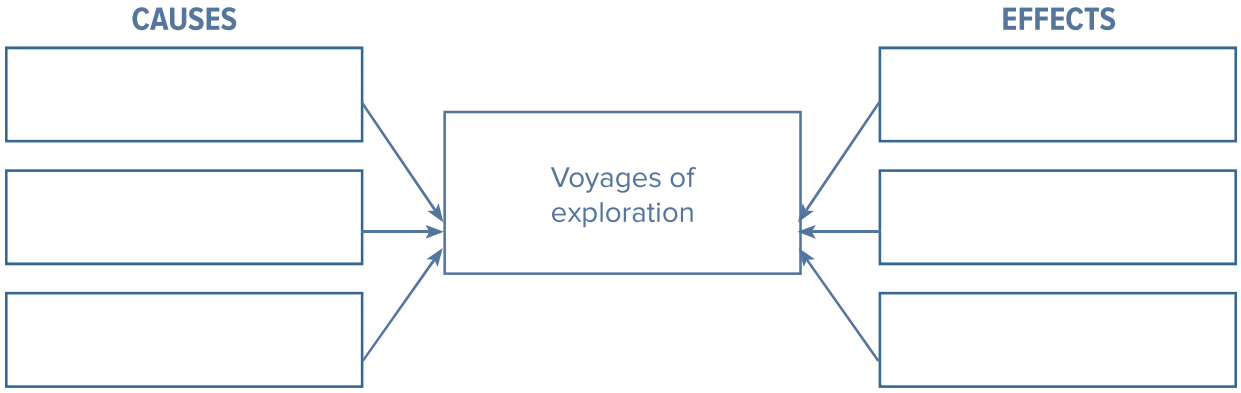
At first, the French were mainly interested in the rich natural resources of North America. They fished, and they trapped animals for their fur. Trappers and missionaries went far into the interior of North America. They traded with Native Americans and built forts and trading posts. In 1663 New France became a royal colony. The new governor supported further exploration.

Exploring the Mississippi River

In the 1670s, a French fur trader named Louis Joliet and a priest named Jacques Marquette traveled the Mississippi River by canoe. They were in search of precious metals and also looking for a Northwest Passage. When they realized that the river flowed south rather than west, they headed back upriver.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Voyages of Exploration Cause-Effect Diagram



4. DETERMINING CAUSE AND EFFECT Complete this graphic organizer by identifying three reasons for voyages of exploration and three effects that resulted from the exploration.

In 1682 another French explorer, Robert Cavelier de La Salle followed the Mississippi River all the way to the Gulf of Mexico. He claimed the region for France and called it Louisiana to honor the French king, Louis XIV. In 1718 the French founded New Orleans. French explorers and missionaries also traveled west to the Rocky Mountains and the Rio Grande.

New France and New Netherland

French settlement in North America grew slowly. New France was made up of estates along the St. Lawrence River. Those who owned estates received land in exchange for bringing settlers. These settlers were **tenant farmers.** They paid rent to the estate owner. They also worked for the owner for a set number of days each year. Because the French colony did not expand rapidly, the Native Americans did not view it as a threat. Relations between the French and the natives remained good.

The Netherlands was a small country in Europe. It had few natural resources and very little farmland. For that reason, the Dutch were attracted by the vast lands and natural resources of North America.

The Netherlands already had large fleet of trading ships that sailed all over the world. In 1621 its government set up the Dutch West India Company. Its purpose was to manage the trade for the Netherlands between the Americas and Africa. In 1623 this company took control of the country's North American colony, New Netherland.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Name _____ Date _____ Class _____

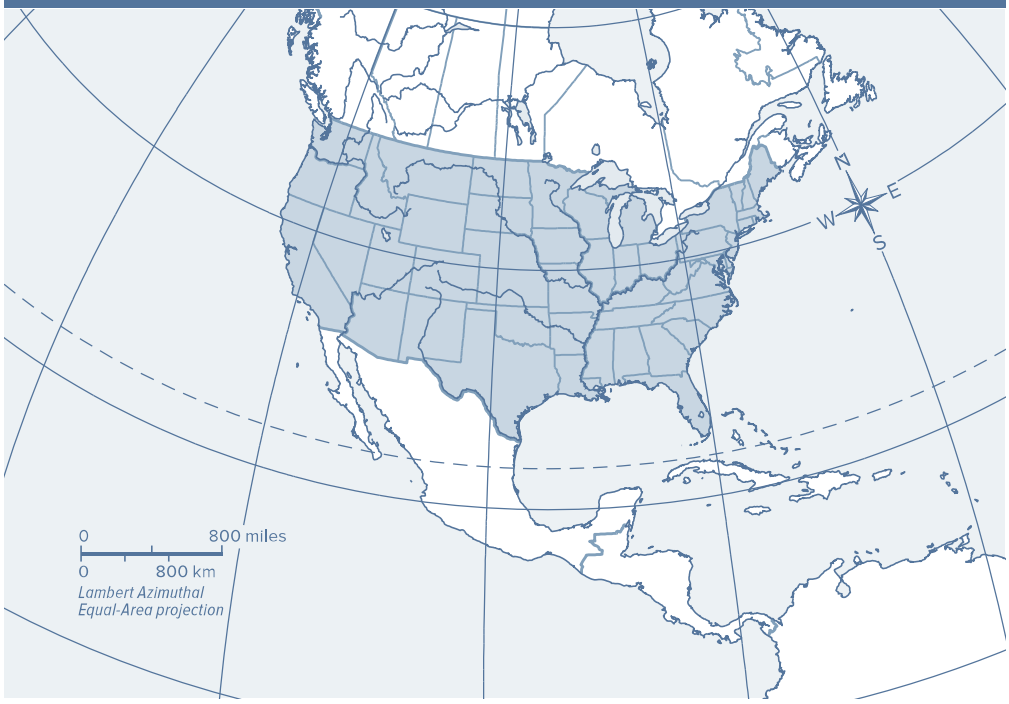
LESSON 3 SUMMARY, *continued*

The heart of New Netherland was New Amsterdam. It was on the tip of Manhattan Island, where the Hudson River enters New York Harbor. Governor Peter Minuit purchased the land from the Native American Manhattoes in 1626 for about $24 in trade goods.

REVIEW LESSON 3

1. Based on the descriptions in the text, show on the outline map below the areas of North America that were claimed by Spain, France, and the Netherlands. Read the descriptions of explorations and settlements carefully, and consult other political and physical maps if necessary.

European Areas of Settlement, North America



2. **THEORIZING** Imagine that you are a geographer in the early 1600s, so you do not have any later knowledge of the history of North America. Based on the map you just created, the location and amount of land held by each European country, and the purposes behind each European nation's settlement in North America, which nation do you think would dominate the future history of the North American continent? Explain your choice and discuss why a map of North America at this point would not have been a good indicator of the continent's future.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.