

UNIT

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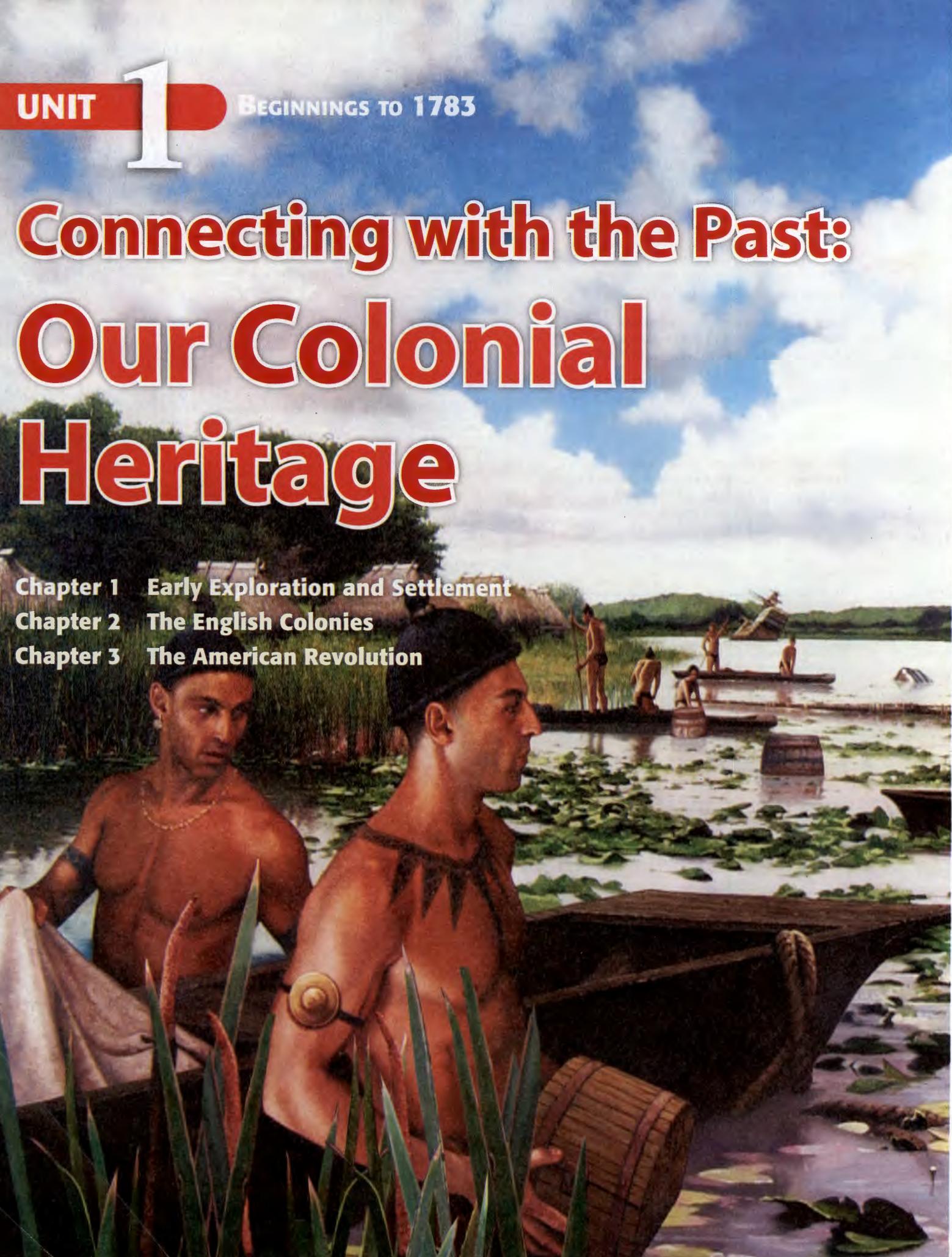
BEGINNINGS TO 1783

Connecting with the Past: Our Colonial Heritage

Chapter 1 Early Exploration and Settlement

Chapter 2 The English Colonies

Chapter 3 The American Revolution



What You Will Learn...

North and South America were populated by Native American societies before Europeans arrived and began to colonize them. During the colonial period, Europeans came to the Americas to make new homes and gain wealth. As England's colonies in North America became more successful, they began to have conflicts with neighboring colonies, Native American people, and the British government. In the first three chapters, you will learn about native people meeting the Europeans, and about the English colonists that created the United States.

Explore the Art

In this picture, Spanish teenager Hernando d'Escalante Fontaneda washes ashore in Florida after a shipwreck. How does the picture show what life was like before Europeans came to North America?



Early Exploration and Settlement



California Standards

History—Social Science

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

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

Analysis Skills

HR1 Students frame questions that can be answered by historical study and research.

English—Language Arts

Writing 8.2.1.a Relate a clear, coherent incident, event, or situation by using well-chosen details.

Reading 8.1.0 Students recognize specialized vocabulary.

FOCUS ON WRITING

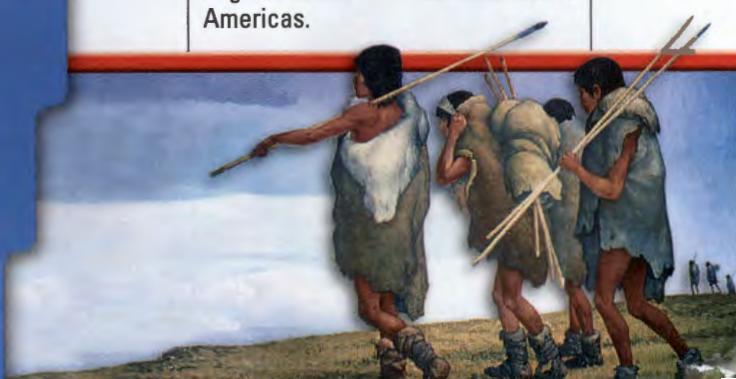


Writing a Letter In this chapter, you'll learn about many different groups of people struggling to make a home for themselves in the Americas. Imagine that one of these is a French trader named Jacques working in America in the early 1700s. After you read this chapter, you'll write a letter from Jacques to his family in France. You'll tell them about life and people in early America.



**c. 38,000–
10,000 BC**
Paleo-Indians
migrate to the
Americas.

c. 5000 BC
Communities
in Mexico
cultivate corn.





What You Will Learn...

The ships of explorer Christopher Columbus sail again in the form of these replicas. Columbus discovered land where Europeans did not expect land to be. The news excited Europe and set off the great Age of Exploration. The Americas and Europe—and the world—would never be the same again. In this chapter you will learn about the earliest people in North America and the Europeans who colonized it.

509 BC The Roman Republic is established.

432 BC
The Parthenon is completed in Athens.



c. 2600 BC The Great Pyramid is built at Giza, Egypt, as the tomb for the pharaoh Khufu.

500 BC

AD 500

1500

1588 England's defeat of the Spanish Armada prompts other European nations to explore the Americas.

1492 Christopher Columbus and his crew reach the Americas on October 12.

Reading Social Studies

by Kylene Beers

Economics

Geography

Politics

Religion

Society
and Culture

Science and
Technology

Focus on Themes This chapter explains the discovery and early development of Mesoamerica and North America. You will read about early explorers from Europe, learn about the early settlements, and discover why the Spanish, the

English, and the French all wanted a part of this new land. As you read the chapter, you will see how **geography** affected exploration and will learn about the **economic** issues that influenced growth and settlements.

Specialized Vocabulary of Social Studies

Focus on Reading If you flipped through the pages of this book, would you expect to see anything about square roots or formulas? How about Petri dishes or hypotheses? Of course you wouldn't. Those are terms you'd only see in math and science books.

Specialized Vocabulary Words that are used in only one field are called specialized vocabulary. Like most subjects, social studies has its own specialized vocabulary. The charts below list some terms you may encounter as you read this book.

Terms that deal with time

Decade	a period of 10 years
Century	a period of 100 years
Era	a long period marked by great events, developments, or figures
BC	a term used to identify dates that occurred long ago, before the birth of Jesus Christ, the founder of Christianity; it means "before Christ." BC dates get smaller as time passes, so the larger the number the earlier the date.
AD	a term used to identify dates that occurred after Jesus's birth; it comes from a Latin phrase that means "in the year of our Lord." Unlike BC dates, AD dates get larger as time passes, so the larger the number the later the date.
BCE	another way to refer to BC dates; it stands for "before the common era"
CE	another way to refer to AD dates; it stands for "common era"

Terms that deal with government and society

politics	the art of creating government policies
economics	the study of the creation and use of goods and services
movement	a series of actions that bring about or try to bring about a change in society
campaign	an effort to win a political office, or a series of military actions
colony	a territory settled and controlled by a country



ELA Reading 8.1.0 Students determine the meaning of specialized vocabulary.

Key Terms and People

You Try It!

The following passage shows you how some specialized vocabulary is defined in context.

Migration to the Americas

Different environments influenced the development of Native American **societies**—groups that share a culture. **Culture** is a group's set of common values and traditions. These include language, government, and family relationships.

Like all societies, Native American groups changed over time. They learned to domesticate, or breed, wild plants and animals.

From
Chapter 1,
p. 7

Using the clues to understand meaning.

- Find the word *societies*. The phrase after the dash is the definition. Often in this book, specialized vocabulary words are defined after a **dash**. So be on the lookout for dashes.
- The word *domesticate* is defined in the fifth sentence. The clue to finding this definition is the **comma** followed by the word **or**. Look at what the comma does in that sentence:

They learned to domesticate or breed wild plants . . .

They learned to domesticate, or breed, wild plants . . .

Without the comma, the sentence is saying that Native American groups did two things to wild plants—domesticate and breed. But with the comma before the word *or*, you understand that “breed” is the definition of “domesticate.”
- In the first and second sentences, you see a term that is in bold-face print. You should recognize that **word** from seeing it on the section opener. The definition is **highlighted**. Why do you think some specialized vocabulary words are in boldface print while others are not?

As you read Chapter 1, keep track of the specialized vocabulary you learn in your notebook.

Chapter 1

Section 1

Paleo-Indians (p. 6)
migration (p. 6)
hunter-gatherers (p. 6)
environments (p. 7)
societies (p. 7)
culture (p. 7)
totems (p. 10)
Iroquois League (p. 11)

Section 2

capital (p. 13)
joint-stock companies (p. 13)
Christopher Columbus (p. 15)
Ferdinand Magellan (p. 17)
Northwest Passage (p. 17)
Columbian Exchange (p. 18)

Section 3

conquistadors (p. 20)
Hernán Cortés (p. 20)
Moctezuma II (p. 20)
Francisco Pizarro (p. 21)
Junípero Serra (p. 22)
encomienda system (p. 22)
Bartolomé de Las Casas (p. 23)
plantations (p. 23)

Section 4

Protestant Reformation (p. 25)
Protestants (p. 25)
printing press (p. 25)
Spanish Armada (p. 25)
inflation (p. 25)
charter (p. 27)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

method (p. 8)
develop (p. 10)

SECTION**1**

The Earliest Americans

What You Will Learn...**Main Ideas**

1. Climate changes allowed people to migrate to the Americas.
2. Early societies existed in Mesoamerica and North America.
3. Cultures in North America were influenced by the environment.

The Big Idea

Native American societies developed across Mesoamerica and North America.

Key Terms and People

- Paleo-Indians, p. 6
migration, p. 6
hunter-gatherers, p. 6
environments, p. 7
societies, p. 7
culture, p. 7
totems, p. 10
Iroquois League, p. 11



HSS 7.7.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.

If YOU were there...

You live in North America near the end of the Ice Age, about 10,000 years ago. For weeks, your hunter-gatherer group has been following a herd of elk across a marshy landscape. This trip has taken you far from your usual hunting grounds. The air is warmer here. There are thick grasses and bushes full of berries. You decide to camp here for the summer—and perhaps settle down.

How would staying change your way of life?

BUILDING BACKGROUND The first settlers in the Americas probably came in small groups from Asia over thousands of years. Over time, they moved into nearly every region of North and South America. They encountered many different types of land and climate.

Migration to the Americas

Many scientists believe that people first arrived in North America during the last Ice Age. At the start of the Ice Age, Earth's climate grew colder. Large amounts of water froze into huge, moving ice sheets called glaciers. As a result, ocean levels dropped more than 300 feet lower than they are today. When the water level fell, a land bridge appeared between northeastern Asia and present-day Alaska. Geographers call this the Bering Land Bridge. Although no one knows exactly when or how people crossed into North America, evidence suggests that people called **Paleo-Indians** crossed this bridge into Alaska between 38,000 and 10,000 BC.

This **migration**—a movement of people or animals from one region to another—took place over a long time. The Paleo-Indians are thought to have traveled into present-day Canada, the United States, and Mexico in search of animals to hunt. Over time, their descendants went as far as the tip of South America. Paleo-Indians were **hunter-gatherers** who lived by hunting animals and gathering wild plants.

Migrations of Early Peoples



When the Ice Age ended about 8000 BC, Earth's climate changed. Rising temperatures melted glaciers. The oceans rose, covering the Bering Land Bridge with water. As late as 1000 BC, people continued to come to North America in small boats.

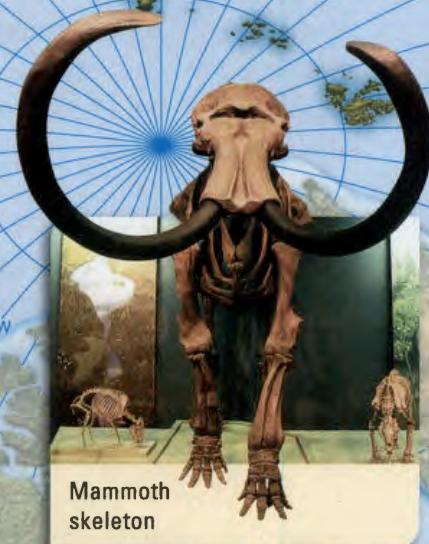
The warmer climate at the end of the Ice Age created many new environments, or climates and landscapes that surround living things. Short grasses replaced the taller grasses that had fed giant animals such as the mammoth. Large herds of smaller animals such as buffalo and deer ate the new short grasses. Paleo-Indians adapted to the changes by hunting these animals.

Different environments influenced the development of Native American societies—groups that share a culture. Culture is a group's set of common values and traditions. These include language, government, and family relationships.

Like all societies, Native American groups changed over time. They learned to domesticate, or breed, wild plants and animals. Maize, or corn, was one of the most important crops. Early farming societies began in Mesoamerica (Central America) and South America.

READING CHECK Finding Main Ideas

How did changes in the climate lead to the arrival of the first people in the Americas?



Mammoth skeleton



Kernels of maize



Mayan pyramid, Tikal, Guatemala

GEOGRAPHY SKILLS

INTERPRETING MAPS

- Movement** In what general direction did these early people migrate?
- Human-Environment Interaction** What natural features affected the route people took from Alaska to southern North America?

Mesoamerican and North American Societies

Some of the earliest American civilizations developed in Mesoamerica, also called Central America. The Olmec society was one of the first.

Mesoamerica and South America

The Olmec society developed along the Mexican Gulf coast between about 1200 and 400 BC. Olmec priests created complex number and calendar systems. They also developed a method of writing using glyphs, or symbols that represent ideas.

The Maya civilization thrived in southeastern Mesoamerica from about AD 300 to 900. The Maya built large stone temples, palaces, and bridges. They created calendars and studied mathematics and astronomy.

About AD 1200, Aztec invaders came south and occupied the central valley of Mexico. At the same time, the Inca of South America created their own civilization in the Andes Mountains. Eventually, the Inca Empire stretched from present-day Ecuador to central Chile.

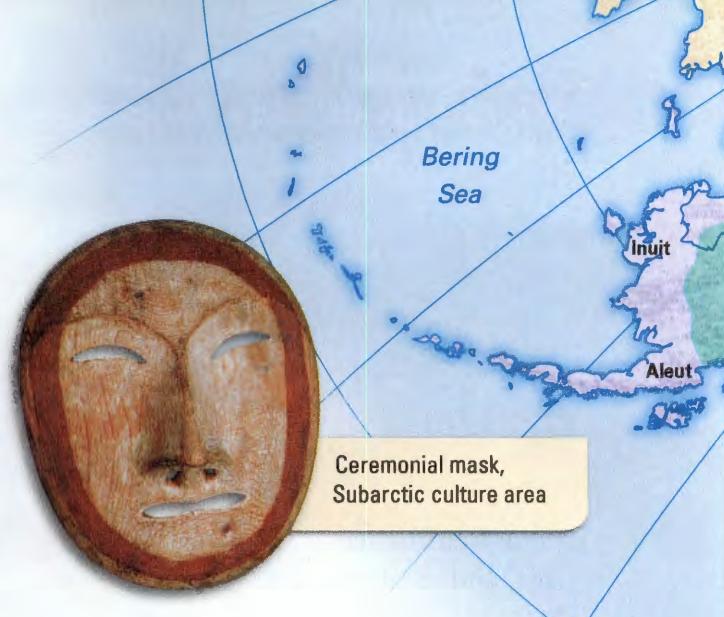
North American Societies

Although less populated than South America and Mesoamerica, North America had several farming cultures. One of these, the Anasazi (ah-nuh-SAH-zee), lived in the Four Corners region, where present-day Arizona, Colorado, New Mexico, and Utah meet.

The Hopewell, another farming culture, lived along the Mississippi, Ohio, and lower Missouri River valleys. They supported their large populations with agriculture and trade. They built large burial mounds to honor their dead. The Mississippians lived along the Ohio and Mississippi rivers. They, too, farmed, traded, and built large burial mounds.

READING CHECK **Summarizing** What early societies existed in Mesoamerica and North America?

ACADEMIC VOCABULARY
method a way of doing something



Cultures in North America

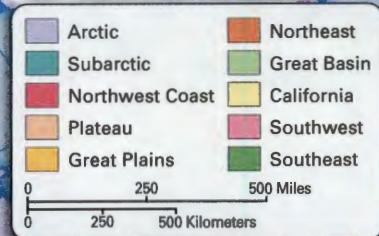
Researchers use culture areas—the geographic locations that influenced societies—to help them describe ancient Native American peoples. North America is divided into several culture areas.

Far North

The Far North of North America is divided into the Arctic and Subarctic culture areas. Both regions have long, cold winters and short summers. Few plants grow in the Arctic because the ground is always frozen beneath a thin, top layer of soil. The Inuit peoples adapted to these harsh conditions in present-day northern Alaska and Canada. The Aleut lived in western Alaska. The two groups shared many cultural features, including language. Both survived by fishing and by hunting large mammals. They also depended on dogs for many tasks, such as hunting and pulling sleds.

South of the Arctic lies the Subarctic, home to groups such as the Dogrib and Montagnais peoples. While following the seasonal migrations of the deer, they lived in temporary shelters made of animal skins. At other times they lived in villages made up of log houses.

Native American Culture Areas



Human-hand carving,
Great Plains
culture area



Beaver-shaped
pipe, Northeast
culture area



NORTH AMERICA

ATLANTIC OCEAN

Gulf of Mexico

PACIFIC OCEAN



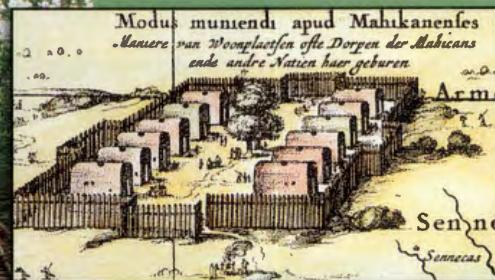
Human figure,
Southwest
culture area

GEOGRAPHY SKILLS

INTERPRETING MAPS

- Region** Why did some culture areas have fewer groups of people than other culture areas did?
- Human-Environment Interaction** What natural features served as boundaries between culture areas?

Iroquois Longhouse



Northeast Indians such as the Iroquois lived in longhouses made of the bark of trees. The drawing shows how the longhouses were arranged in one Iroquois village.

Why do you think a fence was placed around the longhouses?

Pacific Coast

Unlike the Far North, the Pacific Coast had a mild climate. The area had a rich supply of game animals, sea life, and wild plants. These resources allowed large populations to **develop** without the need for farming.

People in the Northwest like the Kwakiutl and the Chinook built wooden houses and carved images of **totems**—ancestor or animal spirits—on tall, wooden poles. People showed their wealth and earned social standing by holding special events called potlatches. At these gatherings hosts gave away most of their belongings to gain respect.

California

Farther south along the coast was the California region. Native Americans living in this area had many food sources available year-round, so farming was not necessary. One major plant food was acorns, which were ground into a flour. People in the California region also fished and hunted deer and other game. Most Native Americans here lived in isolated groups of families. Each of these groups had a small population of only 50 to 300 people. Among these Native American groups, including the Hupa, Miwok, and Yokuts, more than 100 different languages were spoken.

ACADEMIC VOCABULARY

develop: the process of growing or improving

West and Southwest

The West and Southwest of the present-day United States received less rain than the Pacific Coast and California regions did. To survive, Native Americans fished, hunted, and gathered plants. Groups in the West (which is divided into the Great Basin and Plateau regions) and Southwest included the Modoc and Nez Percé.

Native Americans of the West adapted to the drier climate by gathering seeds, digging roots, and trapping small animals for food. Most groups in this region, including the Paiute, Shoshone, and Ute, spoke the same language.

Native Americans of the Southwest also adapted to a dry climate. Southwestern culture groups included the Apache, Navajo, and Pueblo. The Pueblo irrigated their land to grow crops. Pueblo religion focused on two key areas of Pueblo life—rain and maize. The Apache hunted game and raided the villages of the Pueblo and others.

Great Plains

The huge Great Plains region stretches south from Canada into Texas. This culture area is bordered by the Mississippi Valley on the east and the Rocky Mountains on the west. The Plains were mainly grassland, on which millions of buffalo and other game grazed

in herds. Groups like the Mandan and the Pawnee grew beans, maize, and squash. Like some other Native American groups, Pawnee society was matrilineal. This means that people traced their ancestry through their mothers, not their fathers.

People on the southern Plains hunted buffalo on foot and gathered berries, nuts, and vegetables. The Arapaho, Blackfoot, and Comanche lived on the borders of the Plains. Hunters from these groups killed buffalo by chasing the animals over steep cliffs, driving them into corrals, or trapping them with a ring of fire.

East

Eastern North America was rich in sources for food and shelter. Most southeastern groups, including the Cherokee, Creek, and Seminole, lived in farming villages governed by village councils.

The Algonquian and Iroquois people were the two main groups of the Northeast. Algonquian peoples, whose territory extended to the Far North region, survived by hunting and gathering plants. Those in the south farmed, hunted, gathered plants, and fished.

To the east of the Algonquian lived the Iroquois. The Iroquois were farmers, hunters, and traders. They lived in longhouses, or rectangular homes made from logs and bark that housed 8 to 10 families.

The Iroquois also developed the **Iroquois League**. This political confederation was established by the Cayuga, Mohawk, Oneida, Onondaga, and Seneca nations. The League waged war against and made peace with non-Iroquois peoples. Its goal was to strengthen the alliance against invasion. Women selected the male members of the League council. Women could overrule council decisions and could remove its members. The League helped the Iroquois become one of the most powerful peoples in North America.

READING CHECK **Generalizing** How did the environment influence Native American cultures in North America?

SUMMARY AND PREVIEW In this section you learned about the first people in North and South America. In the next section you'll read about European exploration that led to the discovery of the Americas.

Section 1 Assessment

Reviewing Ideas, Terms, and People HSS 7.7.1

1. a. **Describe** How did people migrate to the Americas?
b. **Analyze** How did the warmer climate affect the environment in which **Paleo-Indians** lived?
2. a. **Identify** What farming cultures existed in North America?
b. **Sequence** In what order did Mesoamerican civilizations arise?
3. a. **Recall** What was the **Iroquois League**?
b. **Draw Conclusions** Why were Native Americans who practiced agriculture more likely than hunter-gatherers to establish permanent homes?

Critical Thinking

4. **Identifying Cause and Effect** Using a chart like the one at right, show how the environments of

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KEYWORD: SS8 HP1

the Far North, the Southwest, and the East affected the cultures of the Native Americans who lived in each area.



FOCUS ON WRITING

5. **Taking Notes on Native American Groups** As you read this section, take notes on each group of Native Americans discussed. Make sure to note how they lived and what was unique about their cultures.

SECTION 2

The Age of Exploration

What You Will Learn...

Main Ideas

1. Economic growth in Europe led to new ways of thinking.
2. Trade with Africa and Asia led to a growing interest in exploration.
3. Many European nations rushed to explore the Americas.
4. The Columbian Exchange affected the Americas, Africa, Asia, and Europe.



The Big Idea

As trade routes developed across the globe, European explorers crossed the Atlantic Ocean to the Americas.

Key Terms and People

- capital, p. 13
joint-stock companies, p. 13
Christopher Columbus, p. 15
Ferdinand Magellan, p. 17
Northwest Passage, p. 17
Columbian Exchange, p. 18



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

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

If YOU were there...

Everyone in your small coastal town in Spain is very excited. Three ships have arrived in the harbor. Their captains plan to find a new route to the Indies, where spices come from! They need sailors to join their crews, and some of your friends have signed on. The voyage sounds thrilling. But it also sounds dangerous. No one has made a trip like this before.

Would you join the ship's crew?

BUILDING BACKGROUND Europeans had many reasons for exploring the world in the late 1400s. One was curiosity about unknown lands—part of the adventurous spirit of the Renaissance. Also, changes in trade and the economy encouraged merchants to take chances on overseas ventures.

Economic Growth in Europe

Europe's wealth and population grew steadily during the late Middle Ages. Then in the mid-1300s, Europe suffered a terrible blow when a deadly disease called the Black Death swept through Europe. Brought by merchant ships carrying infected rats from Central Asia, the disease killed millions of people. Eventually Europe recovered from the Black Death and the shortage of workers it created.

In the 1200s Europe had begun to experience the Commercial Revolution, a great change in the European economy. During this time, the way people did business changed dramatically. Many cities grew rich, often from specializing in certain crafts. For example, the Italian city of Florence became famous for dyeing cloth. Venice and many other cities also began dealing in rare goods brought from faraway lands. In this way they became rich trading centers.

Wealth became more important in European society. More than ever before, increasing one's wealth became the best way to gain greater status and power.



Trade in Venice

Venice was a prosperous center of trade and business in 1494 when this picture was painted. The bridges of Venice were often lined with shops along both sides, where merchants sold cloth, jewelry, spices, and other goods from far away. People used small boats called gondolas to make their way through the canals.

How does this painting show the wealth of Venice?

Merchant families in Europe wanted to get **capital**—money or property that is used to earn more money. During the late 1300s the Medici (MED-ee-chee) family of Florence opened banks that gave loans. The borrowers repaid these loans with extra money called interest, which earned more money for the bankers. The Medici and other bankers gained influence in Europe.

Merchants also created **joint-stock companies**, or businesses in which a group of people invest together. The investors share in the companies' profits and losses. Forming joint-stock companies allowed investors to share all profits and also all losses. Therefore, a single investor would lose less than he or she would as a sole owner of a company.

READING CHECK **Analyzing** How did economic growth in Europe in the 1200s and 1300s lead to changes in business?

Trade with Africa and Asia

Much of the wealth of the Commercial Revolution was made through trade. The greatest profits came from trading with distant continents such as Africa and Asia. From Africa came gold, ivory, salt, and slaves. Salt was used to preserve foods. From Asia came silk and spices. Skilled European tailors used silk fabric to sew fancy clothing. Cooks used expensive spices to flavor food.

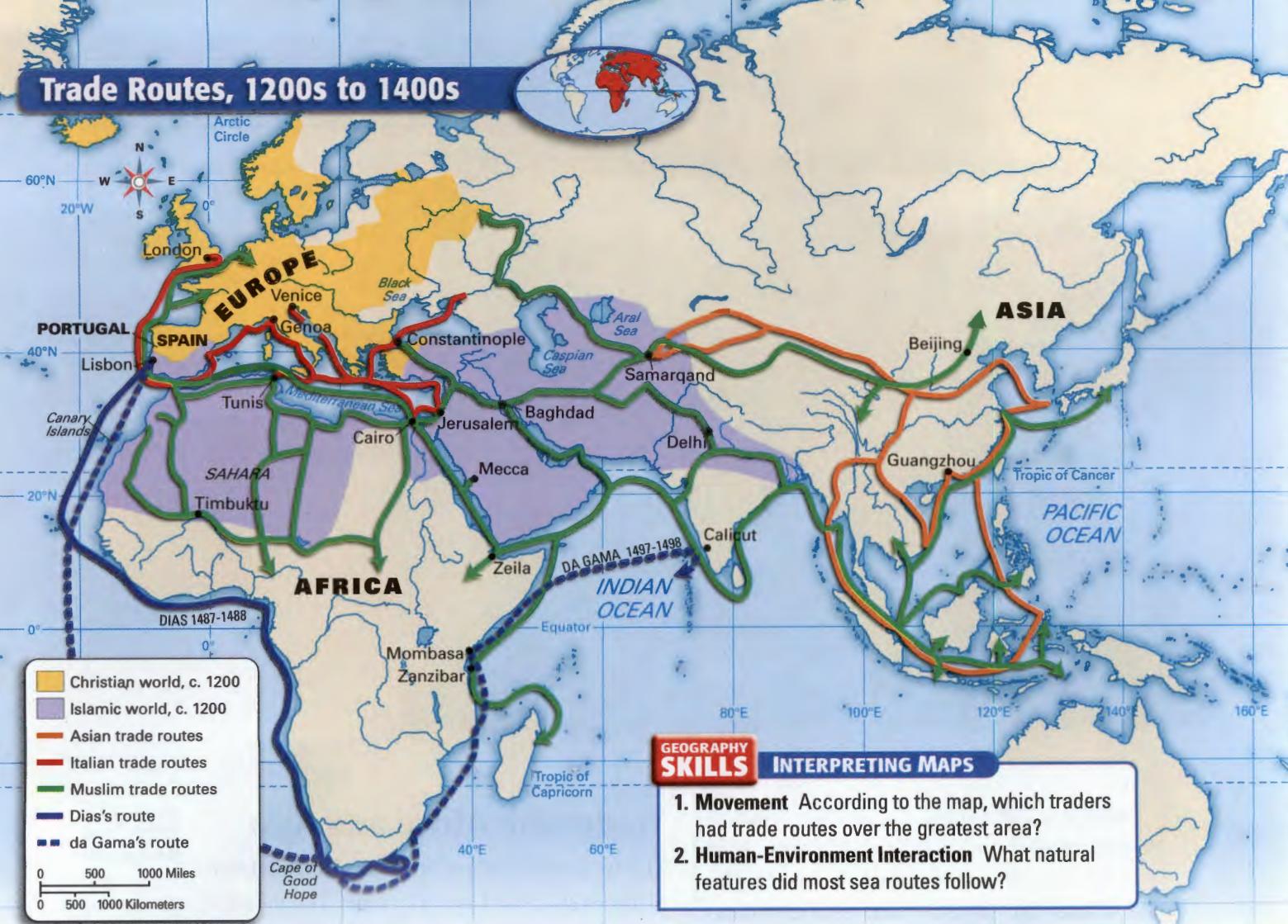
Overland Trade

Goods usually traveled long overland routes to reach Europe. The Silk Road, for example, stretched thousands of miles westward from China. These journeys were very dangerous for traders because of harsh conditions and possible attacks from bandits. Still, many merchants risked the trip because they could earn huge profits. Each merchant raised the price of the goods when selling to the next trader. By the time the goods arrived in Europe, their prices had risen greatly.

THE IMPACT TODAY

Many modern-day banking practices developed during the Commercial Revolution, including the bill of exchange. Like a check, the bill of exchange allowed traders to pay for goods on their routes without having to carry gold.

Trade Routes, 1200s to 1400s



Search for New Routes

By 1400 many of the overland trade routes had become less reliable. At the same time, ship designs had improved. European merchants began to search for a sea route to Africa and Asia. They wanted direct access to the goods in these regions to increase their profits. They hoped to bypass merchants in Venice, who had a monopoly on, or sole economic control of, the Asian products that reached the Mediterranean. Merchants elsewhere wanted to make their own money from the trade.

Meanwhile, many educated Europeans had become interested in Asian cultures. Explorer Marco Polo's book about his travels in Asia remained popular in Europe long after his death in 1324. Many Europeans hoped to

learn more about Asia and spread Christianity. All of these factors encouraged Europeans to explore the Atlantic Ocean in search of new trade routes to Asia and Africa.

Advances in Technology

New technology also led to exploration. Sailors began to use tools such as the magnetic compass and the astrolabe. The astrolabe allowed navigators to learn their ship's location by charting the position of the stars. Better charts and instruments let sailors travel the open sea without landmarks to guide them.

Finding sea routes to Africa and Asia meant crossing the Atlantic Ocean. However, no one knew the actual size of the ocean. Some people claimed that more than 10,000

miles separated Europe from the Indies—the European name for Asia. Traveling such a long distance seemed impossible.

Portuguese Explorations

Portugal became a leader in exploration in the early 1400s. Prince Henry, known as the Navigator, greatly helped Portugal's efforts. Henry gathered together the finest mapmakers, sailors, and shipbuilders. His designers developed the caravel, a small ship that moved quickly and handled well. Henry also paid for expeditions to explore the west coast of Africa.

In 1488 Portuguese navigator Bartolomeu Dias led an expedition southward along the African coast. A storm blew the ships around the southern tip of Africa. This point became known as the Cape of Good Hope. Dias wanted to continue the voyage, but his men did not. Supplies were also low, so Dias returned to Portugal.

King Manuel of Portugal sent another explorer, Vasco da Gama, on an expedition around the Cape of Good Hope. Da Gama left Lisbon in July 1497 and arrived in southwestern India the next year. Two Muslim traders greeted da Gama when he sailed into the port of Calicut. They cried out in Portuguese, "A lucky venture, a lucky venture! Plenty of rubies, plenty of emeralds! You owe great thanks to God, for having brought you to a country holding such riches!" One of da Gama's crew members wrote, "We never expected to hear our language spoken so far away from Portugal."

The Portuguese soon learned that the Indians had been trading with Muslim and Italian merchants for many years. Da Gama made two more trips back to India. He governed a small Portuguese colony there. Portugal had won the European race for a sea route to the wealth of Asia.

READING CHECK Finding Main Ideas

What was the most important result of da Gama's explorations?

Exploring the Americas

Stories of fabulous kingdoms and wealth in the Indies captured the imagination of **Christopher Columbus**, a sailor from Genoa, Italy. Columbus was convinced that he could reach Asia by sailing west across the Atlantic Ocean.

Christopher Columbus Sails West

Columbus persuaded King Ferdinand and Queen Isabella of Spain to pay for his expedition across the Atlantic. Some of their advisers were against the plan because they thought the globe was larger than Columbus said it was. For this reason, the king and queen allowed Columbus to have only three ships. They ordered him to bring back any items of value and to claim for Spain any lands he explored.

On August 3, 1492, Columbus's three ships set sail. The *Niña* and the *Pinta* were caravels. Columbus sailed in the larger *Santa María*. The ships carried some 90 sailors and a year's worth of supplies. They made a stop in the Canary Islands and then resumed their journey on September 6. After more than a month with no sight of land, the crew grew restless. "Here the people could stand it no longer, and complained of the long voyage," wrote Columbus in his journal. The crew threatened to rebel, so Columbus promised that if they did not find land soon, they would return to Spain.

Just a few days later, the crew saw signs of land—birds and tree branches. Columbus promised a reward "to him who first sang out that he saw land." On October 12, 1492, a lookout cried, "Land! Land!", ending the 33-day journey from the Canary Islands. Columbus thought he had landed in Japan. He believed he had circled the world and found a western route to Asia. It would be some time before he realized that the royal advisers had been right, and that the world was bigger than he thought.

European Exploration of the Americas, 1492–1682



Two Cultures Meet

The ships landed on an island in the Bahamas. Columbus called the island San Salvador, which means "Holy Savior." Columbus also visited an island he called Hispaniola. There he met the Taino (ty-noh). He called these Native American people Indians because he believed that he had landed in the Indies.

The Taino lived in small, peaceful farming communities. In his journal, Columbus wrote that the Taino were "so generous . . . that no one would believe it who has not seen it." However, Columbus and his crew were interested in discovering gold, not in Taino culture. After two months of exploring and collecting exotic plants and animals, Columbus decided to return to Spain.

In all, Columbus made three voyages to the West Indies. In 1504 he returned to Spain in poor health and out of favor with the Spanish throne. In 1506 he died. It would be years before Europeans realized the impact of Columbus's travels on their world.

Other Explorers Set Sail

In 1501 Italian explorer Amerigo Vespucci (vuh-spooh-chee) led a Spanish fleet to the coast of present-day South America. A German mapmaker, or cartographer, labeled the continents across the ocean America in honor of Vespucci. Europeans began using the names North America and South America.

In a new settlement in present-day Panama, explorer Vasco Núñez de Balboa (NOON-yays day bahl-BOH-uh) heard stories from local Indians about another ocean. Balboa set out to find it. For weeks he and his men struggled through thick jungle and deadly swamps. In 1513 they reached the top of a mountain. From there Balboa saw a great blue sea—the Pacific Ocean—stretching as far as the eye could see.

In 1519 a Portuguese captain, **Ferdinand Magellan** (muh-JEL-uhn), set out with a Spanish fleet to sail to Asia across the "Southern Ocean." Three years later, only one of his

BIOGRAPHY

Christopher Columbus

1451–1506

Christopher Columbus began his career at sea at age 14, and he quickly became an experienced sailor. He eventually ran his own ships and explored islands off the western coast of Africa for Portugal. While doing so, he learned much about sailing in the Atlantic Ocean. But he could not know just how large the ocean was. When he set off with Spain's support to cross the Atlantic, he and his crew sailed into the unknown. His bold explorations changed the world forever.

Summarizing What experiences helped Columbus prepare for the journey across the Atlantic?



five ships returned to Spain. Magellan had been killed during the expedition, and only 18 members of the original crew survived. These sailors were the first people to sail completely around the world, a 40,000-mile journey. They had finally found the western route to Asia.

Search for a Northwest Passage

While Spain and Portugal were exploring Central and South America, other European nations turned to North America. They hoped to find a **Northwest Passage** through North America that would let ships sail from the Atlantic to the Pacific.

Jacques Cartier (kahr-tyay), a French sailor, led a major exploration of North America. He made two trips to present-day Canada in 1534 and 1535. He sailed into the St. Lawrence River and traveled all the way to present-day Montreal. Some 70 years later, French sailor Samuel de Champlain explored the St. Lawrence River and visited the Great Lakes, led by Indian guides. Champlain founded a small colony on the St. Lawrence

FOCUS ON READING

Be sure to notice that the highlighted definition of a vocabulary term is near the boldfaced term itself.

River that he named Quebec. His explorations helped France claim much of Canada.

The Dutch hired English captain Henry Hudson to enter the race to find a Northwest Passage. Hudson first sailed to present-day New York in 1609. The following year, he reached a strait that he hoped would lead to the Pacific Ocean. Instead, it led into a huge bay, later named Hudson Bay.

Neither Cartier, Champlain, nor Hudson ever found a Northwest Passage. Their explorations, however, increased European interest in North America.

READING CHECK Finding Main Ideas

Why did European explorers seek a Northwest Passage, and how successful were their efforts?

Columbian Exchange

Explorers brought plants, animals, and diseases to the “New World” of the Americas. They also brought back plants and animals to the “Old World”—Asia, Africa, and Europe. This transfer of plants, animals, and diseases became known as the **Columbian Exchange** because it resulted from Columbus’s explorations. The Columbian Exchange dramatically changed the world.

European explorers in North and South America found many plants and animals that were unlike any seen back home. Many of these plants, including corn, tomatoes, potatoes, tobacco, and cocoa, proved valuable.



Explorers introduced maize to Europe for use as animal food. Many Europeans began to cook with tomatoes, particularly in Mediterranean countries. In the late 1600s some Europeans began to grow potatoes, which were from South America. Potatoes became a common food source for Europeans. Later, European settlers introduced potatoes to North America. Meanwhile, tobacco and cocoa became luxury items in Europe.

Settlers and explorers also brought plants and animals to the American continents. European horses, cattle, and pigs soon ran wild. American Indians came to use these animals for transportation and to improve their diet. They also started to farm European grains such as wheat and barley. These grains grew well in cool climates. Europeans also introduced rice from West Africa.

Without intending to do so, the explorers also introduced deadly diseases. Measles, smallpox, and typhus were common in Europe. As a result, most adult Europeans had developed immunity, or natural resistance, to them. American Indians, however, had never been exposed to such diseases. They had no immunity to them. Many Native Americans became terribly sick after the first encounters with Europeans took place.

No one knows exactly how many Indians died from European diseases, but the loss of life was staggering. Hundreds of thousands of American Indians are believed to have died after catching these diseases. Spanish historian Fernández de Oviedo wrote in 1548 about the destruction of the American Indians of Hispaniola. Of the estimated 1 million American Indians who had lived on the island in 1492, "there are not now believed to be at the present time . . . five hundred persons [left]."

There is still debate about whether any diseases traveled from the New World to the Old World. Although historians cannot prove that any did, there was not a large population decline in Europe, Asia, and Africa as in the Americas.

READING CHECK **Drawing Inferences** How did Europeans benefit from the Columbian Exchange?

SUMMARY AND PREVIEW In this section you learned about the European exploration that led to the discovery of the Americas. In the next section you'll read about the Spanish exploration of North and South America.

Section 2 Assessment

HSS 7.11.1, 7.11.2

- Reviewing Ideas, Terms, and People**
1. a. **Describe** How did joint-stock companies work?
b. **Explain** How did Europe's economy change?
 2. a. **Recall** Why were Europeans eager to trade with Africa and Asia?
b. **Evaluate** Do you think trading with Asia and Africa was worth the difficulty? Explain.
 3. a. **Identify** List the European explorers who journeyed to the Americas.
b. **Analyze** How was Europe affected by Christopher Columbus's expedition to the West?
 4. a. **Describe** What was the **Columbian Exchange**?
b. **Elaborate** What item introduced to the Americas in the Columbian Exchange do you think was most important? Why?

Critical Thinking

5. **Sequencing** Using a chart like the one below, put the explorations in the section in the order in which they occurred.

Year	Explorer	Lands Explored

FOCUS ON WRITING

6. **Taking Notes on Early Explorers** Take notes on each of the explorers discussed in this section. What countries did they come from? Why did they come? How did they interact with Native Americans?

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Online Quiz

KEYWORD: SS8 HP1

SECTION 3

What You Will Learn...

Main Ideas

1. Spanish armies explored and conquered much of the Americas.
2. Spain used a variety of ways to govern its empire in the Americas.

The Big Idea

Spain established an empire in the Americas.

Key Terms and People

conquistadors, p. 20
Hernán Cortés, p. 20
Moctezuma II, p. 20
Francisco Pizarro, p. 21
Junípero Serra, p. 22
encomienda system, p. 22
Bartolomé de Las Casas, p. 23
plantations, p. 23



HSS 7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

Spanish America

If YOU were there...

You live in Tenochtitlán, Mexico, in the early 1500s. You belong to a noble family who are advisers to the Aztec king. One day, word comes of strangers who have arrived in Mexico by ship. These strangers are on their way to the city to meet with the king. Many nobles think they are dangerous, but the king seems ready to greet them as friends.

Would you think the king should trust the newcomers?



BUILDING BACKGROUND The voyages of the Age of Exploration opened up new lands to Europeans. The Spanish and Portuguese took the lead in exploring these new lands. For the Spanish, one important goal was the gold and silver to be found in the Americas. Soon their armies conquered two great Native American empires.

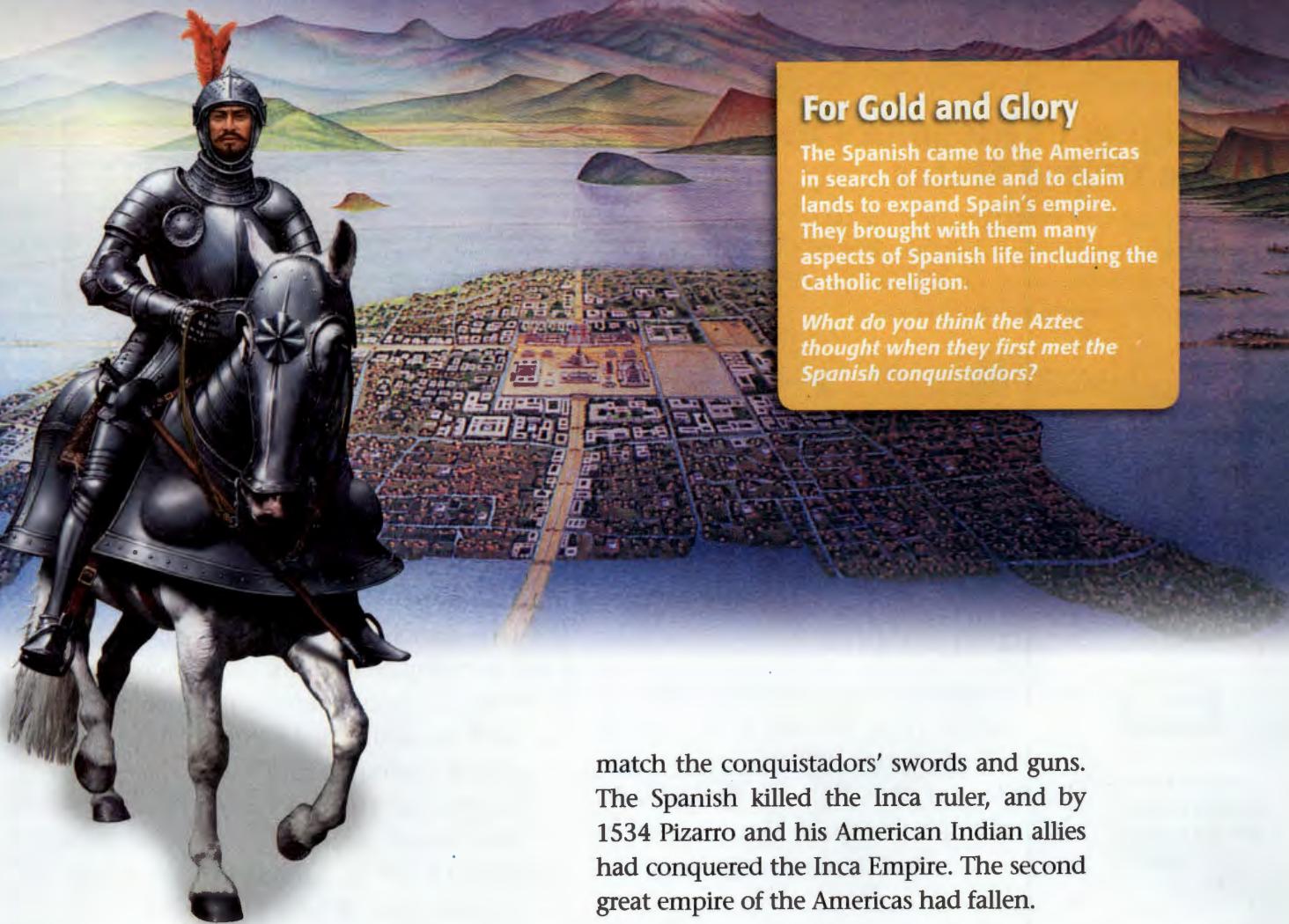
The Spanish in the Americas

Spanish **conquistadors** (kahn-kees-tuh-DAWRS) were soldiers who led military expeditions in the Americas. The governor of Cuba, a Spanish colony, sent conquistador **Hernán Cortés** to present-day Mexico in 1519. Cortés heard of a wealthy land to the west ruled by a king named **Moctezuma II** (mawk-tay-soo-mah).

Conquest of the Aztec Empire

Moctezuma ruled the Aztec Empire. His capital, Tenochtitlán (tay-nawch-teet-LAHN), was a large city with temples and buildings on an island in the middle of a lake. The Aztec had thousands of warriors. In contrast, Cortés had only 508 soldiers, around 100 sailors, 16 horses, and some guns. Cortés hoped that his superior weapons would bring him victory. Cortés also received help from an Indian woman named Malintzin (mah-LINT-suhn) and enemies of the Aztec.

At first Moctezuma believed Cortés to be a god and welcomed him. Cortés then took Moctezuma prisoner and seized control of



For Gold and Glory

The Spanish came to the Americas in search of fortune and to claim lands to expand Spain's empire. They brought with them many aspects of Spanish life including the Catholic religion.

What do you think the Aztec thought when they first met the Spanish conquistadors?

Tenochtitlán. Later, however, while Cortés was away, the Aztec drove the Spanish from their city. Moctezuma died during the fighting. Despite heavy losses, Cortés refused to accept defeat. He gathered thousands more allies and attacked Tenochtitlán again. When the fighting ended, the city lay in ruins. Smallpox and other diseases brought by the Spanish quickened the fall of the Aztec Empire.

Pizarro's Conquest of the Inca

Another conquistador, **Francisco Pizarro** (puh-ZAHR-oh), heard rumors of the Inca cities in the Andes of South America. The Inca ruled over a large territory that stretched from present-day Chile to Ecuador. But, like the Aztec, the Inca had no weapons to

match the conquistadors' swords and guns. The Spanish killed the Inca ruler, and by 1534 Pizarro and his American Indian allies had conquered the Inca Empire. The second great empire of the Americas had fallen.

Other Spanish Explorers

Many other Spanish explorers came to North America. In 1513, Juan Ponce de León searched present-day Florida in vain for a magical Fountain of Youth. Hernando de Soto traveled through Florida and North Carolina in 1539. The next year, Francisco Vásquez de Coronado began exploring an area stretching from present-day New Mexico to Kansas without finding the cities of gold for which he was searching. In 1542, Juan Rodríguez Cabrillo (kah-BREE-yoh) sailed 1,200 miles along the coast of what is now California. Cabrillo failed to find wealth, but his journey gave Spain a claim to the Pacific coast of North America.

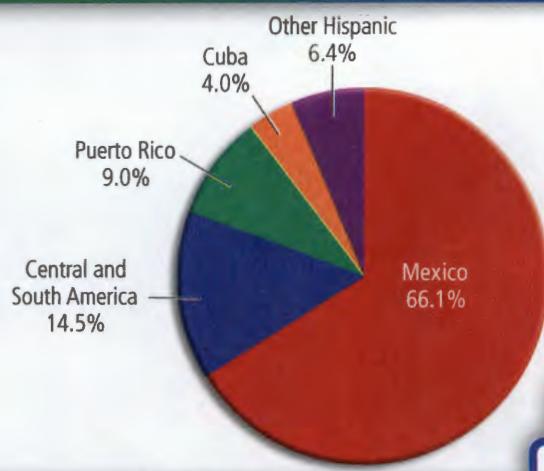
READING CHECK **Contrasting** How did the expeditions of Cortés and Pizarro differ from those of other Spanish explorers in the Americas?

Origins of Hispanics in the United States

Today about 33 million people in the United States are of Hispanic origin. They account for more than 12 percent of the U.S. population—about 1 in 8 Americans. Hispanic Americans trace their roots to various countries.

ANALYSIS SKILL
ANALYZING INFORMATION

- To what country do the largest percentage of Hispanic Americans trace their roots?
- According to the graph, what percentage of Hispanic Americans trace their roots to Cuba and Puerto Rico?



Spanish Empire

THE IMPACT TODAY

Roman Catholicism is still the most commonly practiced religion in Latin America.

More than 80 percent of the population is Catholic.

Spain's American colonies helped make it very wealthy. From 1503 to 1660, Spanish treasure fleets carried 200 tons of gold and 18,600 tons of silver from the former Aztec and Inca empires to Spain. Mexico and Peru also grew food to help support Spain's growing empire.

Ruling New Spain

Spain ruled its large American empire through a system of royal officials. At the top was the Council of the Indies, formed in 1524 to govern the Americas from Spain. The Council appointed two viceroys, or royal governors. The Viceroyalty of Peru governed most of South America. The Viceroyalty of New Spain governed Central America, Mexico, and the southern part of what is now the United States.

Life in Spanish America

The Spanish established three kinds of settlements in New Spain. Pueblos served as trading posts and sometimes as centers of government. Priests started missions to convert local American Indians to Catholicism. The Spanish also built presidios, or military bases, to protect towns and missions.

The Catholic Church played an important part in ruling New Spain. The Spanish king commanded priests to teach the local people about Christianity. Some Native Americans combined Spanish customs with their own. Others rejected Spanish ideas completely.

To connect some of the scattered communities of New Spain, Spanish settlers built El Camino Real, or "the Royal Road." This network of roads ran for hundreds of miles, from Mexico City to Santa Fe. The roads later stretched to settlements in California.

The Spanish in California

California was one of the last borderland areas settled by the Spanish. In 1769 missionary **Junípero Serra** (hoo-NEE-pay-roh SER-rah) traveled to California to spread Christianity. Serra founded San Francisco and eight other missions along the Pacific coast. Most Spanish settlers saw better opportunities in Mexico and Peru, however. By 1790 fewer than 1,000 Spaniards had settled in California.

Spain's Effect on Native Americans

To reward settlers for their service to the Crown, Spain established the **encomienda** (en-koh-mee-EN-duh) **system**. It gave settlers the right to tax local Native Americans or to make them work. In exchange, these

settlers were supposed to protect local American Indians and convert them to Christianity.

Most Spanish treated the Indians like slaves. They forced them to grow crops, to work in mines, and to herd cattle. The working conditions were hard, and many American Indians died. Some settlers spoke out against this poor treatment. **Bartolomé de Las Casas** was a Spanish priest who defended American Indians' rights.

So many Native Americans died of disease and exhaustion that, in 1501, the Spanish started bringing enslaved Africans to New Spain. Thousands of slaves worked on **plantations**, large farms that grew just one kind of crop and made huge profits for their owners. The African slave trade continued despite protests.

READING CHECK **Analyzing** How did the encomienda system strengthen Spanish rule?

SUMMARY AND PREVIEW In this section you read about the Spanish exploration of the Americas. In the next section you'll learn about developments in Europe that led to colonies in North America.

Primary Source

BOOK

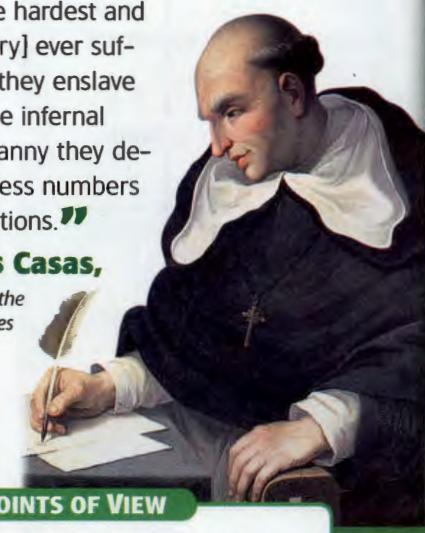
Brief Account of the Devastation of the Indies

Bartolomé de Las Casas, a Catholic priest in New Spain, encouraged better treatment of American Indians.

“When they [Spaniards] have slain all those who fought for their lives or to escape the tortures they would have to endure, that is to say, when they have slain all the native rulers and young men (since the Spaniards usually spare only the women and children, who are subjected to the hardest and bitterest servitude [slavery] ever suffered by man or beast), they enslave any survivors. With these infernal [devilish] methods of tyranny they debase and weaken countless numbers of those pitiful Indian nations.”

-Bartolomé de Las Casas,

from *Brief Account of the Devastation of the Indies*



ANALYSIS SKILL

ANALYZING POINTS OF VIEW

How did Las Casas's view of the treatment of Indian groups differ from the views of other Spaniards?

Section 3 Assessment

Reviewing Ideas, Terms, and People HSS 7.7.3

1. a. **Identify** Who was Moctezuma II?
b. **Analyze** How was Cortés able to conquer the Aztec Empire?
c. **Predict** How might Juan Cabrillo's explorations affect later settlements in California?
2. a. **Summarize** What types of settlements did the Spanish create in New Spain?
b. **Analyze** How did the **encomienda system** affect American Indians?

Critical Thinking

3. **Categorizing** Using a chart like the one on the right, identify and describe the impact Spain had on the Americas.

Spanish America	
government	
religion	
labor	

FOCUS ON WRITING

4. Taking Notes on the Spanish Empire

Think about the section you just read. What can you tell Jacques' French family about the Aztec and the Spanish? Jot down some dates about people, places, and events.

SECTION **4**

The Race for Empires

What You Will Learn...**Main Ideas**

1. The Protestant Reformation led to conflict in Europe in the 1500s.
2. Conflict between Spain and England affected settlement of North America.
3. European nations raced to establish empires in North America.

**The Big Idea**

Other European nations challenged Spain in the Americas.

Key Terms

Protestant Reformation, p. 25
Protestants, p. 25
printing press, p. 25
Spanish Armada, p. 25
inflation, p. 25
charter, p. 27

If YOU were there...

The people of your village in France have always belonged to the same church. But now, in the 1600s, your village is divided. You and a few other families are a minority. You no longer feel safe. Word comes that the Dutch colony of New Amsterdam in America welcomes people of every religion. You would like to leave, but your parents are unwilling to leave their little farm.

How would you persuade your family to emigrate?

BUILDING BACKGROUND During the 1500s arguments over religion threw much of Europe into turmoil. In some places religious conflicts and political rivalries led to long-lasting wars. At the same time, several European nations were also competing for land and influence overseas. Political and religious conflicts in Europe affected settlements in the Americas.

Protestant Reformation

On October 31, 1517, a priest named Martin Luther nailed an important paper to the door of Castle Church in Wittenberg, Germany. The paper listed Ninety-five Theses, or viewpoints, about the Catholic Church. Luther charged that the church was too wealthy. He also thought the church abused its power.



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

Key Events in European History

c. 1450

Johann Gutenberg develops his moveable-type printing press.



Martin Luther became well known for protesting the policies of the Catholic Church. His actions led to the **Protestant Reformation**. This religious movement began as an effort to reform the Catholic Church and spread through German towns in the 1520s and then to other parts of Europe. The reformers became known as **Protestants** because they protested the Catholic Church's practices. Many Protestants believed that the Bible intended religion to be simple. They disagreed with many of the Catholic Church's rules. They also thought the pope had too much power.

The **printing press**—a machine that produces printed copies—helped spread the ideas of the Reformation. Protestants printed large numbers of Bibles as well as short essays explaining their ideas. This let more people read and think about the Bible on their own, rather than relying on the teachings of a priest.

Conflict between Catholics and Protestants took place throughout Europe, often leading to civil war. During the late 1500s French Catholics fought French Protestants, known as Huguenots (hyoo-guh-nahts). Many Huguenots eventually emigrated to the Americas in search of religious freedom.

In 1534 King Henry VIII founded the Church of England, or the Anglican Church. By making himself the head of the church, Henry defied the authority of the pope and angered Catholics.

READING CHECK Identifying Cause and Effect

What major religious change occurred in Europe, and what effect did it have?



1517

Martin Luther nails his Ninety-five Theses to the door of a church in Wittenberg, Germany.

Conflict between Spain and England

In the late 1500s King Philip II used Spain's great wealth to lead a Counter-Reformation against the Protestant movement. Standing in his way was English queen Elizabeth I and her sea dogs. Sea dogs were sailors who raided Spanish treasure ships. The most successful sea dog was the daring Sir Francis Drake.

Philip was angered by English attacks and began gathering the Spanish Armada, a huge fleet of about 130 ships and some 27,000 sailors and soldiers. The **Spanish Armada** was launched to invade England and overthrow Queen Elizabeth and the Anglican Church. In July 1588, however, the much smaller English fleet defeated the Armada in a huge battle.

The Armada's defeat shocked the Spanish. In addition to the naval defeat, Spain's economy was in trouble. The gold and silver that Spain received from the Americas caused high inflation. **Inflation** is a rise in the price of goods caused by an increase in the amount of money in use. Economic problems, combined with England's defeat of the Spanish Armada, led countries such as England, France, and the Netherlands to challenge Spanish power overseas.

READING CHECK Analyzing

What led to the decline of the Spanish Empire?



1588

The English defeat the Spanish Armada. The loss greatly weakens Spain, allowing other European countries to claim land in North America.

Empires in North America c. 1755



GEOGRAPHY SKILLS

INTERPRETING MAPS

- Human-Environment Interaction**
Which two empires occupied the most territory in North America?
- Place** How did geography affect the location of most European settlements?

European Empires

In the late 1600s the French began spreading out from the St. Lawrence River. Calling their North American territory New France, French fur traders, explorers, and missionaries were all on the move.

In the 1650s French missionaries reported stories about “a beautiful river, large, broad, and deep.” In 1673 explorer Louis Jolliet (jahl-ee-ET) and missionary Jacques Marquette set out to find this great river, the Mississippi. They reached it and traveled down it as far as present-day Arkansas.

Nine years later René-Robert de La Salle followed the Mississippi River to the Gulf of Mexico. He claimed the Mississippi Valley for King Louis XIV of France. To honor the king, La Salle named the region Louisiana.

Starting in the early 1700s, the French built new outposts. These included Detroit on the Great Lakes and Saint Louis and New Orleans along the Mississippi River. Most towns in the French territory were small. By 1688 there were only about 12,000 French settlers in New France. Its small population and the value of the fur trade led French settlers to ally and trade with local American Indians.

Because of their close trading relationships, the French treated American Indians with more respect than did some other European settlers. Many French settlers learned American Indian languages and adopted their ways of life. In time, these close relationships would aid the French in claiming large amounts of land in their North American empire.

New Netherland and New Sweden

The Dutch, who had merchant fleets around the world, came to America in search of trade. Explorer Henry Hudson's first voyage to North America gave the Dutch a claim to the land between the Delaware and Hudson rivers. He called it New Netherland. In 1624 the newly formed Dutch West India Company sent about 30 families to settle in New Netherland. Two years later Peter Minuit bought Manhattan Island from local American Indians and founded the town of New Amsterdam. To attract colonists, the Dutch practiced religious toleration.

Minuit also helped Swedish settlers found New Sweden along the Delaware River. Swedish settlers were among the first in North America to build log cabins. Like the Dutch and French, they traded with Native Americans and trapped animals for fur. The Swedish settlement was small, but the Dutch felt that it threatened Dutch lands and fur trading. The two sides fought a series of battles. Finally the governor of New Netherland, Peter Stuyvesant (sty-ve-suhnt), conquered New Sweden in 1655.

English Settlement

In the late 1500s England decided to start its own American colony in order to establish a presence in the New World. Sir Walter Raleigh received a **charter**, a document giving permission to start a colony. He sent an expedition that landed in present-day Virginia and North Carolina. Raleigh named the entire area Virginia.

In 1585 Raleigh sent another group to found a colony on Roanoke Island. The English colonists found life hard. They fought with local American Indians and had trouble finding and growing food. In 1586, Sir Francis Drake arrived and offered to take the remaining settlers home to England.

John White resettled the Roanoke colony in the spring of 1587. White's granddaughter, Virginia Dare, was the first English colonist born in North America. White went back to England

to get more supplies, but when he returned he found the colony's buildings deserted. No one is certain what happened to the colony, though the name of a Native American group was carved into a nearby tree.

READING CHECK Drawing Conclusions

Were the first colonies in North America successful? Why or why not?

SUMMARY AND PREVIEW In this section you learned about events in Europe that led to settlements in North America. In the next chapter you will learn more about English colonies in North America.

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Online Quiz

KEYWORD: SS8 HP1

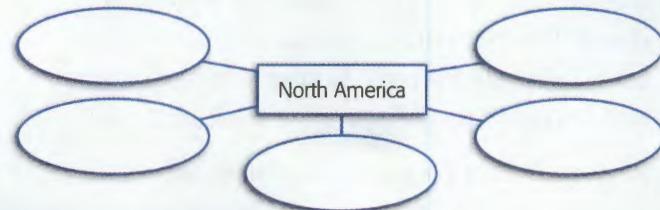
Section 4 Assessment

Reviewing Ideas, Terms, and People HSS 7.11.1

1. a. **Identify** What was the **Protestant Reformation**?
b. **Explain** What role did the **printing press** play in the Protestant Reformation?
2. a. **Explain** Why did Spain try to invade England?
b. **Make Inferences** How did the defeat of the **Spanish Armada** affect European settlement of North America?
3. a. **Identify** In which parts of North America did the French settle?
b. **Summarize** What problems did the Dutch, Swedish, and English experience?
c. **Evaluate** Which of the European empires in North America do you think was most successful? Why?

Critical Thinking

4. **Summarizing** Using a diagram like the one below, list the European nations that established colonies in North America during the 1500s and 1600s. Include the location of these colonies.



FOCUS ON WRITING

5. **Taking Notes on the French Empire and Other Settlements**
What would you include in Jacques' letter about the French, Dutch, Swedish, and English people who settled in America. Why did they come? What did they want and need in their new home?

Social Studies Skills

Analysis

Critical Thinking

Participation

Study



HR1 Students frame questions that can be answered by historical study and research.

Framing Historical Questions

Define the Skill

One of the most valuable ways that people gain knowledge is by asking effective questions. An effective question is one that obtains the kind of information the person asking the question desires. The ability to frame, or construct, effective questions is an important life skill as well as a key to gaining a better understanding of history. Asking effective historical questions will aid you in studying history and in conducting historical research.

Learn the Skill

Effective questions are specific, straight-forward, and directly related to the topic. When we do not obtain the information we want or need, often it is because we have asked the wrong questions. Asking effective questions is not as easy as it seems. It requires thought and preparation. The following guidelines will help you in framing effective questions about history and other topics as well.

- 1 Determine exactly what you want to know.
- 2 Decide what questions to ask and write them down. Having written questions is very important. They will help guide your study or research and keep you focused on your topic and goal.
- 3 Review each of your questions to make sure it is specific, straight-forward, and directly related to your topic.
- 4 Rewrite any questions that are vague, too broad, or biased.

Questions that are vague or too broad are likely to produce information not directly related to what

you want to know. For example, if you wanted to know more about trade and the voyages of exploration that are discussed in Chapter 1, “What were the voyages of exploration?” may not be a good question to ask. This question is too broad. Its answer would not give you the information you want.

Asking “Why was trade the most important cause of the voyages of exploration?” would not be an effective question either. This question is biased because it *assumes* trade was the main reason for the voyages, when that might not have been true. Good historical investigation assumes nothing that is not known to be fact. A more effective question, which would get the information you want, is: “Were trade and the voyages of exploration connected, and, if so, in what ways?”. Do you see now why wording is so important in asking effective questions and why you should write out and review your questions beforehand?

Practice the Skill

Reread the information about Cortés and the Aztec on pages 20–21, then complete the activities below.

- 1 Suppose you wanted to learn more about Cortés’s defeat of the Aztec. Decide whether each of the following would be an effective question to ask about this topic. Explain why or why not.
 - a. What happened when the Aztec and the Spanish met?
 - b. Why did other Indians betray the Aztec?
 - c. What resources did Cortés have that helped him conquer the Aztec?
- 2 Frame five questions that would be effective in helping you to learn more about this topic.

Standards Review

Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

QUICK FACTS

Early Exploration and Settlement

Effects

- Destruction of Native American empires
- Columbian Exchange
- Colonies in the Americas
- Slavery in the Americas



Causes

- Competition between nations
- Desire for wealth
- Spread of Christianity

Reviewing Vocabulary, Terms, and People

Complete each sentence by filling in the blank with the correct term or person.

1. The first voyage to sail completely around the world was headed by _____.
2. _____ are people who survive by eating animals that they have caught or plants they have collected.
3. Sir Walter Raleigh founded the colony of Virginia after receiving a _____, or a grant to set up a colony, from the queen of England.
4. Large farms that specialize in growing one type of crop for profit, or _____, were common in Spanish America.
5. One of the most important European explorers was _____, who was the first person to claim lands in the Americas for Spain.

Comprehension and Critical Thinking

SECTION 1 (Pages 6–11) HSS 7.7.1

6. **Describe** How did the first people migrate to the Americas?
7. **Compare and Contrast** In what ways were societies in North America similar to and different from those in Mesoamerica and South America?
8. **Elaborate** In which culture area of North America would you have preferred to live? Why?

SECTION 2 (Pages 12–19) HSS 7.11.1, 7.11.2

9. **Recall** Why was Columbus's discovery important?
10. **Analyze** What factors led Europeans to begin their voyages of exploration?
11. **Evaluate** In your opinion, did the Columbian Exchange improve or worsen life in the Americas? Explain your answer.

SECTION 3 (Pages 20–23) HSS 7.7.3

- Identify** What territories in the Americas did Spain control?
- Analyze** What factors enabled the Spanish to defeat the Aztecs and Incas?
- Evaluate** Why was the encomienda system important to Spanish settlers?

SECTION 4 (Pages 24–27) HSS 7.11.1

- Describe** What were the results of the defeat of the Spanish Armada?
- Contrast** How did French settlements in the Americas differ from the English settlements?
- Predict** What problems might arise between the different empires that had established settlements in North America?

Reviewing Themes

- Geography** How did changes in climate lead to migration to the Americas?
- Economics** In what way were the voyages of exploration motivated by the wish for money?
- Religion** What role did religion play in the conflict between England and Spain?

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KEYWORD: SS8 US1

Using the Internet

- 13. Activity: Compare and Contrast** What causes large groups of people to migrate? Factors that influence why people migrate can be labeled as “push” and “pull.” Poor climate and lack of resources was one of the things that “pushed” Paleo-Indians to North America. This activity will help you understand factors of migration. Enter the activity keyword, then compare and contrast push-pull factors involved in Paleo-Indian migration with the factors influencing immigration to the United States today. Create an illustrated chart to display your research.



Reading Skills

Understanding Specialized Vocabulary Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

Merchant families in Europe wanted to get capital—money or property that is used to earn more money. (p. 13)

- 14.** What is the definition of the word *capital* according to the sentence above?

Social Studies Skills

Framing Historical Questions Use the Social Studies Skills taught in this chapter to answer the question about the reading selection below.

The Taino lived in small, peaceful farming communities. In his journal, Columbus wrote that the Taino were “so generous . . . that no one would believe it who has not seen it.” However, Columbus and his crew were interested in discovering gold, not in Taino culture. (p. 17)

- 15.** Which question is answered by the above passage?
a. What kind of clothing did the Taino wear?
b. In what kind of towns did the Taino live?
c. Did Columbus and his crew discover gold?
d. Did Columbus and the Taino fight each other?

FOCUS ON WRITING



- 16. Writing Your Letter** First, review your notes and decide how Jacques feels about all the different groups of people who live in America. Remember that he has Native American friends, but he also takes advantage of America’s opportunities. Then write a letter from Jacques to his family in France. Tell his family about some of the people Jacques has met in America, as well as some of the interesting things that are happening. End with a sentence about Jacques’s hopes and fears for the future of the Americas and its people.

Standards Assessment

DIRECTIONS: Read each question and write the letter of the best response.

1

“I came to get gold, not to till the soil like a peasant.”

Which person would have been *most* likely to have made such a statement?

- A Spanish conquistador Hernán Cortés
- B Aztec ruler Moctezuma II
- C French missionary Jacques Marquette
- D Spanish priest Bartolomé de Las Casas

2 Before the arrival of the first Europeans, the most advanced Native American societies were located in what is now

- A California.
- B the eastern United States.
- C the American Southwest.
- D Mexico.

3 All of the following established colonies in North America except

- A the Portuguese.
- B the Dutch.
- C the English.
- D the French.

4 Which of the following *best* illustrates the process known as the Columbian Exchange?

- A Christopher Columbus sailed west to reach Asia and encountered the Americas.
- B Corn and tomatoes were introduced to Europe from America.
- C Asian goods moved long distances along the Silk Road to reach Europe.
- D Advances in technology allowed sailors to better navigate on the open seas.

5 How did the Reformation in Europe affect European settlement of the Americas?

- A It caused Spain to abandon its New World colonies.
- B It resulted in Protestants conquering Mexico.
- C It created religious tensions in Europe that some people fled to America to escape.
- D It led to freedom of worship in most European colonies in the Americas.

Connecting with Past Learnings

6 Indians in Spain’s encomienda system in the Americas were *most* similar to the

- A skilled European tailors who used silk fabric.
- B serfs on manors in medieval Europe.
- C samurai who served masters in feudal Japan.
- D heretics persecuted by the Spanish Inquisition.

7 In Grade 7 you learned about inventions that aided explorers. The compass, which helped Europeans make the voyages that brought them into contact with Native American peoples, was first developed

- A in Italy during the Renaissance.
- B by Islamic scholars in North Africa.
- C by the Polish scientist Copernicus.
- D in early China.