

# The Atlantic World, 1492–1800

## PREVIEWING THEMES

### Cultural Interaction

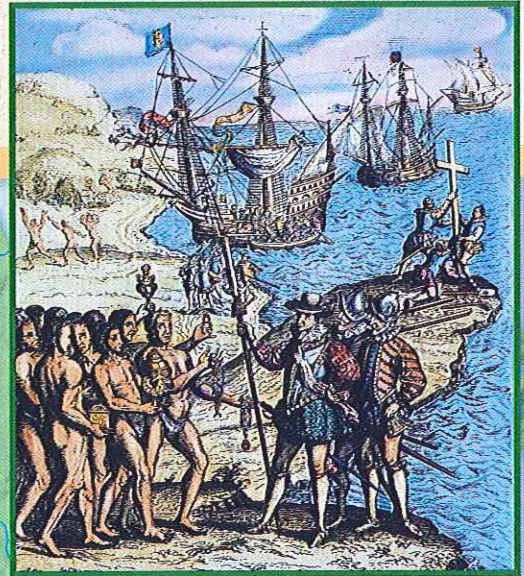
The voyages of Columbus prompted a worldwide exchange of everything from religious and political ideas to new foods and plants. In addition, they paved the way for the creation of new multicultural societies in the Americas.

### Economics

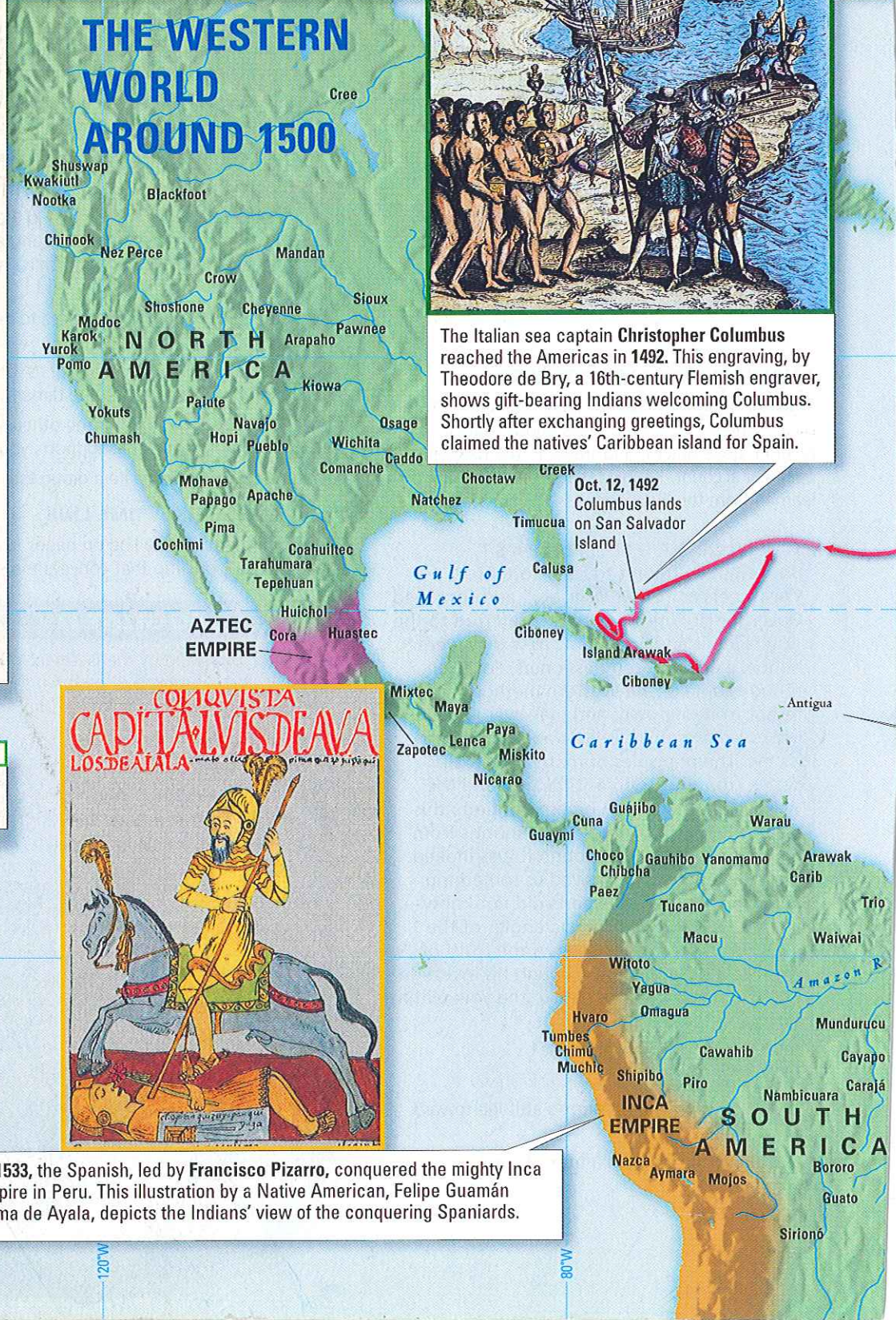
The vast wealth to be had from colonizing the Americas sealed the fate of millions of Native Americans and Africans. Europeans forced them to toil in gold and silver mines, as well as on huge tobacco and sugar plantations.

### Empire Building

Over the span of several centuries, Europeans conquered the Americas' native inhabitants. As a result, they built powerful American empires.

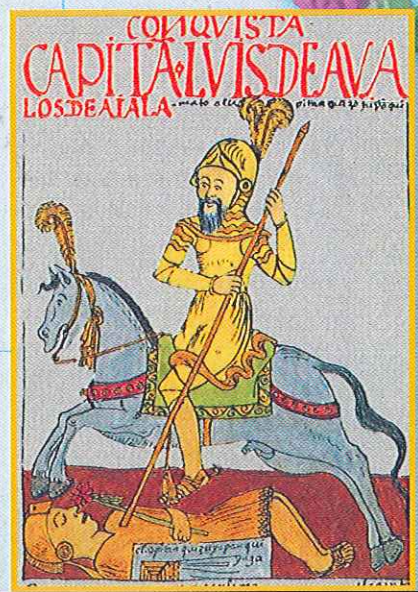


The Italian sea captain **Christopher Columbus** reached the Americas in 1492. This engraving, by Theodore de Bry, a 16th-century Flemish engraver, shows gift-bearing Indians welcoming Columbus. Shortly after exchanging greetings, Columbus claimed the natives' Caribbean island for Spain.

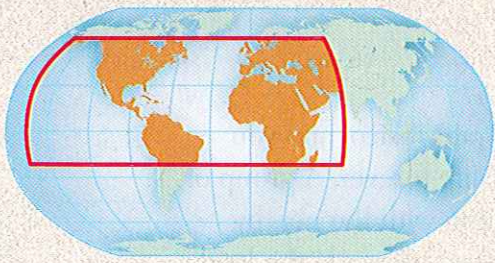


**INTERNET CONNECTION**

Visit us at [www.mcdougallittell.com](http://www.mcdougallittell.com) to learn more about American colonization.



In 1533, the Spanish, led by **Francisco Pizarro**, conquered the mighty Inca Empire in Peru. This illustration by a Native American, Felipe Guamán Poma de Ayala, depicts the Indians' view of the conquering Spaniards.



**PREVIEWING THE CHAPTER**

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ATLANTIC OCEAN

EUROPE

AFRICA  
SONGHAI EMPIRE

MALI BENIN

INDIAN OCEAN

0° Prime Meridian

Soon after arriving in the Americas, European colonists forced Africans to supply their labor needs. This 19th-century print depicts enslaved Africans working on the British island of Antigua. For 300 years beginning around 1500, the demand for free labor in the Americas drained Africa of at least 9.5 million people.

## Interact *with* History

The year is 1520. You are a Native American living in central Mexico, and you are suddenly faced with a decision that may change your life forever. A group of white invaders, known as the Spanish, are engaged in fierce battle with the nearby Aztecs. You and many others have long hated the powerful Aztecs, who rule the land with a harsh and cruel hand. However, you are frightened of these newcomers who ride on large beasts and fire loud weapons.

Many of your friends are joining different sides of the fight. You can choose not to fight at all. However, if you do decide to fight, you must choose a side.

### *Which side would you choose?*



Some of your friends, embittered by years of mistreatment by the Aztecs, have chosen to fight on the side of the Spanish.

The Spaniards' advantages include superior weapons, armor, dogs, and horses.

You know very little about the invading Spanish and what they have in mind for you.

The Aztecs are more familiar with the land and can easily outmaneuver the Spaniards.

#### EXAMINING *the* ISSUES

- **What risks are involved in supporting the invaders, whom you know almost nothing about?**
- **Does the fact that the Aztecs share a similar culture and heritage with you make a difference in your decision?**
- **What are the advantages and disadvantages of not fighting at all?**

Discuss these questions with your classmates. In your discussion, examine whether invading armies throughout history have made life better or worse for people in the areas they conquer.

**As you read** about colonization in the Americas, see what course many natives took and learn the outcome of the battle between the Aztecs and Spanish.

# Spanish Conquests in the Americas

## TERMS & NAMES

- Christopher Columbus
- colony
- Hernando Cortés
- conquistadors
- Montezuma II
- Francisco Pizarro
- mestizo
- *encomienda*

### MAIN IDEA

The voyages of Columbus prompted the Spanish to carve out the first European colonies in the Americas.

### WHY IT MATTERS NOW

Throughout the Americas, Spanish culture, language, and descendants are the legacy of this period.

**SETTING THE STAGE** As you read in the previous chapter, competition for wealth in the East among European nations was fierce. This competition prompted sea captain **Christopher Columbus** to make a daring voyage for Spain in 1492. Instead of sailing east, Columbus sailed west across the Atlantic in search of an alternate trade route to Asia and its riches. Columbus never reached Asia. Instead he stepped onto an island in the Caribbean. That event set in motion a process that would bring together the peoples of Europe, Africa, and the Americas. And the world would change forever.

## Columbus's Voyage Paves the Way

No one paid much attention as the *Nina*, *Pinta*, and *Santa Maria* slid out of a Spanish port around dawn on August 3, 1492. In a matter of months, however, Columbus's fleet would make history. It would reach the shores of what was to Europeans an astonishing new world.

**First Encounters** In the early hours of October 12, 1492, the long-awaited cry came. A lookout aboard the *Pinta* caught sight of a shoreline in the distance. "*Tierra! Tierra!*" he shouted. "Land! Land!" By dawn, Columbus and his crew were ashore. Thinking he had successfully reached the East Indies, Columbus called the surprised inhabitants who greeted him, *los indios*. The term translated into "Indian," a word mistakenly applied to all the native peoples of the Americas. In his memoirs, Columbus recounted his first meeting with the native peoples:

### A VOICE FROM THE PAST

I presented them with some red caps, and strings of glass beads to wear upon the neck, and many other trifles of small value, wherewith they were much delighted, and became wonderfully attached to us. Afterwards they came swimming to the boats where we were, bringing parrots, balls of cotton thread, javelins, and many other things which they exchanged for the articles we gave them . . . in fact they accepted anything and gave what they had with the utmost good will.

CHRISTOPHER COLUMBUS, *Journal of Columbus*

Columbus, however, had miscalculated where he was. He had not reached the East Indies. Scholars believe he landed instead on an island in the Bahamas in the Caribbean Sea. The natives there were not Indians, but a group who called themselves the Taino. Nonetheless, Columbus claimed the island for Spain. He named it San Salvador, or "Holy Savior."

Columbus, like other explorers, was interested in gold. Finding none on San Salvador, he explored other islands throughout the Caribbean, staking his claim to each one. "It was my wish to bypass no island without taking possession," he wrote.

In early 1493, Columbus returned to Spain. The reports he relayed about his journey delighted the Spanish monarchs. Spain's rulers, who had funded his first voyage, agreed



This portrait of Christopher Columbus was painted by the Spanish artist Pedro Berruguete, who lived at the same time. It is believed to be the most accurate depiction of the Italian sea captain.

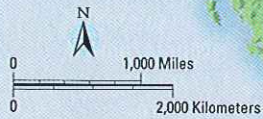
### THINK THROUGH HISTORY

#### A. Clarifying

Why did Columbus refer to Native Americans as Indians?



## European Exploration of the Americas, 1492–1682



PACIFIC OCEAN

Tropic of Cancer

**Explorers' Routes**

- Spanish
- Portuguese
- French
- English
- Dutch

NORTH AMERICA

Coronado 1540-42

Cabrillo 1542-43

Cabeza de Vaca 1528-36

Tenochtitlan (Mexico City)

Veracruz

120° W

SOUTH AMERICA

Balboa 1510-13

Pizarro 1530-33

### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Movement** How many different voyages did Columbus make to the Americas?
- 2. Region** Which general region did the Spanish and Portuguese explore? Where did the English, Dutch, and French explore?

to finance three more trips. Columbus embarked on his second voyage to the Americas in September of 1493. He journeyed no longer as an explorer, but as an empire builder. He commanded a fleet of some 17 ships and several hundred armed soldiers. He also brought 1,000 settlers. The Spanish intended to transform the islands of the Caribbean into **colonies**, or lands that are controlled by another nation.

Columbus and his followers began a process of colonization that would reach nearly every corner of the Americas. Over the next two centuries, other European explorers began sailing across the Atlantic in search of unclaimed lands.

**Other Explorers Take to the Seas** In 1500, Portuguese explorer Pedro Álvares Cabral reached the shores of modern-day Brazil and claimed the land for his country. A year later, Amerigo Vespucci (vehs-POO-chee), an Italian in the service of Portugal, also traveled along the eastern coast of South America. Upon his return to Europe, he claimed that the newly discovered land was not part of Asia, but a “new” world. In 1507, a German mapmaker named the new continent America in honor of Vespucci. Eventually, America became the name for both continents in the Western Hemisphere.

In 1519, Portuguese explorer Ferdinand Magellan led the boldest exploration yet. Several years earlier, Spanish explorer Vasco Núñez de Balboa had marched through modern-day Panama and become the first European to gaze upon the Pacific Ocean. Soon after, Magellan convinced the king of Spain to fund his voyage into the newly discovered ocean.

With about 230 men and five ships, Magellan sailed around the southern end of South America and into the mysterious waters of the Pacific. The fleet sailed for months without seeing land. Food supplies soon ran out. “We were eating biscuits

that were no longer biscuits but crumbs full of weevils [beetles],” one crew member wrote. “We also often ate sawdust.”

After exploring the island of Guam, Magellan and his crew eventually reached the Philippines. Unfortunately, Magellan became involved in a local war there and was killed. His crew, greatly reduced by disease and starvation, continued sailing west toward home. Out of Magellan’s original crew, only 18 men and one ship arrived back in Spain in 1522—nearly three years after they had left. They were the first persons to circumnavigate, or sail around, the world.

### THINK THROUGH HISTORY

**B. Making Inferences** What was the significance of Magellan’s voyage?

## Spain Builds an American Empire

In 1519, as Magellan embarked on his historic voyage, a Spaniard named **Hernando Cortés** landed on the shores of Mexico. After colonizing several Caribbean islands, the Spanish had turned their attention to the American mainland. Cortés marched inward, looking to claim new lands for Spain. Cortés and the many other Spanish explorers who followed him were known as **conquistadors** (conquerors). Lured by rumors of vast lands filled with gold and silver, conquistadors carved out colonies in regions that would become Mexico, South America, and the United States. The Spanish were the first European settlers in the Americas. As a result of their colonization, the Spanish greatly enriched their empire and left a mark on the cultures of North and South America that exists today.

### Cortés Conquers the Aztecs

Soon after landing in Mexico, Cortés learned of the vast and wealthy Aztec Empire in the region’s interior. After marching for weeks through difficult mountain passes, Cortés and his force of roughly 600 men finally reached the magnificent Aztec capital of Tenochtitlan (teh-NAWCH-tec-TLAHN). The Aztec emperor, **Montezuma II**, was convinced at first that Cortés was an armor-clad god. He agreed to give the Spanish explorer a share of the empire’s existing gold supply. The conquistador was not satisfied. Cortés, who admitted that he and his comrades had a “disease of the heart that only gold can cure,” forced the Aztecs to mine more gold and silver. In the spring of 1520, the Aztecs rebelled against the Spanish intruders and drove out Cortés’s forces.

The Spaniards, however, struck back. Despite being greatly outnumbered, Cortés and his men conquered the Aztecs in 1521. Several factors played a key role in the

## HISTORY MAKERS



**Hernando Cortés**  
1485–1547

To look at Hernando Cortés, it may have been difficult to guess he was a daring conquistador. According to one description, Cortés stood only about five feet, four inches tall and had a “deep chest, no belly to speak of, and was bow-legged. He was fairly thin.”

But what Spain’s first conquistador may have lacked in physical strength, he more than made up for in determination, courage, and ruthlessness. Upon arriving in Mexico, for example, Cortés reportedly burned his ships to keep his men from turning back. The Aztecs also experienced Cortés’s toughness when they refused to surrender after months of fierce fighting. In response, Cortés ordered that the Aztec capital, Tenochtitlan, be destroyed.



**Montezuma II**  
1480?–1520

While Cortés was a feared leader, Montezuma was a much beloved ruler who showed particular talent as an orator. “When he spoke,” commented one historian, “he drew the sympathy of others by his subtle phrases and seduced them by his profound reasoning.”

His words, however, would ultimately fail him. During a speech in which he tried to convince his subjects to make peace with the Spanish, the crowd denounced him as a traitor. “What is that which is being said by that scoundrel of a Montezuma . . .” shouted Montezuma’s own cousin, Cuauhtémoc. “. . . We must give him the punishment which we give to a wicked man.” And with that, the crowd stoned to death the Aztec ruler.

### Smallpox Epidemics in the Americas

The arrival of the Europeans in the Americas brought an invisible warrior—smallpox. Historians believe that smallpox killed more Native Americans than did the armies of the Europeans.

As Europeans moved across the American continents, smallpox epidemics wiped out thousands of Native Americans. Historians estimate that in the middle 1700s, epidemics along the eastern seaboard of North America killed half the members of some tribes. The epidemics continued off and on through the 1840s.

An early example of biological warfare occurred in 1763 when the British gave blankets infected with smallpox to Native Americans—in order to gain control of their land.



VIDEO

**The Spread of Epidemic Disease**

stunning victory. First, the Spanish had the advantage of superior weaponry. Aztec arrows were no match for the Spaniards' muskets and cannons.

Second, Cortés was able to enlist the help of various native groups. With the aid of a native woman translator named Malinche, Cortés learned that some natives resented the Aztecs. They hated their harsh practices, including human sacrifice. Through Malinche, Cortés convinced these natives to fight on his side.

Finally, and most important, the natives could do little to stop the invisible warrior that marched alongside the Spaniards—disease. Measles, mumps, smallpox, and typhus were just some of the diseases Europeans had brought with them to the Americas. Native Americans had never been exposed to these diseases. Thus, they had developed no natural immunity to them. As a result, they died by the hundreds of thousands. By the time Cortés launched his counterattack, the Aztec population had been greatly reduced by smallpox and measles. In time, European disease would truly devastate the natives of central Mexico.

**Pizarro Subdues the Inca** In 1532, another conquistador, **Francisco Pizarro**, marched an even smaller force into South America. He conquered the mighty Inca Empire. Pizarro and his army of about 200 met the Inca ruler, Atahualpa (AH-tuh-WAHL-puh), near the city of Cajamarca. Atahualpa, who commanded a force of about 30,000, brought several thousand mostly unarmed men for the meeting. The Spaniards crushed the Inca force and kidnapped Atahualpa.

Atahualpa offered to fill a room once with gold and twice with silver in exchange for his release. However, after receiving the ransom, the Spanish strangled the Inca king. Demoralized by their leader's death, the remaining Inca force retreated from Cajamarca. Pizarro then marched on the Inca capital, Cuzco. He captured it without a struggle.

As Cortés and Pizarro conquered the once mighty civilizations of the Americas, fellow conquistadors defeated other native peoples. Spanish explorers also conquered the Maya in Yucatan and Guatemala. By the middle of the 16th century, Spain had created a wide-reaching American empire. It included New Spain (Mexico and parts of Guatemala), as well as other lands in Central and South America and the Caribbean.

**Spain's Pattern of Conquest** In building their new American empire, the Spaniards drew from techniques used during the *reconquista* of Spain. When conquering the Muslims, the Spanish lived among them and imposed upon them their Spanish culture. The Spanish settlers to the Americas, known as *peninsulares*, were mostly men. As a result, marriage between Spanish settlers and native women was common. These marriages created a large **mestizo**—or mixed Spanish and Native American—population. Their descendants live today in Mexico, other Latin American countries, and the United States.

Although the Spanish conquerors lived among and intermarried with the native people, they also oppressed them. In their effort to exploit the land for its precious resources, the Spanish forced Native Americans to labor within a system known as *encomienda*. Under this system, natives farmed, ranched, or mined for Spanish landlords. These landlords had received the rights to the natives' labor from Spanish authorities. The holders of *encomiendas* promised the Spanish rulers that they would act fairly and respect the workers. However, many abused the natives and worked many laborers to death, especially inside dangerous mines. The Spanish employed the same system in the Caribbean.

#### Background

The Aztec practice of human sacrifice was based on the belief that if they did not feed human blood to the sun, it would fail to rise.

#### THINK THROUGH HISTORY

**C. Analyzing Issues**  
What factors enabled the Spanish to defeat the Aztecs?

#### Background

Beginning around 1100, the *reconquista* was a centuries-long effort to drive the Muslims out of Spain.

### Background

In 1494, the Treaty of Tordesillas between Spain and Portugal gave the Portuguese the rights to Brazil.

**The Portuguese in Brazil** One area of South America that remained outside of Spanish control was Brazil. In 1500, Cabral claimed the land for Portugal. During the 1530s, colonists began settling Brazil's coastal region. Finding little gold or silver, the settlers began growing sugar. Clearing out huge swaths of forest land, the Portuguese built giant sugar plantations. The demand for sugar in Europe was great, and the colony soon enriched Portugal. In time, the colonists pushed further west into Brazil. They settled even more land for the production of sugar.

Along the way, the Portuguese—like the Spanish—conquered Native Americans and inflicted thousands of them with disease. Also like the Spanish, the Portuguese enslaved a great number of the land's original inhabitants.

## Spain Expands Its Influence

Spain's American colonies helped make it the richest, most powerful nation in the world during much of the 16th century. Ships filled with treasures from the Americas continually sailed into Spanish harbors. This newfound wealth helped usher in a golden age of art and culture in Spain. (See Chapter 5.)

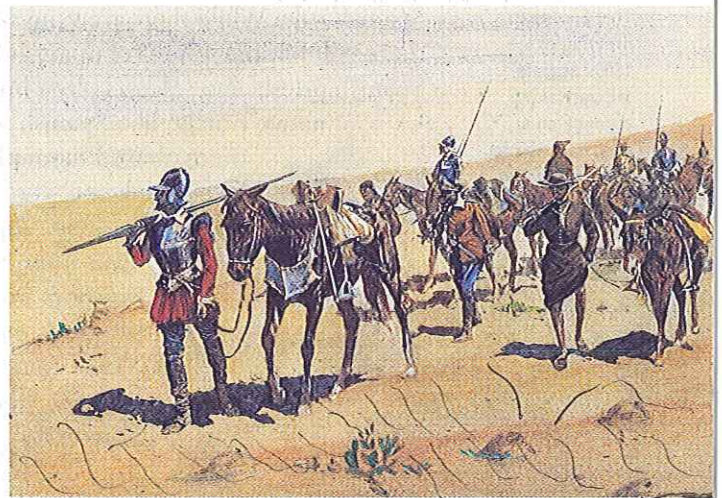
Throughout the 16th century, Spain also increased its military might. To protect its treasure-filled ships, Spain built a powerful navy. The Spanish also strengthened their other military forces, creating a skillful and determined army. For a century and a half, Spain's army never lost a battle. Meanwhile, Spain enlarged its American empire by settling in parts of what is now the United States.

**Conquistadors Push North** Dreams of new conquests prompted Spain to back a series of expeditions into the southwestern United States. The Spanish actually had settled in parts of the United States before they even dreamed of building an empire on the American mainland. In 1513, Spanish explorer Juan Ponce de León wandered through modern-day Florida and claimed it for Spain.

By 1540, after building an empire that stretched from Mexico to Peru, the Spanish once again looked to the land that is now the United States. That year, Francisco Vázquez de Coronado led an expedition throughout much of present-day Arizona, New Mexico, Texas, Oklahoma, and Kansas. He was searching for another wealthy empire to conquer. Coronado found little gold amidst the dry deserts of the Southwest. As a result, the Spanish monarchy assigned mostly priests to explore and colonize the future United States.

Catholic priests had accompanied conquistadors from the very beginning of American colonization. The conquistadors had come in search of wealth. The priests who accompanied them had come in search of converts. In the winter of 1609–1610, Pedro de Peralta, governor of Spain's northern holdings—called New Mexico—led settlers to a tributary on the upper Rio Grande. Together they built a capital called Santa Fe, or “Holy Faith.” In the next two decades, a string of Christian missions arose among the Pueblo, the native inhabitants of the region. Scattered missions, forts, and small ranches dotted the lands of New Mexico. These became the headquarters for advancing the Catholic religion.

**Opposition to Spanish Rule** Spanish priests worked to spread Christianity in the Americas. They also pushed for better treatment of Native Americans. Priests spoke out against the cruel treatment of natives. In particular, they criticized the harsh



In this 19th-century illustration, Coronado leads his army back to Mexico after failing to find wealth in the southwest United States. During his return, Coronado fell from his horse and had to travel part of the way on a stretcher.

### THINK THROUGH HISTORY

**D. Contrasting** How did Spain's colony in New Mexico differ from its colonies in New Spain?



pattern of labor that emerged under the *encomienda* system. “There is nothing more detestable or cruel,” Dominican monk Bartolomé de Las Casas wrote, “than the tyranny which the Spaniards use toward the Indians for the getting of pearl [riches].”

Largely in response to the writings of Las Casas and others, the Spanish government abolished the *encomienda* system in 1542. To meet the colonies’ desperate need for labor, Las Casas suggested the use of Africans. “The labor of one . . . [African] . . . [is] more valuable than that of four Indians,” Las Casas declared. The priest later changed his view and denounced African slavery. However, many others promoted it. The Spanish, as well as the other nations that colonized the Americas, would soon enslave Africans to meet their growing labor needs.

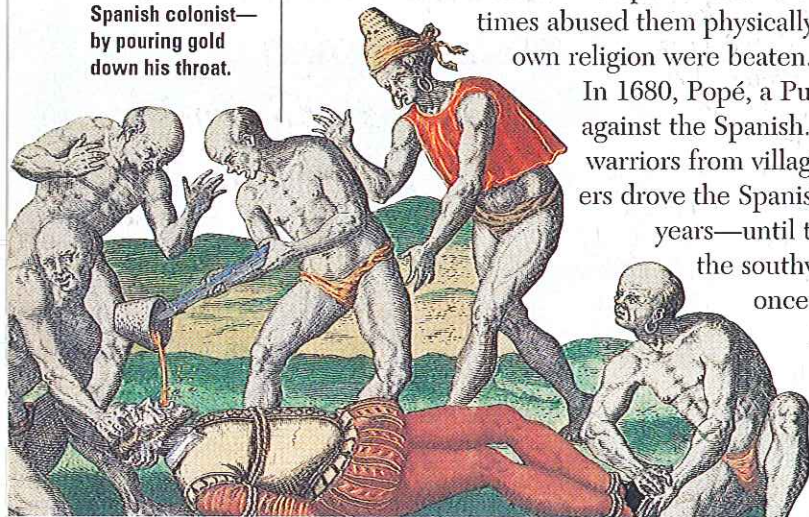
**Native Resistance** Opposition to the Spanish method of colonization came not only from Spanish priests, but from the natives themselves. Resistance to Spain’s attempt at domination began shortly after the Spanish arrived in the Caribbean. In November of 1493, Columbus encountered resistance in his attempt to conquer the present-day island of St. Croix. Before finally surrendering, the inhabitants defended themselves by firing poison arrows. Efforts to control the Taino on Hispaniola were even more difficult. After several rebellions, the Taino submitted to Columbus for several years. They revolted yet again in 1495.

As late as the end of the 17th century, natives in New Mexico fought against Spanish rule. While there were no silver mines to work in the region, the natives there still felt the weight of Spanish force. In converting the natives to Christianity, Spanish priests and soldiers often burned their sacred objects and prohibited many native rituals. The Spanish also forced natives to work for them and sometimes abused them physically. Native Americans who practiced their own religion were beaten.

In 1680, Popé, a Pueblo ruler, led a well-organized uprising against the Spanish. The rebellion involved some 17,000 warriors from villages all over New Mexico. The native fighters drove the Spanish back into New Spain. For the next 12 years—until the Spanish regained control of the area—the southwest region of the future United States once again belonged to its original inhabitants.

By this time, however, the rulers of Spain had far greater concerns. Nearly 80 years before Popé ran the Spanish out of New Mexico, the other nations of Europe had begun to establish their own colonies in the Americas.

This European drawing of the 1600s depicts Indians taking revenge on a Spanish colonist—by pouring gold down his throat.



**THINK THROUGH HISTORY**  
**E. Analyzing Causes**  
 Why did the natives of New Mexico revolt against Spanish settlers?

## Section 1 Assessment

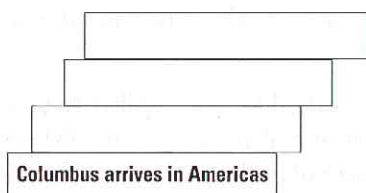
### 1. TERMS & NAMES

Identify

- Christopher Columbus
- colony
- Hernando Cortés
- conquistadors
- Montezuma II
- Francisco Pizarro
- mestizo
- *encomienda*

### 2. TAKING NOTES

Using a diagram like the one below, trace the major events in the establishment of Spain’s empire in the Americas beginning with Columbus’s arrival.



### 3. RECOGNIZING BIAS

Reread “A Voice from the Past” on page 103. How might Columbus’s view of the Taino Indians have led the Spanish to think they could take advantage of and impose their will on the natives?

**THINK ABOUT**

- the Taino’s desire for Spanish items even of “small value”
- the Taino’s willingness to give whatever they had to the Spanish
- the Taino’s appearance as a peaceful people

### 4. THEME ACTIVITY

**Empire Building** Working in small groups, debate the merits of Spain’s colonization of the Americas. Have one half of the group take the position of conquistadors, and the other take the position of Native Americans.

**THINK ABOUT**

- how colonization of the Americas affected Spain
- what effect colonization had on the Native Americans

# The Legacy of Columbus

In the years and centuries since his historic journeys, people still debate the legacy of Christopher Columbus's voyages. Some argue they were the heroic first steps in the creation of great and democratic societies. Others claim they were the beginnings of an era of widespread cruelty and bloodshed.

## HISTORIAN'S COMMENTARY

### Samuel Eliot Morison



Morison, a strong supporter of Columbus, laments that the sea captain died without realizing the true greatness of his deeds.

One only wishes that the Admiral might have been afforded the sense of fulfillment that

would have come from foreseeing all that flowed from his discoveries; that would have turned all the sorrows of his last years to joy. The whole history of the Americas stems from the Four Voyages of Columbus; and as the Greek city-states looked back to the deathless gods as their founders, so today a score of independent nations and dominions unite in homage to Christopher, the stout-hearted son of Genoa, who carried Christian civilization across the Ocean Sea.

## ESSAY

### Alphonse Lamartine

Lamartine, a French writer and politician, praises Columbus for bringing the virtues of civil society to the Americas.

All of the characteristics of a truly great man are united in Columbus. Genius, labor, patience, obscurity of origin, overcome by energy of will; mild but persisting firmness . . . fearlessness of death in civil strife; confidence in the destiny—not of an individual but of the human race. . . . He was worthy to represent the ancient world before that unknown continent on which he was the first to set foot, and carry to these men of a new race all the virtues, without any of the vices, of the elder hemisphere. So great was his influence on the destiny of the earth, that none more than he ever deserved the name of Civilizer.

## EYEWITNESS ACCOUNT

### Bartolomé de Las Casas



Las Casas was an early Spanish missionary who watched fellow Spaniards unleash attack dogs on Native Americans. He predicted that Columbus's legacy would be one of disaster for America's original inhabitants.

. . . Their other frightening weapon after the horses: twenty hunting greyhounds. They were unleashed and fell on the Indians at the cry of *Tómalo!* ["Get them!"] Within an hour they had preyed on one hundred of them. As the Indians were used to going completely naked, it is easy to imagine what the fierce greyhounds did, urged to bite naked bodies and skin much more delicate than that of the wild boars they were used to. . . . This tactic, begun here and invented by the devil, spread throughout these Indies and will end when there is no more land nor people to subjugate and destroy in this part of the world.

## ESSAY

### Suzan Shown Harjo



Harjo, a Native American, disputes the so-called benefits that resulted from Columbus's voyages and the European colonization of the Americas that followed.

*"We will be asked to buy into the thinking that . . . genocide and ecocide are offset by the benefits of horses, cut-glass beads, pickup trucks, and microwave ovens."*

## Connect to History

**Contrasting** What opposing ideas are presented on this page?

SEE SKILLBUILDER HANDBOOK, PAGE 654

## Connect to Today

### Supporting an Opinion

Find several opinions about Columbus in 1992—the 500th anniversary of his discovery of America. Choose the opinion you agree with most and write a brief paper explaining why.



For another perspective on the legacy of Columbus, see World History: Electronic Library of Primary Sources.

# Competing Claims in North America

## TERMS & NAMES

- New France
- Jamestown
- Pilgrims
- Puritans
- New Netherland
- French and Indian War
- Metacom

### MAIN IDEA

Several European nations fought for control of North America, and England eventually emerged victorious.

### WHY IT MATTERS NOW

The English settlers in North America left a legacy of law and government that guides the United States today.

**SETTING THE STAGE** Spain's successful colonization efforts in the Americas did not go unnoticed. Other European nations soon became interested in obtaining their own valuable colonies across the Atlantic. The Treaty of Tordesillas had divided the newly discovered lands between Spain and Portugal. However, other European countries ignored the treaty. They set out to build their own empires in the Americas.

## European Nations Settle North America

Magellan's voyage showed that ships could reach Asia by way of the Pacific Ocean. Spain claimed the route around the southern tip of South America. Other European countries hoped to find an easier and more direct route to the Pacific. If it existed, a northwest route through North America to Asia would become a highly profitable trade route. Not finding the route, the French, English, and Dutch instead established colonies in North America.

### CONNECT to TODAY

#### Cajun Culture

French culture still thrives in Louisiana due in large part to the influence of people known as Cajuns. Cajuns are the descendants of French colonists who in 1604 settled the region known as Acadia in eastern Canada. Battles with the British led thousands of Acadians to move to French settlements in Louisiana, where their legacy lives on.

Today, more than 1 million Louisianans speak French. In addition, Cajun food, such as a spicy thick soup called gumbo, is popular not only in the Bayou region but also throughout the United States. Also popular around the nation are the fast-paced sounds of Cajun zydeco music.

**Explorers Establish New France** Just as Columbus had before them, the early French explorers sailed west with dreams of reaching the East Indies. One such explorer was Giovanni da Verrazzano (VEHR-uh-ZAH-noh), an Italian in the service of France. In 1524, he sailed to North America in search of a possible sea route to the Pacific. While he did not find the route, Verrazzano did discover what is today New York Harbor. Ten years later, the Frenchman Jacques Cartier (kahr-TYAY) reached a gulf off the eastern coast of Canada that led to a broad river. Cartier named the river the St. Lawrence. He followed it inward until he reached a large island dominated by a hill. He named the island Mont Royal, which later became known as Montreal. In 1608, another French explorer, Samuel de Champlain, sailed up the St. Lawrence. He laid claim to a region he called Quebec. The settlement grew. It eventually became the base of France's colonial empire in North America, known as **New France**.

After establishing Quebec, the French penetrated the heart of the North American continent. In 1673, French priest Jacques Marquette and trader Louis Joliet explored the Great Lakes and the upper Mississippi River. Nearly 10 years later, Sieur de La Salle explored the lower Mississippi. He claimed the entire river valley for France. He named it Louisiana in honor of the French king, Louis XIV. By the early 1700s, New France covered much of what is now the midwest United States and eastern Canada. (See the map on page 113.)

**A Trading Empire** France's North American empire was immense. But it was sparsely populated. By 1760, the European population of New France had grown to only about 65,000. A large number of French colonists had no desire to build towns or raise families. These settlers included Catholic priests who sought to convert

**THINK THROUGH HISTORY****A. Summarizing**

Why were France's North American holdings so sparsely populated?

Native Americans. They also included young, single men engaged in what had become New France's main economic activity: fur trade.

By the late 1500s, one of the hottest fashion trends in Europe was hats made of beaver skin. Beavers were almost extinct in Europe but plentiful in North America. This led to a thriving trade in furs. Unlike the English, the French were less interested in occupying territories than they were in making money off the land.

**The English Settle at Jamestown** The explorations of the Spanish and French fired the imagination of the English. In 1606, a company of London investors obtained from King James a charter to found a colony in North America. In 1607, the company's three ships—and more than 100 settlers—pushed out of an English harbor. Four months later, the North American shore rose along the horizon. After reaching the coast of Virginia, the vessels slipped into a broad coastal river. They sailed inland until they reached a small peninsula. There, the colonists climbed off their ships and claimed the land as theirs. They named the settlement **Jamestown** in honor of their king.

The colony's start was disastrous. The settlers were more interested in finding gold than planting crops. They soon fell victim to their harsh surroundings. During the first few years, seven out of every ten people died of hunger, disease, or fighting with the Native Americans. After several months in this hostile environment, one settler described the terrible situation:

**A VOICE FROM THE PAST**

Thus we lived for the space of five months in this miserable distress . . . our men night and day groaning in every corner of the fort, most pitiful to hear. If there were any conscience in men, it would make their hearts to bleed to hear the pitiful murmuring and outcries of our sick men for relief, every night and day for the space of six weeks: some departing out of the World, many times three or four in a night; in the morning their bodies trailed out of their cabins like dogs, to be buried.

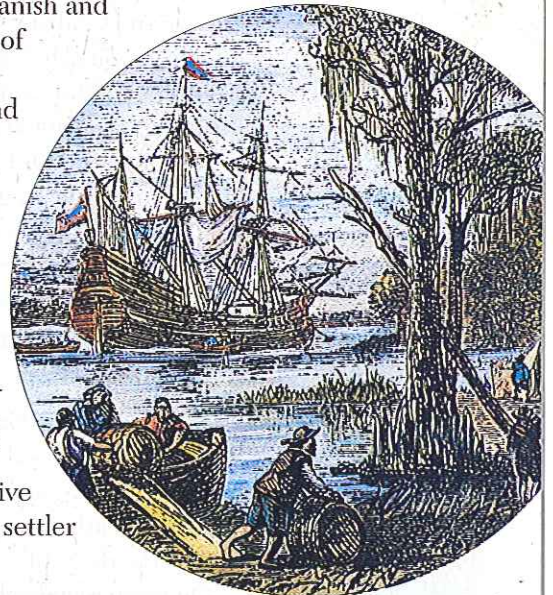
A JAMESTOWN COLONIST, quoted in *A New World*

Despite their nightmarish start, the colonists eventually gained a foothold in their new land. Jamestown became England's first permanent settlement in North America. The colony's outlook improved greatly after farmers there discovered tobacco. High demand in England for tobacco turned it into a profitable cash crop, or a crop grown primarily for sale. The colony, however, continued to struggle financially. Jamestown's investors finally let King James take over the colony. As a royal colony, Jamestown slowly grew and prospered.

**Puritans Create a "New England"** In 1620, as the colonists at Jamestown were struggling to survive, a group known as **Pilgrims** founded a second English colony, Plymouth, in Massachusetts. Persecuted for their religious beliefs in England, these colonists sought religious freedom. Eight years later, a group known as **Puritans** also sought religious freedom from England's Anglican Church. They established a larger colony at nearby Massachusetts Bay.

The Puritans wanted to build a model community that would set an example for other Christians to follow. Although the colony experienced early difficulties, it gradually took hold. This was due in large part to the numerous families in the colony, unlike the mostly single, male population in Jamestown. Family life created a sense of order among the settlers. It also ensured that the population would reproduce itself.

**The Dutch Found New Netherland** Following the English and French into North America were the Dutch. The Dutch had established the Dutch East India Company in 1602 to compete for trade in the Indian Ocean. Several years later, they turned



The first English colonists arrive at Jamestown in 1607, as depicted in this 19th-century engraving.

**Background**

Puritans took their name from their desire to "purify" the English church.

**THINK THROUGH HISTORY****B. Contrasting**

In what ways did the colonies at Jamestown and Massachusetts Bay differ?

their attention to the Americas. In 1609, Henry Hudson, an Englishman in the service of the Netherlands, sailed west. He was searching for a northwest sea route to Asia. Hudson did not find a route. He did, however, explore three waterways near present-day New York that were later named for him—the Hudson River, Hudson Bay, and Hudson Strait.

The Dutch claimed the region along these waterways. They established a fur trade with the Iroquois Indians. They also built trading posts along the Hudson River at Fort Orange (now Albany) and on Manhattan Island, at the mouth of the river. Dutch merchants quickly formed the Dutch West India Company. In 1621, the Dutch government granted the company permission to colonize the region and expand the thriving fur trade. The Dutch holdings in North America became known as **New Netherland**.

Although the Dutch company profited from its fur trade, it was slow to attract Dutch colonists. To encourage settlers to come and stay, the colony opened its doors to a variety of peoples. Gradually, more Dutch, as well as Germans, French, Scandinavians, and other Europeans settled the area. The colony's population was so ethnically diverse that one visitor called it a great "confusion of tongues." The Dutch reputation for religious tolerance also drew people of many faiths, including Protestants, Catholics, Muslims, and Jews.

**Colonizing the Caribbean** During the 1600s, the nations of Europe also colonized the Caribbean. The French seized control of several Caribbean islands, including present-day Haiti, Guadeloupe, and Martinique. The English settled Barbados and Jamaica. In 1634, the Dutch captured what are now the Netherlands Antilles and Aruba from Spain.

On these islands, the Europeans built huge tobacco and sugar plantations. These products, although profitable, demanded a large and steady supply of free labor. Enslaved Africans eventually would supply this labor.

## The Fight for North America

As they expanded their settlements in North America, the nations of France, England, and the Netherlands battled each other for colonial supremacy. After years of skirmishes and war, the English gained control of much of the continent.

**The English Oust the Dutch** To the English, New Netherland had become a "Dutch wedge" separating its northern and southern colonies. In 1664, the English king, Charles II, granted his brother, the Duke of York, permission to drive out the Dutch. When the duke's fleet arrived at New Netherland, the Dutch surrendered without firing a shot. The Duke of York claimed the colony for England and renamed it New York.

With the Dutch gone, the English continued to colonize the Atlantic coast of North America. By 1750, about 1.3 million English settlers lived in 13 colonies stretching from New Hampshire to Georgia.

**England Battles France** The English soon became hungry for more land to suit their growing colonial population. So they pushed further west into the continent. By doing so, however, they collided with France's North American holdings. France and England, long-time enemies, had brought their dislike for one another with them to North America. As their colonies expanded, they began to interfere with each other. It seemed that a major conflict was on the horizon.

That conflict began in 1754. That year a dispute over land claims in the Ohio Valley led to a war between the British and French on the North American continent. The conflict became known as

### THINK THROUGH HISTORY

#### C. Contrasting

How were the Dutch and French colonies different from the English colonies in North America?



### SPOTLIGHT ON

#### Pirates

The battle for colonial supremacy occurred not only on land, but also on the sea. Acting on behalf of their government, privately owned armed ships, known as privateers, attacked merchant ships of enemy nations and sank or robbed them.

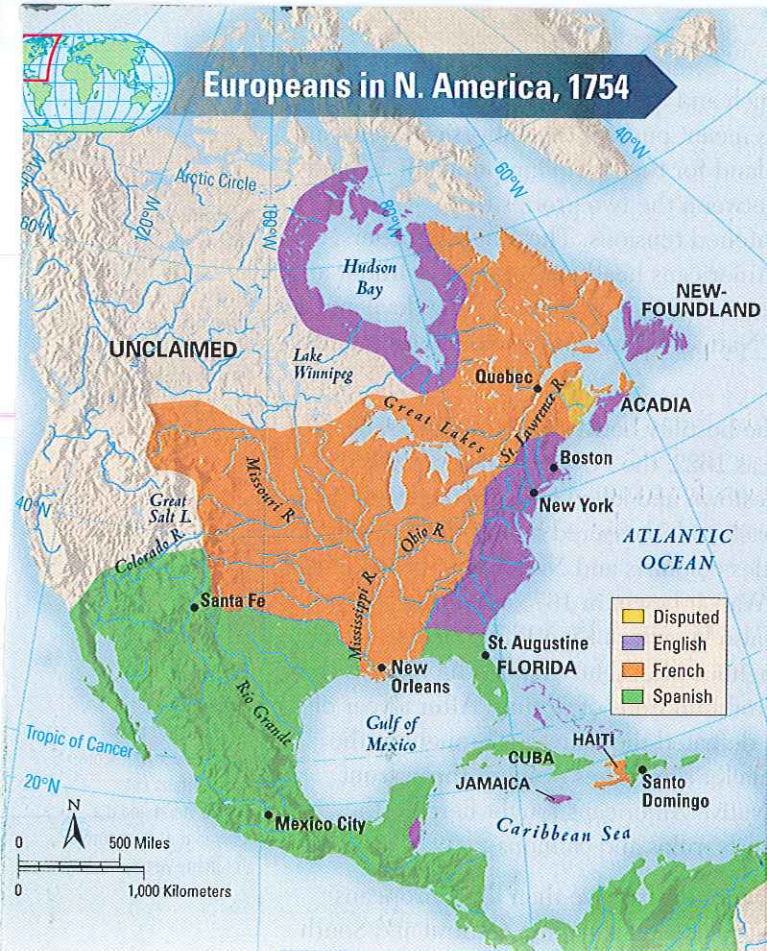
Also patrolling the high seas were pirates. Unlike privateers, pirates were not licensed by any country. They attacked ships for their gold and did not care what nation the vessels represented. Pirates were ruthless men who did not hesitate to kill for treasure.

One of the most well-known pirates was Edward B. Teach, whose prominent beard earned him the nickname Blackbeard (above). According to one account, Blackbeard attempted to frighten his victims by sticking "lighted matches under his hat, which appeared on both sides of his face and eyes, naturally fierce and wild. . . ."

#### Background

In 1707, England united with Scotland to become the United Kingdom of Great Britain.

## Europeans in N. America, 1754



## Holdings after 1763



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** Which nation claimed the largest area of the present-day United States in 1754?
- Place** How did Britain's North American empire change after 1763?

#### Background

The name French and Indian War was the colonists' name for the war. The French and many Indians were allied against the British and the colonists.

the **French and Indian War**. The war became part of a larger conflict known as the Seven Years' War. Britain and France—along with their European allies—also battled for territorial and colonial supremacy in Europe and the West Indies.

In North America, the British colonists, with the help of the British Army, defeated the French in 1763. The French surrendered most of their colonial holdings on the continent. As a result of the French and Indian War, the British seized control of nearly the entire eastern half of North America.

## Native American Reaction

As in Mexico and South America, the arrival of Europeans in the present-day United States had a great impact on Native Americans. European colonization brought mostly disaster for the lands' original inhabitants, as many fell to disease and warfare.

**A Strained Relationship** French and Dutch settlers developed a mostly cooperative relationship with the Native Americans. This was due mainly to the mutual benefits of the fur trade. Native Americans did most of the trapping and then traded the furs to the French for such items as guns, hatchets, mirrors, and beads. The Dutch also cooperated with Native Americans in an effort to establish a fur-trading enterprise.

The groups, however, did not live together in complete harmony. Dutch settlers engaged in fighting with various Native American groups over land claims and trading rights. In 1643, for example, the Dutch and Wappinger tribe fought a bloody battle in which hundreds died. For the most part, however, the French and Dutch colonists lived together peacefully with their North American hosts.

The same could not be said of the English. Early relations between English settlers and Native Americans were cooperative. However, they quickly worsened—mostly over

#### THINK THROUGH HISTORY

**D. Analyzing Issues** Why were the Dutch and French able to coexist in relative peace with the Native Americans?

**King Philip's War** was one of the bloodiest battles fought between English colonists and Native Americans. About 600 colonists and 3,000 Indians were killed during the fighting.

the issues of land and religion. Unlike the French and Dutch, the English sought to populate their colonies in North America. This meant pushing the natives off their land. The English colonists seized more and more land for their swelling population—and to grow more tobacco. As a result, tensions between the two groups rose.

Misunderstandings over religion also heightened tensions. The English settlers, particularly the Puritans, considered Native Americans heathens—people without a faith. Over time, many Puritans viewed Native Americans as agents of the devil and as a threat to their godly society. For their part, Native Americans developed a similarly hard view toward the white invaders.

**Settlers and Native Americans Battle** The hostility between the English settlers and Native Americans led to warfare. As early as 1622, the Powhatan tribe attacked colonial villages around Jamestown and killed about 350 settlers. The colonists eventually struck back and massacred hundreds of Powhatan.

One of the bloodiest battles colonists and Native Americans waged was known as King Philip's War. It began in 1675 when the Native American ruler **Metacom** (also known as King Philip) led an attack on 52 colonial villages throughout Massachusetts. In the months that followed, both sides massacred hundreds of victims. After a year of fierce fighting, the colonists defeated the natives. Throughout the 17th century, many more smaller skirmishes erupted throughout North America. While the Native Americans fought fiercely, they were no match for the colonists' rifles and cannons.

**Natives Fall to Disease** More destructive than the Europeans' weapons were their diseases. Like the Spanish in Central and South America, the Europeans who settled North America brought with them several diseases. And just as had happened in Mexico and Peru, the diseases devastated the native population in North America.

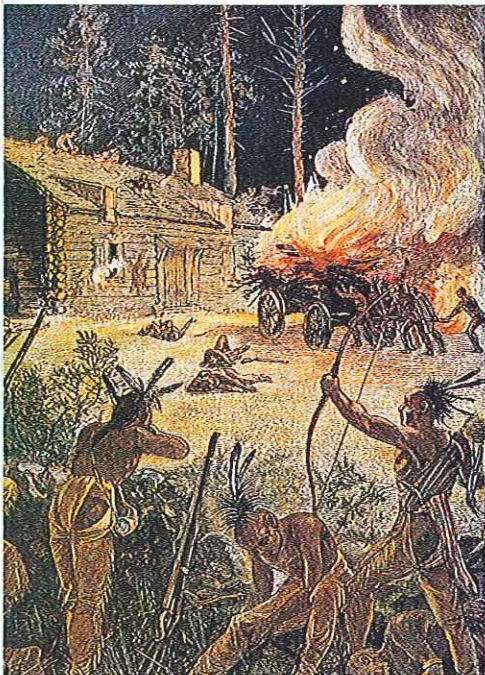
In 1616, for example, an epidemic of smallpox ravaged Native Americans living along the New England coast. The population of one tribe, the Massachusett, dropped from 24,000 to 750 by 1631. Thousands of other natives throughout the region also perished.

"They died on heapes, as they lay in their houses," observed one eyewitness. From South Carolina to Missouri, nearly whole tribes fell to smallpox, measles, and other diseases.

Throughout the Americas, the loss of native life due to disease was incredible. One of the effects of this loss was a severe shortage of labor in the colonies. In order to meet their growing labor needs, European colonists from South America to North America soon turned to another group: Africans, whom they would enslave by the millions.

**THINK THROUGH HISTORY**  
**E. Identifying Problems** Why did the issues of land and religion cause such strife between the Native Americans and English settlers?

**Background**  
To celebrate their victory over Metacom, the Puritans cut off his head and displayed it at Plymouth for many years.



## Section 2 Assessment

### 1. TERMS & NAMES

Identify

- New France
- Jamestown
- Pilgrims
- Puritans
- New Netherland
- French and Indian War
- Metacom

### 2. TAKING NOTES

Copy this chart and fill in the location of each settlement and the main reasons for its establishment.

Name of Settlement	General Location	Reasons for Establishment
New France		
New Netherland		
Massachusetts Bay		

Write a letter convincing someone to settle in one of the settlements.

### 3. MAKING INFERENCES

What may have been one reason the English eventually beat the French in North America?

**THINK ABOUT**

- how England's colonies differed from those of the French
- English and French colonial populations on the eve of the French and Indian War

### 4. ANALYZING THEMES

**Cultural Interaction**

Imagine that you have been asked to settle a dispute between a group of English colonists and Native Americans. Summarize each side's grievances and offer possible solutions.

# The Atlantic Slave Trade

## TERMS & NAMES

- Atlantic slave trade
- triangular trade
- middle passage

### MAIN IDEA

To meet their growing labor needs, Europeans enslaved millions of Africans in forced labor in the Americas.

### WHY IT MATTERS NOW

Descendants of enslaved Africans represent a significant part of the Americas' population today.

**SETTING THE STAGE** Sugar plantations and tobacco farms required a large supply of workers to make them profitable for their owners. European owners had planned to use Native Americans as a source of cheap labor. But millions of Native Americans died from disease and warfare. Therefore, the Europeans in Brazil, the Caribbean, and the southern colonies of North America soon turned to Africa for workers.

## The Evolution of African Slavery

Beginning around 1500, European colonists began enslaving Africans in the Americas in order to meet their great demand for large numbers of people to work as cheap labor.

**Slavery in Africa** As it had in other parts of the world, slavery had existed in Africa for many years. In most regions, however, it was a relatively minor institution. The spread of Islam into Africa during the seventh century, however, ushered in an increase in slavery and the slave trade. African rulers justified enslavement with the Muslim belief that non-Muslim prisoners of war could be bought and sold as slaves. As a result, between 650 and 1600, black as well as white Muslims transported as many as 4.8 million Africans—mostly prisoners of war and criminals—to the Muslim lands of Southwest Asia. Once there, these enslaved Africans worked primarily as domestic servants.

In most African and Muslim societies, slaves had some legal rights and opportunity for social mobility. In the Muslim world, slaves even occupied positions of influence and power. Some served as generals in the army. Others bought large estates and even owned slaves of their own. In African societies, slaves could escape their bondage in numerous ways, including marrying into the family they served. Furthermore, slavery in Africa was not hereditary. Thus the sons and daughters of slaves were considered free.

**The Desire for Africans** The first Europeans to explore Africa were the Portuguese during the 1400s. Initially, Portuguese traders were more interested in trading for gold than for captured Africans. That changed, however, with the colonization of the Americas. At first, European colonists in the Americas forced Native Americans to work their profitable mines and plantations. As natives began dying by the millions from disease, Europeans became desperate for new workers.

To resupply their labor force, colonists in the Americas soon looked to Africa. Europeans saw several advantages in using Africans. First, many Africans had been exposed to various European diseases and had built up some immunity to them. Second, many Africans had experience in farming and thus could be taught large-scale plantation work. Third, Africans—strangers to the Americas—had little knowledge of

## SPOTLIGHT ON

### Slavery

The enslavement of human beings by others is believed to be as old as civilization itself. Slavery probably began with the development of farming about 10,000 years ago. Farming gave people the need to force prisoners of war to work for them.

Slavery has existed in numerous societies around the world. People were enslaved in civilizations from Egypt to China to India, as well as among Indians in America, and in Greece and Rome.

Race was not always a factor in slavery. Often, slaves were captured prisoners of war, or people of a different nationality or religion. In ancient Rome, for example, both owners and slaves were white.

However, the slavery that developed in the Americas was based largely on race. Europeans viewed black people as naturally inferior. Because of this, slavery in the Americas was hereditary—children of slaves were also slaves.

### THINK THROUGH HISTORY

#### A. Summarizing

What were some characteristics of Muslim and African slavery?



the land and had no familiar tribes in which to hide. As a result, they were less likely to try to escape.

In time, the buying and selling of Africans for work in the Americas—known as the **Atlantic slave trade**—became a massive enterprise. Between 1500 and 1600, nearly 300,000 Africans were transported to the Americas. During the next century, that number climbed to almost 1.5 million. By the time the Atlantic slave trade ended around 1870, Europeans had imported about 9.5 million Africans to the Americas.

**Spain and Portugal Lead the Way** The Spanish took an early lead in importing Africans to the Americas. As early as 1511, a small number of Africans were working in the copper mines on Hispaniola. In time, Spain moved on from the Caribbean and began to colonize the American mainland. As a result, the Spanish imported and enslaved thousands more Africans. By 1650, nearly 300,000 Africans labored throughout Spanish America on plantations and in gold and silver mines.

By this time, however, the Portuguese had surpassed the Spanish in the importation of Africans to the Americas. During the 1600s, Brazil dominated the European sugar market. As the colony's sugar industry grew, so too did European colonists' demand for slaves. During the 17th century, more than 40 percent of all Africans brought to the Americas went to Brazil. By the time the slave trade ended, Brazil had received more than 3.6 million Africans.

That was nearly 10 times the number of Africans who would arrive in North America.

**Slavery Spreads Throughout the Americas** As the other European nations established colonies in the Americas, their demand for cheap labor grew. Thus, they also began to import and enslave large numbers of Africans. A majority of these slaves labored on sugar, tobacco, and coffee plantations in the Dutch, French, and English colonies in the Caribbean.

As England's presence in the Americas grew, it came to dominate the Atlantic slave trade. From 1690 until the nation abolished the slave trade in 1807, England was the leading carrier of enslaved Africans. By the time the slave trade ended, the English had transported nearly 1.7 million Africans to their colonies in the West Indies.

A much smaller number of enslaved Africans eventually arrived in what is now the United States. In all, nearly 400,000 Africans were imported to Britain's North American colonies. Once in North America, however, the slave population steadily grew. By 1830, roughly 2 million slaves toiled in the United States.

**African Cooperation and Resistance** Many African rulers and merchants played a willing role in the Atlantic slave trade. Those African leaders who had been selling Africans as slaves to Muslims and other African rulers saw little difference in selling them to Westerners. Most European traders, rather than travel inland, waited in ports along the western and eastern coasts of Africa. African merchants, with the help of local rulers, captured Africans to be enslaved. They then delivered them to the Europeans in exchange for gold, guns, and other goods.

As the slave trade grew, some African rulers voiced their opposition to the practice. One such ruler was King Nzinga Mbemba of Congo in west-central Africa. Mbemba, also known as Affonso, had originally participated in the slave trade. However, he soon realized its devastating effect on African societies. In 1526, he wrote a letter to the king of Portugal in which he protested the taking of Africans for enslavement:

#### A VOICE FROM THE PAST

And we cannot reckon how great the damage is, since . . . merchants are taking every day our natives, sons of the land and the sons of our noblemen and vassals and our relatives, because the thieves and men of bad conscience grab them . . . they grab them and get them to be sold; and so great, Sir, is the corruption . . . that our country is being completely depopulated, and Your Highness should not agree . . . with this nor accept it. . . *it is our will that in these Kingdoms there should not be any trade of slaves nor outlet for them.*

KING AFFONSO, quoted in *African Civilization Revisited*



The development of sugar, shown here in its cane form, helped spur the growth of slavery in the Americas.

#### THINK THROUGH HISTORY

##### B. Analyzing

**Motives** What advantages did Europeans see in enslaving Africans?

##### Background

The total number of Africans taken from Africa during the Atlantic slave trade is thought to be even higher. Scholars believe that many Africans perished during the voyage to the Americas. Thus, they were unaccounted for.

##### Background

By 1690, the slave population on the British island of Barbados was 60,000—three times that of the white population.

**THINK THROUGH HISTORY**

**C. Analyzing Issues**

Why did many African rulers participate in the Atlantic slave trade?

Despite Affonso's plea, the slave trade continued and steadily grew. Lured by its profits, many African rulers continued to participate. As for African merchants, they simply developed new trade routes to avoid rulers who refused to cooperate.

### A Forced Journey

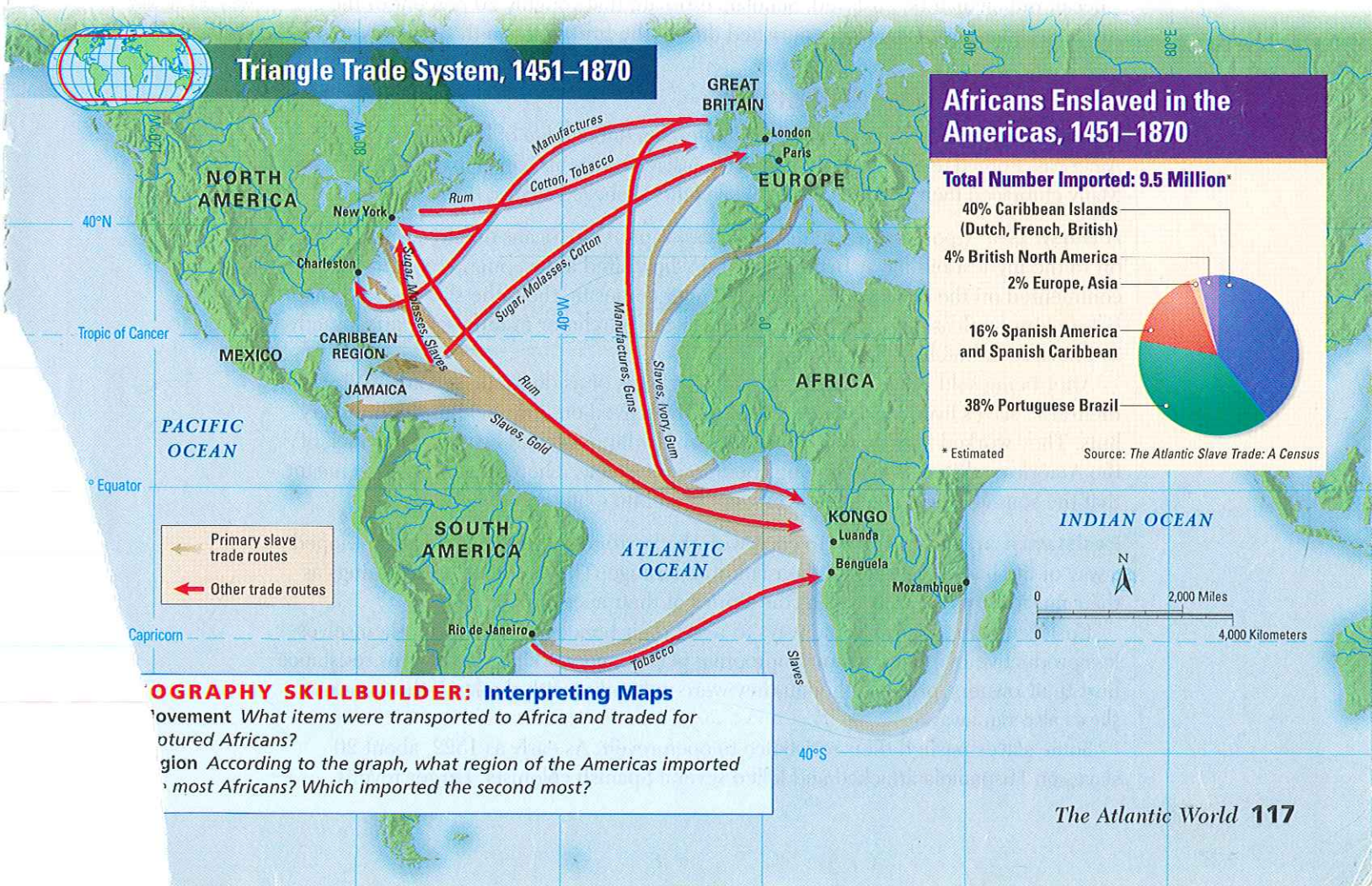
After being captured, African men and women were shipped to the Americas as part of a profitable trade network. Along the way, millions of captured Africans endured a dehumanizing voyage across the Atlantic. Many died on the way.

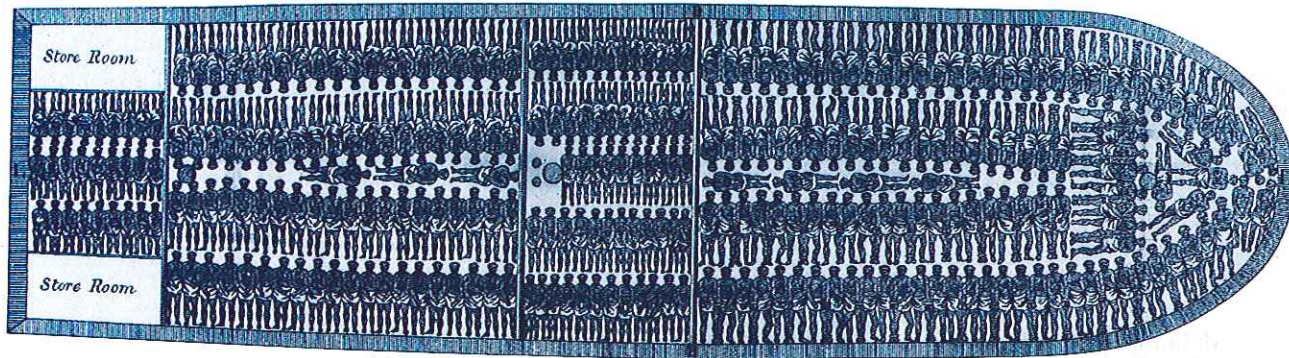
**The Triangular Trade** Africans transported to the Americas were part of a transatlantic trading network known as the **triangular trade**. Over one trade route, Europeans transported manufactured goods to the west coast of Africa. There, traders exchanged these goods for captured Africans. The Africans were then transported across the Atlantic Ocean and sold in the West Indies. Merchants then bought sugar, coffee, and tobacco in the West Indies and sailed back to Europe to sell these products.

On another triangular route, merchants carried rum and other goods from the New England colonies to Africa. There they exchanged their merchandise for Africans. The traders then transported the Africans to the West Indies and sold them for sugar and molasses. They then sold these goods to rum producers in New England.

Various other transatlantic routes existed. In fact, the "triangular" trade encompassed a network of trade routes crisscrossing the Northern and Southern colonies, the West Indies, England, Europe, and Africa. The network carried a variety of traded goods. These included furs, fruit, tar, and tobacco, as well as millions of African people.

**The Middle Passage** The voyage that brought captured Africans to the West Indies and later to North and South America was known as the **middle passage**. It was so named because it was considered the middle leg of the transatlantic trade triangle.





This design of a British slave ship offers a glimpse of what life was like for enslaved Africans during their trip to the Americas.

Sickening cruelty characterized this journey. In the bustling ports along the African coasts, European traders packed Africans into the dark holds of large ships. On board a slave ship, Africans fell victim to whippings and beatings from merchants, as well as diseases that swept through the vessel. The smell of blood, sweat, and excrement filled the hold. African captives often lived in their own vomit and waste. One African, Olaudah Equiano, recalled the inhumane conditions on his trip from West Africa to the West Indies at age 11 in 1756:

#### A VOICE FROM THE PAST

I was soon put down under the decks, and there I received such a salutation [greeting] in my nostrils as I never experienced in my life; so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat . . . but soon, to my grief, two of the white men offered me eatables; and on my refusing to eat, one of them held me fast by the hands, and laid me across . . . the windlass, and tied my feet, while the other flogged me severely.

OLAUDAH EQUIANO, quoted in *Eyewitness: The Negro in American History*

Numerous Africans died aboard the slave ships from disease or from cruel treatment by merchants. Many others committed suicide by plunging into the ocean rather than be enslaved. Scholars estimate that roughly 20 percent of the Africans aboard each slave ship perished during the brutal trip to the Americas.



Olaudah Equiano

#### Background

After working for some time in the West Indies, Equiano was freed. He eventually went to England, where he crusaded against slavery.

## Slavery in the Americas

Africans who survived their ocean voyage entered a difficult life of bondage in the Americas. Forced to work in a strange land, enslaved Africans coped in a variety of ways. Many embraced their African culture, while others rebelled against their enslavers.

**A Harsh Life** Upon arriving in the Americas, captured Africans usually were auctioned off to the highest bidder. A British minister who visited a slave market in Brazil commented on the process: "When a customer comes in, they [the slaves] are turned before him; such as he wishes are handled by the purchaser in different parts, exactly as I have seen butchers feeling a calf."

After being sold, slaves worked in mines or fields or as domestic servants. Whatever their task, slaves lived a grueling existence. Many lived on little food in small, dreary huts. They worked long days and often suffered whippings and beatings. In much of the Americas, slavery was a lifelong condition, as well as a hereditary one. This meant that the sons and daughters of slaves were born into a lifetime of bondage.

**Resistance and Rebellion** To cope with the horrors of slavery, Africans developed a way of life based strongly on their cultural heritage. They kept alive such things as their musical traditions as well as the stories of their ancestors.

Enslaved Africans also found ways to resist their bondage. They made themselves less productive by breaking hoes, uprooting plants, and working slowly. This resistance hurt their owners' profit. Although they were unfamiliar with the land, thousands of slaves also ran away.

Some slaves pushed their resistance to open revolt. As early as 1522, about 20 slaves on Hispaniola attacked and killed several Spanish colonists. Larger revolts

**THINK THROUGH HISTORY**  
**D. Summarizing** In what ways did enslaved Africans resist their bondage?

occurred throughout Spanish settlements during the 16th century. In Colombia, for example, enslaved Africans destroyed the town of Santa Marta in 1530.

Occasional uprisings also occurred throughout Brazil, the West Indies, and North America. In 1739, a group of slaves in South Carolina led an uprising known as the Stono Rebellion. They killed several colonists and then engaged the local militia in battle. Many slaves died during the fighting. Those who were captured were executed. Despite the ultimate failure of slave revolts, uprisings continued into the 1800s.

## Consequences of the Atlantic Slave Trade

The Atlantic slave trade had a profound impact on both Africa and the Americas. In Africa, numerous cultures lost generations of their fittest members—their young and able—to European traders and plantation owners. In addition, countless African families were torn apart. Many of them were never reunited. The slave trade devastated African societies in another way: by introducing guns into the continent. More effective than spears, guns were in great demand by African rulers seeking to conquer new territory. Firearms, which African chiefs and kings traded for potential slaves, helped spread war and conflict throughout Africa.

While they were unwilling participants in the growth of the colonies, African slaves contributed greatly to the economic and cultural development of the Americas. Their greatest contribution was their labor. Without their back-breaking work, colonies such as those on Haiti and Barbados may not have survived. In addition to their muscle, enslaved Africans also brought their expertise, especially in agriculture. Africans from the Upper Guinea region in West Africa, for example, brought their rice-growing techniques to South Carolina. There, they helped make that colony a profitable rice producer. Africans also brought with them their culture. Aspects of their culture—including art, music, and food—continue to influence American societies.

The influx of so many Africans to the Americas also has left its mark on the very population itself. From the United States to Brazil, many of the nations of the Western Hemisphere today have substantial African-American populations. Furthermore, many Latin American countries—where intermarriage between slaves and colonists was much more common than in North America—have sizable mixed-race populations.

As the next section explains, Africans were not the only cargo transported across the Atlantic during the colonization of the Americas. The settlement of the Americas brought many different items from Europe, Asia, and Africa to North and South America. It also introduced items from the Americas to the rest of the world.

### CONNECT to TODAY

#### Gullah

One legacy of African slaves lives in the quick-paced words of Gullah. Gullah is a combination of English and colonial speech and the languages from several West African societies. Nearly 6,000 African words have been identified in Gullah. The American descendants of slaves still speak Gullah on the Sea Islands of South Carolina and Georgia and on the mainland nearby.

Gullah speakers live in relatively isolated communities. Over the years they have contributed words to the language spoken in the United States. The words include goober (peanut), juke (as in jukebox), and voodoo (witchcraft).

**THINK THROUGH HISTORY**  
**E. Recognizing Effects** What are some of the contributions that Africans have made to the Americas?

## Section 3 Assessment

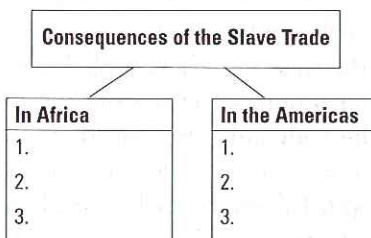
### 1. TERMS & NAMES

*Identify*

- Atlantic slave trade
- triangular trade
- middle passage

### 2. TAKING NOTES

Using a diagram like the one below, list the ways in which the Atlantic slave trade affected both Africa and the Americas.



### 3. CONTRASTING

How was slavery in the Americas different from slavery in Africa and Muslim lands?

**THINK ABOUT**

- the length of bondage
- the children of slaves
- opportunities for slaves within each society
- racial basis

### 4. THEME ACTIVITY

#### Cultural Interaction

Reread the excerpt from King Affonso's letter on page 116. Imagine you are an African ruler. Write your own letter to a European leader in which you try to convince him or her to stop participating in the slave trade. Include in your letter the various aspects of slavery and the slave trade you learned about in this section.

# The Columbian Exchange and Global Trade

## TERMS & NAMES

- Columbian Exchange
- Commercial Revolution
- capitalism
- joint-stock company
- mercantilism
- favorable balance of trade

### MAIN IDEA

The colonization of the Americas introduced new and different items into the Eastern and Western hemispheres.

### WHY IT MATTERS NOW

This global exchange of goods permanently changed Europe, Asia, Africa, and the Americas.

**SETTING THE STAGE** The colonization of the Americas dramatically changed the world. It prompted both voluntary and forced migration of millions of people. It also led to the establishment of new and powerful societies. European settlement of the Americas also changed the world in less noticeable but equally important ways. It led to the exchange of new items that greatly affected the lives of people throughout the world.

## The Columbian Exchange

The global transfer of foods, plants, and animals during the colonization of the Americas was known as the **Columbian Exchange**. Ships from the Americas brought back a wide array of items that Europeans, Asians, and Africans had never before seen. They included such plants as tomatoes, squash, pineapples, tobacco, and cacao beans (for chocolate).

Perhaps the most important items to travel from the Americas to the rest of the world were corn and potatoes. Corn and potatoes were inexpensive to grow and highly nutritious. Over time, both crops became an important and steady part of diets throughout the world. These foods helped people live healthier and longer lives. Thus they played a significant role in boosting the world's population. The planting of the first white potato in Ireland and the first sweet potato in China probably changed more lives than the deeds of 100 kings.

Traffic across the Atlantic did not flow in just one direction, however. Europeans introduced various livestock animals into the Americas. These included horses, cattle, and pigs. Foods from Africa (including some that originated in Asia) migrated west in European ships. They included bananas, black-eyed peas, and yams.

Some aspects of the Columbian Exchange had a tragic impact on many Native Americans. Disease was just as much a part of the Columbian Exchange as goods and food. The diseases Europeans brought with them, which included smallpox and measles, led to the death of millions of Native Americans.

### THINK THROUGH HISTORY

#### A. Making Inferences

Why is the Columbian Exchange considered a significant event?

## A Commercial Revolution

The establishment of colonial empires in the Americas influenced the nations of Europe in still other ways. New wealth from the Americas was coupled with a dramatic growth in overseas trade. These together prompted a wave of new business and trade practices in Europe during the 16th and 17th centuries. These practices—many of which served as the root of today's financial dealings—dramatically changed the economic atmosphere of Europe. Together they became known as the **Commercial Revolution**.

In this Spanish illustration, a medicine man tends to an Aztec with smallpox.



# The Columbian Exchange

Few events transformed the world like the Columbian Exchange. This global transfer of plants, animals, disease, and especially food, brought together the Eastern and Western hemispheres and touched, in some way, nearly all the peoples of the world.

## Frightening Foods

Several foods from the Americas that we now take for granted at first amazed and terrified Europeans.



Early on, people thought the tomato was harmful to eat. "If I should eat this fruit," explained one Italian man, "it would be injurious and harmful to me." One German official warned that the tomato "should not be taken internally."

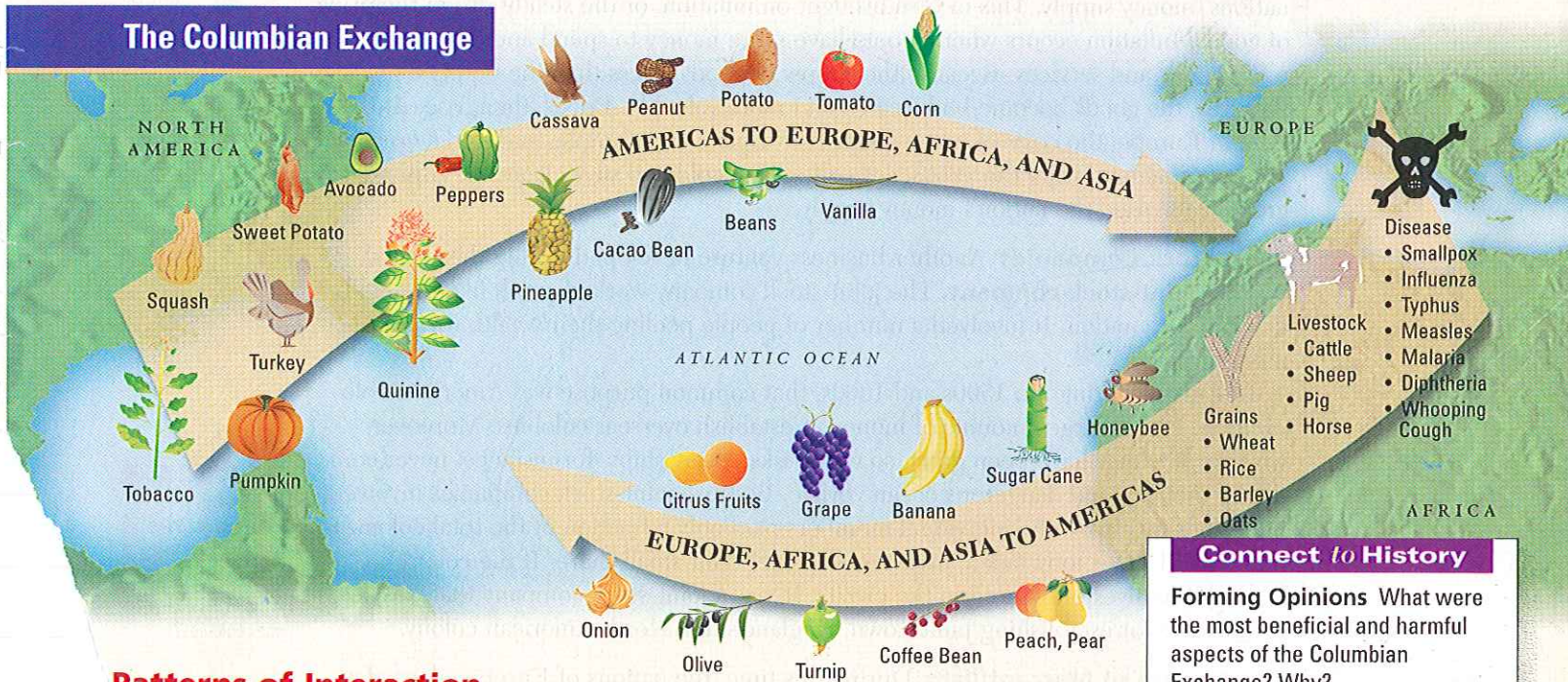
In 1619, officials in Burgundy, France, banned the potato, explaining that "too frequent use of them caused the leprosy." In 1774, starving peasants in Prussia refused to eat the spud.

*The culinary life we owe Columbus is a progressive dinner in which the whole human race takes part but no one need leave home to sample all the courses.*

Raymond Sokolov



## The Columbian Exchange



## Patterns of Interaction

Think about your favorite foods. Chances are that at least one originated in a distant land. Throughout history, the introduction of new foods into a region has dramatically changed lives—for better and for worse. Dependence on the potato, for example, led to a famine in Ireland. This prompted a massive migration of Irish people to other countries. In the Americas, the introduction of sugar led to riches for some and enslavement for many others.

**IDEO** The Geography of Food: The Impact of Potatoes and Sugar

## Connect to History

**Forming Opinions** What were the most beneficial and harmful aspects of the Columbian Exchange? Why?

SEE SKILLBUILDER HANDBOOK, PAGE 662

## Connect to Today

**Researching** Find out what are the major items exchanged or traded between the United States and either Asia, Africa, or Europe. Report your findings to the class.

## Three Worlds Meet, 1492–1700

Europeans  
Africans  
Americans

1492  
Columbus embarks on a voyage that will bring together the worlds of Europe, Africa, and the Americas.

1521  
The Aztec Empire in Mexico is conquered by Hernando Cortés.

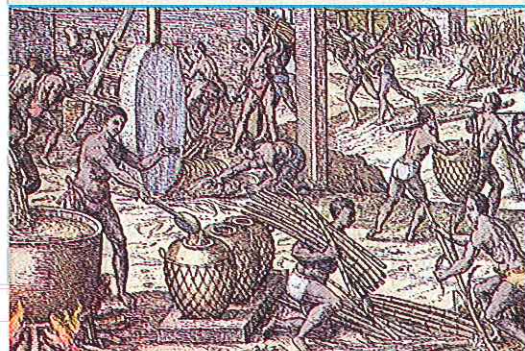
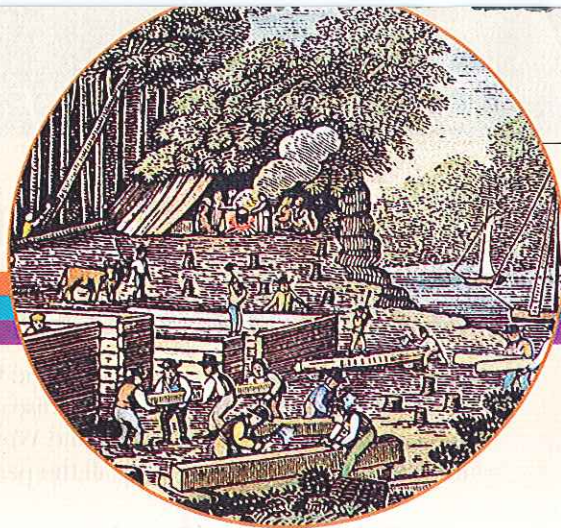
1492

1510

1530

1511  
Africans begin working as slaves in the Americas.

1533  
The Inca Empire in South America falls to Francisco Pizarro.



**The Rise of Capitalism** One aspect of the European Commercial Revolution was the growth of **capitalism**.

Capitalism is an economic system based on private ownership and the investment of wealth for profit. No longer were governments the sole owners of great wealth. Due to overseas colonization and trade, numerous merchants had obtained great wealth. These merchants continued to invest their money in trade and overseas exploration. Profits from these investments enabled merchants and traders to reinvest even more money in other enterprises. As a result, businesses across Europe grew and flourished.

The increase in economic activity in Europe led to an overall increase in many nations' money supply. This in turn brought on inflation, or the steady rise in the price of goods. Inflation occurs when people have more money to spend and thus demand more goods and services. Because the supply of goods is less than the demand requires, the goods become both scarce and more valuable. Prices, then, rise. At this time in Europe, the costs of many goods rose. Spain, for example, endured a crushing bout of inflation during the 1600s, as boatloads of gold and silver from the Americas greatly increased the nation's money supply.

**Joint-Stock Companies** Another business venture developed during this period was the **joint-stock company**. The joint-stock company worked much like the modern-day corporation. It involved a number of people pooling their wealth for a common purpose.

In Europe during the 1500s and 1600s, that common purpose was American colonization. It took large amounts of money to establish overseas colonies. Moreover, while profits may have been great, so were risks. Many ships, for instance, never completed the long and dangerous ocean voyage. Because joint-stock companies involved numerous investors, the individual members paid only a fraction of the total colonization cost. If the colony failed, investors lost only their small share. If the colony thrived, the investors shared in the profits. It was a joint-stock company that was responsible for establishing Jamestown, England's first North American colony.

**The Growth of Mercantilism** During this time, the nations of Europe adopted a new economic policy known as **mercantilism**. The theory of mercantilism held that a country's power depended mainly on its wealth. It was wealth, after all, that allowed nations to build strong navies and purchase vital goods. As a result, the goal of every nation became the attainment of as much wealth as possible.

According to the theory of mercantilism, a nation could increase its wealth and power in two ways. First, it could obtain as much gold and silver as possible. Second, it could establish a **favorable balance of trade**, in which it sold more goods than it bought. A nation's ultimate goal under mercantilism was to become self-sufficient, not

### Vocabulary

**invest:** to spend time, money, or effort for future advantage or benefit.

### THINK THROUGH HISTORY

#### B. Making

**Inferences** Why would a joint-stock company be popular with investors in overseas colonies?

1607  
Colonists found Jamestown, first permanent English settlement in North America.

1628  
Puritans establish the Massachusetts Bay Colony in North America.

1700  
The number of enslaved Africans imported to the Americas reaches almost 1.5 million. It will climb to nearly 6 million by the end of the century.

1610

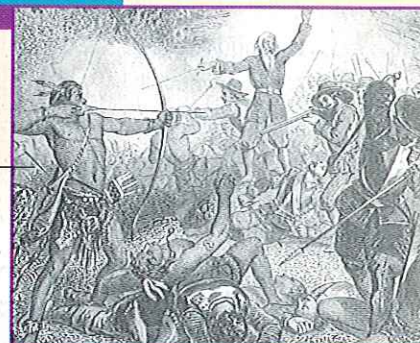
1630

1670

1690

1650  
The number of Africans toiling in Spanish America reaches 300,000.

1675  
Native Americans battle colonists in King Philip's War.



dependent on other countries for goods. An English author of the time wrote about the new economic idea of mercantilism:

#### A VOICE FROM THE PAST

Although a Kingdom may be enriched by gifts received, or by purchases taken from some other Nations. . . . these are things uncertain and of small consideration when they happen. The ordinary means therefore to increase our wealth and treasure is by Foreign Trade, wherein we must ever observe this rule: to sell more to strangers yearly than we consume of theirs in value.

THOMAS MUN, quoted in *World Civilizations*

#### THINK THROUGH HISTORY

##### C. Summarizing

What role did colonies play in the policy of mercantilism?

Mercantilism went hand in hand with colonization, for colonies played a vital role in this new economic practice. Aside from providing silver and gold, colonies provided raw materials that could not be found in the home country, such as wood or furs. In addition to playing the role of supplier, the colonies under mercantilism also provided a market. The home country could sell its goods to their colonies.

**Changes in European Society** The economic changes that swept through much of Europe during the age of American colonization also led to changes in European society. The Commercial Revolution spurred the growth of towns and the rise of the merchant class. Merchants—because they controlled great wealth—rose in status.

The changes in European society, however, only went so far. While towns and cities grew in size, much of Europe's population continued to live in rural areas. And although merchants and traders enjoyed a period of social mobility, a majority of Europeans remained poor. More than anything else, the Commercial Revolution increased the wealth of European nations. Also, as Chapter 5 will describe, the new economic practices helped to expand the power of European rulers.

## Section 4 Assessment

### 1. TERMS & NAMES

Identify

- Columbian Exchange
- Commercial Revolution
- capitalism
- joint-stock company
- mercantilism
- favorable balance of trade

### 2. TAKING NOTES

For each Columbian Exchange item or aspect below, write where it originated and explain its significance.

Corn	Potato
<input type="text"/>	<input type="text"/>
Disease	
<input type="text"/>	

Write an explanation of one of the items to someone who has never encountered it.

### 3. MAKING INFERENCES

Why were colonies considered so important to the nations of Europe?

**THINK ABOUT**

- the philosophy of mercantilism
- the notion of a favorable balance of trade

### 4. ANALYZING THEMES

**Economics** Do you think the economic changes in Europe during the era of American colonization qualify as a revolution? Why or why not?

**THINK ABOUT**

- the legacy of the new business and trade practices
- how the economic changes affected European society as a whole



# Chapter 4 Assessment

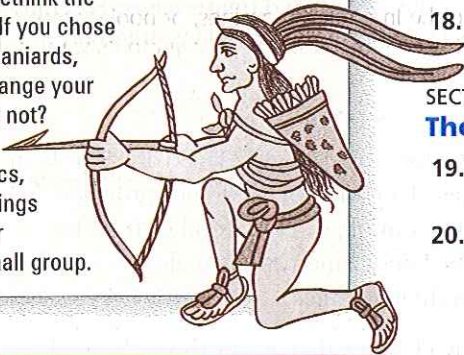
## TERMS & NAMES

Briefly explain the importance of each of the following in the European colonization of the Americas.

1. conquistadors
2. Montezuma II
3. *encomienda*
4. Jamestown
5. French and Indian War
6. Atlantic slave trade
7. triangular trade
8. Columbian Exchange
9. Commercial Revolution
10. mercantilism

### Interact with History

On page 102 you examined the choices some Native Americans faced during the invasion by Spanish conquistadors. Now that you have read the chapter, rethink the choice you made. If you chose to side with the Spaniards, would you now change your mind? Why or why not? If you decided to fight with the Aztecs, what are your feelings now? Discuss your opinions with a small group.



## REVIEW QUESTIONS

SECTION 1 (pages 103–109)

### Spanish Conquests in the Americas

11. Why did Columbus set sail on the Atlantic?
12. List three goals of the Spanish in the Americas.
13. Why did Popé lead a rebellion against the Spanish?

SECTION 2 (pages 110–114)

### Competing Claims in North America

14. What did the Europeans mostly grow in their Caribbean colonies?
15. What was the result of the French and Indian War?

SECTION 3 (pages 115–119)

### The Atlantic Slave Trade

16. What factors led European colonists to use Africans to resupply their labor force?
17. Describe the conditions on board a slave ship.
18. Name several ways in which enslaved Africans resisted their position in the Americas.

SECTION 4 (pages 120–123)

### The Columbian Exchange and Global Trade

19. Why was the introduction of corn and potatoes to Europe and Asia so significant?
20. Explain the economic policy of mercantilism.

## Visual Summary

### The Atlantic World

#### Europeans

- Beginning around 1500, the Spanish and Portuguese colonize Central and South America and establish prosperous overseas empires.
- Throughout the 1600s and 1700s, the English, French, and Dutch battle for control of North America, with the English emerging victorious.
- Over time, Europeans take control of nearly all of the Americas and create new societies.

#### GLOBAL INTERACTION

#### Native Americans

- Between 1520 and 1533, the once mighty Aztec and Inca empires fall to the invading Spanish.
- Throughout the Americas, the native population is devastated by European conquests and diseases.
- In Central and South America, many Spanish settlers and Native Americans intermarry, creating a large mestizo population that thrives today.

#### Africans

- Beginning around 1500, millions of Africans are taken from their homeland and forced to labor as slaves for Europeans in the Americas.
- Numerous Africans perish during the brutal ocean voyage to the Americas, known as the middle passage.
- Africans eventually become an important part of the Americas, as they populate the various regions and lend aspects of the culture to American societies.

## CRITICAL THINKING

### 1. THE TOOLS OF CONQUEST

**THEME EMPIRE BUILDING** In conquering much of the Americas, Europeans were aided by several things. What were they? Which do you consider to be the most important? Why?

### 2. EXPLORERS OF THE WEST

Copy the chart below on your paper. For each explorer named, write which nation sponsored him and the regions he explored.

Explorer	Nation	Regions
Pedro Álvares Cabral		
Ferdinand Magellan		
Francisco Vázquez de Coronado		
Jacques Cartier		
Samuel de Champlain		
Henry Hudson		

### 3. A HISTORIC VOYAGE

It has been said that Columbus's voyage began a process that changed the world forever. Explain the meaning of this statement. In your explanation, consider all the peoples and places American colonization impacted and what effects it had on them.

### 4. ANALYZING PRIMARY SOURCES

In 1630, a Puritan minister, John Cotton, delivered a sermon to fellow Puritans as they embarked on their journey to America. In it, Cotton tried to reassure the future colonists that they could legitimately claim a new land.

#### A VOICE FROM THE PAST

Where there is a vacant place, there is liberty for . . . [Christians] . . . to come and inhabit, though they neither buy it nor ask their leaves. . . . Indeed, no nation is to drive out another without special commission from Heaven . . . unless the natives do unjustly wrong them, and will not recompense the wrongs done in a peaceable way. And then they may right themselves by lawful war and subdue the country unto themselves.

JOHN COTTON, quoted in *The Annals of America*

- What do you think Native Americans might have said about Cotton's statement that America was a "vacant place"?
- How might the last part of Cotton's statement have helped the Puritans to justify taking land from the Native Americans?
- How is this passage an example of a biased statement?

## CHAPTER ACTIVITIES

### 1. LIVING HISTORY: Unit Portfolio Project

**THEME CULTURAL INTERACTION** Your unit portfolio project focuses on showing how different cultures have interacted in history. (See page 33.) For Chapter 4, you might use one of the following ideas to add to your portfolio:

- Draw a political cartoon that contrasts the Europeans' and Native Americans' view of American colonization.
- Write a newspaper editorial explaining how Africans helped create the societies that grew in the Americas.
- Imagine you are a Native American entering an English colony for the first time. Write a journal entry describing your encounter with the culture.

### 2. CONNECT TO TODAY: Cooperative Learning

**THEME ECONOMICS** The Columbian Exchange marked the beginning of worldwide trade. The plants, foods, and animals that traveled across hemispheres during the Columbian Exchange are now just some of the many foods and items that are traded around the globe today.

Work with a team to chart the global trade of a chosen food or item.

**INTERNET** Using the Internet, magazines, or books, track the movement of the item from its country of origin to its various destinations around the world.

- Determine how much of the item the various countries import. Compare the cost of the item in these countries.
- Compare your team's item with those of the other teams to determine which is the most popular.

### 3. INTERPRETING A TIME LINE

Revisit the time line on pages 32–33. Examine the Chapter 4 time line. Which two events do you think had the most lasting effects on the Americas? Explain why.

## FOCUS ON ART

This Aztec drawing depicts natives attacking several Spaniards, who after killing Indian nobles, took refuge in a nearby palace.

- How does the image depict the clash of cultures in the Americas?
- What is the drawing's point of view regarding the Aztec warriors? The Spanish?

**Connect to History** Of the factors that enabled the Spanish to defeat the Aztecs, which one is visible in this drawing?

