CHAPTER 2
European Exploration of the Americas 1492–1700

Section 1
Spain Claims an Empire

Section 2
European Competition in North America

Section 3
The Spanish and Native Americans

Section 4
Beginnings of Slavery in the Americas

Ships in a harbor in Lisbon, Portugal, are preparing for a voyage of exploration.

Smaller boats ferry the crew to the sailing ships.

A crane loads supplies onto the ships, much like today.

1492
Spain and Portugal agree to Treaty of Tordesillas.

1494
Cabot searches for Northwest Passage.

1497
Cartes conquers the Aztec Empire.

1515
Cartier leads expedition up St. Lawrence River.

1539–1542
Coronado, de Soto, and Cabrillo explore different parts of North America.

1565
Spanish found St. Augustine.

1588
English navy defeats Spanish Armada.
The year is 1510. You live in a European port town and have heard exciting tales about mysterious lands across the sea. You decide to join a voyage of exploration in search of fortune.

Would you join a voyage of exploration?

What Do You Think?

• What do you think led Europeans to explore distant lands?
• What reasons would make you want to join a voyage of exploration?
• What reasons would keep you from joining such a voyage?

Visit the Chapter 2 links for more information about exploration of the Americas.
Reading Strategy: Finding Main Ideas

What Do You Know?
What comes to mind when someone uses the word explorer? Why do you think people explored different territories?

Think About
• what you’ve learned about explorers from movies, school, or your parents
• reasons that people travel throughout the world today
• your responses to the Interact with History about joining a voyage of exploration (see page 59)

What Do You Want to Know?
What questions do you have about exploration or the early colonization of the Americas? Write those questions in your notebook before you read the chapter.

Finding Main Ideas
To help you remember what you read, take notes about the events and ideas discussed in the chapter. Taking notes means writing down important information. The chart below lists the major events and ideas covered in the chapter. Use the chart to take notes about these important events and ideas.


<table>
<thead>
<tr>
<th>Event/Idea</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration</td>
<td></td>
</tr>
<tr>
<td>Establishing Colonies</td>
<td></td>
</tr>
<tr>
<td>European Competition</td>
<td></td>
</tr>
<tr>
<td>Columbian Exchange</td>
<td></td>
</tr>
<tr>
<td>Origins of Slavery</td>
<td></td>
</tr>
</tbody>
</table>

CALIFORNIA STANDARDS
Reading 2.0 Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
Spain Claims an Empire

ONE EUROPEAN’S STORY

In 1493, the rulers of Spain and Portugal wanted Pope Alexander VI to decide who would control the lands that sailors from their countries were exploring.

In May 1493, Alexander VI issued his ruling. He drew an imaginary line around the world. It was called the Line of Demarcation. Portugal could claim all non-Christian lands to the east of the line. Spain could claim the non-Christian lands to the west. In this section, you will learn how Spain and Portugal led Europe in the race to gain colonies in the Americas.

Spain and Portugal Compete

King John II was unhappy with the pope’s placement of the line. He believed that it favored Spain. So he demanded that the Spanish rulers meet with him to change the pope’s decision. In June 1494, the two countries agreed to the Treaty of Tordesillas (tawr•day•SEEL•yahs). This treaty moved the Line of Demarcation more than 800 miles farther west.

The change eventually allowed Portugal to claim much of eastern South America, which later became the Portuguese colony of Brazil. After making this agreement, Spain and Portugal increased their voyages of exploration in search of wealth, power, and glory.

European countries had three main goals during this age of exploration. First, they wanted to spread Christianity beyond Europe. Each expedition included missionaries, or people sent to convert the native peoples to Christianity. Second, they wanted to expand their empires. Third, they wanted to become rich.

By increasing their wealth, European countries could gain power and security. An economic system called mercantilism describes how

The Treaty of Tordesillas

missionary
mercantilism
Amerigo Vespucci

conquistador
Hernando Cortés
Montezuma
Francisco Pizarro

Spanish culture remains strong in modern America.

European Exploration of the Americas 61
Europeans enriched their treasuries. (See Economics in History, above.) Colonies helped nations do this in several ways. They provided mines that produced gold and silver. They also produced goods such as crops that could be traded for gold and silver. Finally, they served as a market for the home country. The search for riches spurred European exploration.

Europeans Explore Foreign Lands

After Columbus’s first voyage, many explorers went to sea. Amerigo Vespucci (veh•POO•chee) was one of the first. He was an Italian sailor who set out in 1501 to find a sea route to Asia. Vespucci realized that the land he saw on this voyage was not Asia. A German mapmaker was impressed by Vespucci’s account of the lands, so he named the continent “America” after him.

Another famous explorer was the Spaniard Vasco Nuñez de Balboa. Balboa heard Native American reports of another ocean. In 1513, he led an expedition through the jungles of Panama and reached the Pacific Ocean. Raising his sword, Balboa stepped into the surf and claimed the ocean and all the lands around it for Spain. (See page 59.)

Perhaps no explorer was more capable than the Portuguese sailor Ferdinand Magellan. He proposed to reach Asia by sailing west around South America. The Spanish king agreed to fund Magellan’s voyage.

**Economics in History**

**Mercantilism**

The main goal of mercantilism was to increase the money in a country’s treasury by creating a favorable balance of trade. A country had a favorable balance of trade if it had more exports than imports. Colonies helped a country have the goods to maintain a favorable balance of trade.

For example, say Spain sold $500 in sugar to France, and France sold $300 in cloth to Spain. France would also have to pay Spain $200 worth of precious metals to pay for all the sugar. Spain would then have a favorable balance of trade because the value of its exports (sugar) was greater than the value of its imports (cloth). Spain would become richer because of the precious metals it received from France.

**CONNECT TO HISTORY**

1. **Finding Main Ideas** Under mercantilism, what did a country need to do to become rich? Discuss the way colonies enriched a country according to mercantilism.

2. **Making Inferences** Think about your own family budget. What do you think would happen if your family collected less money than it paid for goods for several years? Do you think this situation would be the same for a nation as it would for a family?

For more about mercantilism . . .

**CALIFORNIA STANDARDS**

7.11.3 Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.
In 1519, Magellan set out from Spain with five ships and about 240 men. After a stormy passage around South America, Magellan entered the Pacific Ocean. For several months his crew crossed the Pacific, suffering great hardship. A member of the crew described what they ate.

**A VOICE FROM THE PAST**

We were three months and twenty days without... fresh food. We ate biscuit, which was no longer biscuit, but powder of biscuits swarming with worms... We drank... water that had been putrid for many days.

Antonio Pigafetta, quoted in *The Discoverers*

Eventually, Magellan reached the Philippines, where he became involved in a local war and was killed. But his crew traveled on. In 1522, the one remaining ship arrived back in Spain. The sailors in Magellan’s crew became the first people to sail around the world.

**The Invasion of Mexico**

While Magellan’s crew was sailing around the world, the Spanish began their conquest of the Americas. Soldiers called *conquistadors* (kahn•KWIHS•tuh•DAWRZ), or conquerors, explored the Americas and claimed them for Spain. Hernando Cortés was one of these *conquistadors*. He landed on the Central American coast with 508 men in 1519.

The Spanish arrival shook the Aztec Empire, which dominated most...
of Mexico. The Aztec emperor Montezuma feared that Cortés had been sent by an Aztec god to rule Mexico. Montezuma sent Cortés gifts—including two disks of solid gold and silver—to get him to leave. But the gifts only excited Spanish dreams of riches.

The Spaniards marched inland and formed alliances (agreements with friendly peoples) with the native peoples who hated Aztec rule. After a few months, Cortés reached the Aztec capital, Tenochtitlán (teh•NAWCH•tee•TLAHN). Montezuma received Cortés with great ceremony and housed the conquistadors in a magnificent palace. But Cortés took Montezuma captive and tried to rule the Aztec Empire by giving commands through Montezuma. The Aztecs rebelled.

The Aztecs surrounded the Spaniards and their allies in their headquarters in Tenochtitlán. On the night of June 30, 1520, the Spaniards tried to sneak out of the city, but the Aztecs discovered them and vicious fighting broke out. About 800 Spaniards and more than 1,000 of their allies were killed that night. The Spaniards later called the event La Noche Triste (lah NAW•cheh TREES•teh)—the Sad Night.

Despite this defeat, the Spaniards and their allies regrouped. In May 1521, Cortés led his forces back to Tenochtitlán. At this point, the Spaniards got help from an invisible ally. Many Aztecs fell victim to an out-
break of smallpox, which severely weakened their ranks. The germs that caused this disease had been brought to America by the Europeans.

Cortés placed Tenochtitlán under siege for three months. When Tenochtitlán finally fell, the Aztec Empire lay in ruins. An Aztec poet described the scene.

A VOICE FROM THE PAST
Broken spears lie in the roads; we have torn our hair in our grief. The houses are roofless now, and their walls are red with blood. . . . We have pounded our hands in despair against the adobe walls, for our inheritance, our city, is lost and dead.

Aztec poet, quoted in Seeds of Change

On the rubble of the Aztec capital, the Spanish built Mexico City. Over time, the populations and cultures of Spain and Mexico merged and produced a new society, that of the present-day nation of Mexico.

The Conquest of the Incan Empire

Despite the fall of the Aztecs, a people called the Inca still had a powerful empire centered in the Cuzco Valley in what is now Peru. By 1525, the Inca ruled a 2,000-mile-long territory in the Andes Mountains along the western coast of South America. The Inca also possessed much gold and silver.

Native American stories of Incan wealth reached the Spanish. In 1531, a conquistador named Francisco Pizarro led an expedition of 180 men into Peru. Like the Aztecs, the Incas feared that the Spanish might be gods. The Incan emperor Atahualpa (AH•tuh•WAHL•puh) ordered his troops not to fight. Then he went to meet the conquistadors. The Spanish attacked quickly. They killed thousands of Incas and took Atahualpa captive. In an attempt to free himself, the Incan emperor gave the Spanish a treasure of gold. The Spaniards strangled him anyway.

With Atahualpa dead, the Incan Empire collapsed. Having been ordered by Atahualpa not to fight, the Incas refused to defend themselves even after his death. Then Pizarro took control of this area for Spain. The Spanish called the area Peru.

Reasons for Spanish Victories

People have long been amazed that the great Aztec and Incan empires fell to such small groups of Spanish conquistadors. But Spanish success can be explained by four major reasons.

1. The spread of European diseases killed millions of Native Americans and weakened their resistance to conquest.
2. The Spanish were excellent soldiers and sailors. They also had superior weapons, such as guns, that helped them defeat much larger Native American armies.
3. Spain made alliances with Native Americans who were enemies of the Aztecs and Incas.

4. The Spanish *conquistadors* acted brutally toward the Native Americans under their control.

Having conquered the major Native American empires in Central and South America, the Spaniards began to explore other parts of North and South America.

**Other Spanish Explorers**

The Spaniards hoped to collect treasures from North America as they had from Mexico and Peru. Rumors of golden cities kept Spanish hopes high. For example, a few men, including the Spaniard Álvar Núñez Cabeza de Vaca and Estevanico, a slave of North African descent, survived a shipwreck off the North American mainland. As the men wandered across the continent, they heard Native American stories about cities of gold. When they reached Mexico, Cabeza de Vaca and Estevanico thrilled the Spaniards with the rumors.

Between 1539 and 1542, three expeditions set out to find these cities. Francisco Vázquez de Coronado traveled through present-day Arizona and New Mexico. Hernando de Soto set out from Florida to explore the southeast. Juan Rodríguez Cabrillo sailed up the California coast. But all three failed to find the fabled cities of gold.

For a while, it seemed that the Spaniards would explore the Americas all by themselves. As you will read in the next section, however, the Spanish would soon face competition from other Europeans.
European Competition in North America

MAIN IDEA
Other European countries competed with Spain for control over territory in the Americas.

WHY IT MATTERS NOW
European culture has strongly influenced American culture.

TERMS & NAMES
Henry Hudson
John Cabot
Giovanni da Verrazzano
Jacques Cartier
Spanish Armada
Samuel de Champlain
New France

ONE EUROPEAN’S STORY
In 1609, the Englishman Henry Hudson sailed under the Dutch flag from Europe. He hoped to find a route to China. Arriving at the coast of present-day New York, he sailed up the river that now bears his name. Hudson described what he saw.

A VOICE FROM THE PAST
The land is the finest for cultivation that I ever in my life set foot upon, and it also abounds in trees of every description. The natives are a very good people; for, when they saw that I would not remain, they . . . broke [their arrows] in pieces and threw them into the fire.

Henry Hudson, quoted in Discoverers of America

Hudson did not find a passage to Asia, but he led another expedition in 1610, this time for the English. In Canada, he discovered a large bay, today called Hudson Bay. After enduring a harsh winter, his crew rebelled. They put Hudson, his young son, and several loyal sailors in a small boat and set them adrift. Hudson’s party was never heard from again.

The Search for the Northwest Passage
Hudson’s voyages showed that some European countries hoped to find a westward route to Asia as late as the 1600s. While Spain was taking control of the Americas, other Europeans were sending out expeditions to find the Northwest Passage, a water route through North America to Asia.

One of the first explorers to chart a northern route across the Atlantic in search of Asia was the Italian sailor John Cabot. In 1497, Cabot crossed the Atlantic Ocean to explore for the English. He landed in the area of Newfoundland, Canada. He was certain that he had reached Asia and claimed the land for England. The next year he set sail once more.

CALIFORNIA STANDARDS
7.11.2 Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent.
7.11.3 Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.
CST3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.
H2 Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

Taking Notes
Use your chart to take notes about European competition for colonies.

Event/ Idea | Notes
---|---
Exploration |  
Establishing Colonies |  
European Competition |  
Famine |  
Religious Exchange |  
Origins of Liberty |  

European Exploration of the Americas 67
hoping to reach Japan. He was never seen again. Even so, his voyages were the basis for future English colonies along North America's Atlantic shore.

In 1524, another Italian, Giovanni da Verrazzano, set out under the French flag to find the Northwest Passage. He explored the Atlantic coastline of North America, but there was no passage to be found.

France tried again between 1534 and 1536 with the voyages of Jacques Cartier (ZHAHK kahr•TYAY). Cartier traveled up the St. Lawrence River to the site of present-day Montreal. At that point, rapids blocked the way and ended his search for the Northwest Passage. It would be almost 75 years before the French would return to colonize the region.

Spain Responds to Competition

French and English claims to North America angered Spain, which had claimed the land under the Treaty of Tordesillas. The tensions between Spain, England, and France stemmed from religious conflicts in Europe, such as the Reformation, which you read about in Chapter 1. These conflicts also led to fighting in the Americas.

Florida was one of the battlegrounds between the Spanish and the French. In 1564, a group of French Protestants, called Huguenots (HYOO•guh•NAHTS), founded a colony called Fort Caroline. Before long, Spanish troops under the command of Pedro Menéndez de Avilés arrived in that area. “This is the armada of the King of Spain,” he announced, “who has sent me [here] to burn and hang the Lutheran [Protestant] French.” Menéndez built a fort, St. Augustine, a short distance away. Then he brutally massacred the French.

Spain and England Clash

Religious differences and the quest for national power also led to conflict between Spain and England. In 1558, Queen Elizabeth I, a Protestant, came to the English throne. Spain, which was Catholic, plotted to remove the Protestant queen. But Elizabeth fought to defend England and challenge Spain's power at sea.

Although England's navy was not as powerful as Spain's, the English fleet had many speedy ships with skillful sailors. Daring sailors, known as sea dogs, used these ships to attack the bulky Spanish sailing ships—called galleons—that brought gold and silver from the Americas.

Sir Francis Drake became the most famous of the sea dogs because of his bold adventures and attacks against the Spanish. In 1577, Drake began a three-year voyage that took him around the world. During this voyage,
he raided Spanish ports and ships in South America. He stole great amounts of treasure from them. When he arrived home in 1580, he was a national hero. Not only had Drake and his men hounded the Spanish, but they were also the first Englishmen to sail around the world.

**The Defeat of the Spanish Armada**

The attacks of Drake and other sea dogs enraged Philip II, the Spanish king. Determined to teach the English a lesson, Philip sent the **Spanish Armada** to conquer England and restore Catholicism to that nation. This fleet, made up of 130 ships, set out for England in the summer of 1588.

The English and Spanish navies met in the English Channel, which separates England from the European continent. In their smaller but faster craft, the English darted among the Spanish warships, firing deadly rounds with their cannons. Confused and crippled, the armada was retreating when it was hit by a severe storm. With half of its ships destroyed, the armada barely made it home.

Spain was still quite strong after the defeat of the armada. It quickly rebuilt its navy and maintained its large colonial possessions. But Spain would never again be as powerful as it was in 1588.

The English victory over Spain had two important effects. First, England remained independent and Protestant. Although England was less powerful than Spain, it had shown that it could defend itself. Second, Spain's image suffered. The world saw that Spain could be beaten. Other nations joined England in challenging Spain.
English adventurers like Drake continued to attack Spanish interests abroad. In addition, England challenged Spanish claims to lands in North America, such as California and Newfoundland. Even so, England took a cautious approach to overseas expansion. The English government refused to provide money to start colonies. Instead, private citizens had to provide the money for colonization. As a result, England did not establish a successful colony in America until after 1600.

The French and Dutch Seek Trade

France and the Netherlands were also looking for ways to gain wealth through exploration and colonization. At first, their goal in the Americas was to find the Northwest Passage to Asia. When that search failed, they began to focus on North America itself.

The Frenchman Samuel de Champlain (sham•PLAYN) explored the St. Lawrence River. In 1608, he founded a fur-trading post at Quebec. This post became the first permanent French settlement in North America. Champlain's activities opened a rich fur trade with local Native Americans. After a couple of decades, New France, as the colony was called, began to thrive.

At the same time, the Dutch were building a colony called New Netherland. It was located along the Hudson River in present-day New York. After Hudson's voyage up the river in 1609, the Dutch built Fort Nassau in 1614, near the site of the modern city of Albany.

In 1626, the Dutch bought Manhattan Island from Native Americans. The Dutch then founded the town of New Amsterdam on that site, where New York City is currently located. New Netherland was soon thriving from the fur trade with Native Americans.

These early French and Dutch colonies, however, were small compared to the large empire Spain was building in the Americas. You will read about the growth of Spain's American empire in the next section.
Huamán Poma, a Peruvian Native American, wrote to King Philip III of Spain to complain about the abuse the Spanish heaped upon Native Americans.

*Huamán Poma, Letter to a King*

In his letter, Poma asked the king to help the Native Americans and uphold the rule of law in Peru. If the king actually read the letter, it made no difference. Spanish colonists continued to mistreat Native Americans as the Spanish Empire expanded in the Americas.

**Spanish Colonies in the Americas**

The Spanish Empire grew rapidly, despite efforts by other European countries to compete with Spain. By 1700, it controlled much of the Americas. Spain took several steps to establish an effective colonial government. First, it divided its American empire into two provinces called New Spain and Peru. Each province was called a *viceroyalty*. The top official of each viceroyalty was called the viceroy. He ruled in the king’s name.

The Spanish also built new roads to transport people and goods across the empire. These roads stretched outward from the capitals at Mexico City and Lima. The roads helped Spain to control the colonies by allowing soldiers to move quickly from place to place. Roads also improved the Spanish economy because materials, such as gold and silver, could be transported efficiently to the coast and then to Spain.

**ONE AMERICAN’S STORY**

Spanish rule in the Americas had terrible consequences for Native Americans. The destruction of Native American cultures created social problems that continue today.

**TERMS & NAMES**

- *viceroyalty*
- *encomienda*
- *hacienda*
- *mission*
- *Popé*
- *plantation*
- *Bartolomé de Las Casas*
- *Columbian Exchange*

**CALIFORNIA STANDARDS**

- 7.11.2 Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent.
- 8.8.5 Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
- CST3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.
- H02 Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
Life in Spanish America

Spanish colonists received *encomiendas* to help them make the colonies productive. An *encomienda* was a grant of Native American labor. Hernando Cortés received a grant of more than 100,000 Native Americans to work his estate.

The Spanish rulers also created large estates, called *haciendas*, to provide food for the colony. *Haciendas* usually became large farms where Native Americans worked to grow cash crops, such as coffee and cotton. The *encomienda* and *hacienda* systems put much of the power and land in the hands of a few people.

The Spaniards made sure that people with Spanish backgrounds held power in the colonies. Spanish-born colonists such as Cortés made up the top layer of colonial society. Just below the Spanish were the Creoles—people of Spanish descent who were born in the colonies. The next step down the social order were the *mestizos*. *Mestizos* are people of mixed Spanish and Native American ancestry. The people with the least power and fewest rights were Native Americans and enslaved Africans.

The Role of the Church

The Catholic Church played an important role in Spanish colonial society. In places like New Mexico and California, the church built *missions*, settlements that included a church, a town, and farmlands. The goal of the missions was to convert Native Americans to Christianity. The missions also increased Spanish control over the land.

Missionaries helped the Native Americans to create a better supply of food. They also offered Native Americans protection against enemies. Many Native Americans learned how to read and write in the missions. Others developed skills such as carpentry and metalworking.

Over time, however, many Native Americans grew increasingly unhappy. The missionaries often worked them as if they were slaves. The missionaries also tried to replace Native American religions and traditions. As a result, some Native Americans ran away, while others rebelled. Some destroyed churches and killed missionaries.

In 1680, a man named *Popé* led the Pueblo Indians in a rebellion against the Spanish. His forces surrounded the Spanish settlement at

Background
The problem of unequal wealth, especially in land, continues to trouble Latin American societies today.
Santa Fe, in present-day New Mexico, and forced the colonists to flee. Popé ordered the churches and other Spanish buildings to be destroyed. He then tried to revive native customs that had been lost under Spanish rule. But before long, attacks from neighboring tribes weakened Pueblo control. In 1692, the Spanish regained control of Santa Fe.

**Sugar Plantations Develop**

The Spanish also forced Native Americans to work on *plantations*, large farms that raised cash crops. These crops were usually exported to Europe. The most important crop was sugar.

Although sugar was in great demand in Europe, there was not much land there to grow it. The resulting demand led to the development of sugar plantations in the Americas. On his second voyage to the Americas, in 1493, Columbus brought sugar cane to Hispaniola, one of the Caribbean islands he had landed on in 1492. He found ideal conditions for sugar production there. Spanish planters soon expanded operations to the nearby islands that Spain colonized.

Sugar plantations required many workers, so the Spanish planters turned to native peoples, such as the Taino. Through *encomiendas*, the Spaniards forced thousands of Taino to work in the fields. The plantations thrived, but many of the Taino suffered and died.

**The Abuse of Native Americans**

Most Spaniards treated the Native Americans as little more than beasts of burden. According to Fray Toribio de Benavente, a Catholic missionary, the Spanish “do nothing but command. They are the drones who suck the honey which is made by the poor bees, the Indians.”

Not all Spaniards approved of this treatment. One man in particular fought for better treatment of Native...
Americans. His name was Bartolomé de Las Casas. Las Casas had come to Hispaniola in 1502 and taken part in the conquest of Cuba a decade later. For his part in the conquest, he received an encomienda. Las Casas was also a Catholic priest, however, and he soon faced a moral dilemma: How can a person serve God and enslave Native Americans at the same time?

In 1514, Las Casas gave up his claim to the Native Americans who worked for him. For the next 50 years, he fought against the abuse of Native Americans, earning the title “Protector of the Indians.” Because of his efforts, the Spanish king issued the New Laws in 1542. These laws ordered the gradual freeing of all enslaved Native Americans. Holders of encomiendas who were found guilty of mistreating Native Americans had their encomiendas taken away. However, Spanish colonists strongly protested against the New Laws, and the king eventually reversed many of them.

The Columbian Exchange

The arrival of the Spanish in the Americas brought more than a clash of peoples and cultures. It also brought a movement of plants, animals, and diseases between the Eastern and Western hemispheres. This movement of living things between hemispheres is called the Columbian Exchange.

One result of the Columbian Exchange was the transfer of germs from Europe to the Americas. When Europeans came to America, they brought with them germs that caused diseases such as smallpox, measles, and influenza. Native Americans had no immunity to them.

Although exact numbers are unknown, historians estimate that diseases brought by Europeans killed more than 20 million Native Americans in Mexico in the first century after conquest. Many scholars agree that the population of Native Americans in Central America decreased by 90 to 95 percent between the years 1519 and 1619. The

**Reading History**

B. Making Inferences

What might have happened if Native Americans had been immune to European diseases?
result was similar in Peru and other parts of the Americas. A Spanish missionary in Mexico described the effects of smallpox on the Aztecs.

**A VOICE FROM THE PAST**

There was a great havoc. Very many died of it. They could not walk. . . . They could not move; they could not stir; they could not change position, nor lie on one side; nor face down, nor on their backs. And if they stirred, much did they cry out. Great was its destruction.

**Bernardino de Sahagún,** quoted in *Seeds of Change*

Other effects of the Columbian Exchange were more positive. The Spanish brought many plants and animals to the Americas. European livestock—cattle, pigs, and horses—all thrived in the Americas. Crops from the Eastern Hemisphere, such as grapes, onions, and wheat, also thrived in the Western Hemisphere.

The Columbian Exchange benefited Europe, too. Many American crops became part of the European diet. Two that had a huge impact were potatoes and corn, which are highly nutritious. They helped feed European populations that might otherwise have gone hungry. Potatoes, for example, became an important food in Ireland, Russia, and other parts of northern Europe. Without potatoes, Europe’s population might not have grown as rapidly as it did.

By mixing the products of two hemispheres, the Columbian Exchange brought the world closer together. Of course, people were also moving from one hemisphere to the other, blending their cultures in the process. The next section focuses on one important aspect of the movement of peoples: the forced migration of enslaved Africans to the Americas.

**Background**

In Ireland, the population increased from 3.2 million in 1754 to more than 8 million in 1845, largely because of the high level of nutrients in potatoes.
Beginnings of Slavery in the Americas

MAIN IDEA
Slavery in the Americas began in order to provide cheap labor for the colonies.

WHY IT MATTERS NOW
The effects of slavery, including racism, helped shape attitudes and social conditions in the United States.

TERMS & NAMES
slavery
African Diaspora
middle passage

ONE AMERICAN’S STORY
In 1546, Diego de Campo was the leader of 7,000 maroons, or runaway slaves on the island of Hispaniola. There were only about 1,000 European men on the island.

The Spanish planters greatly feared de Campo. When the Spanish attacked the maroons, de Campo and his followers defeated the Spanish.

Eventually the Spaniards captured de Campo. He offered to lead the fight against the maroons. The Spanish accepted the offer. With de Campo’s help, the Spanish defeated the maroons, and slavery in Hispaniola grew. In this section, you will read how slave labor expanded in the Americas.

The Origins of American Slavery
By the 1600s, slavery, the practice of holding a person in bondage for labor, was firmly established in the Americas. But slavery was not new. Its roots went back to the world’s ancient civilizations.

Slavery took many different forms throughout history. In some societies, slaves were mainly domestic servants in wealthy households. Some slaves also labored in mines and fields.

People were often enslaved when they were captured in battle or sold to pay off debts. Some slaves were treated with respect. Some were allowed to marry and own property. The children of many slaves were allowed to go free.

Slavery began to change, however, with the rise of sugar plantations. Europeans had used slaves to grow sugar in the eastern Mediterranean since the 1100s. Then, in the 1400s and 1500s, Portugal and Spain set up sugar plantations on islands in the eastern Atlantic. To work these plantations, they used African slaves bought from traders in Africa.
When the Spanish and Portuguese founded their colonies in the Americas, they brought the plantation system with them. At first they tried to enslave Native Americans to work in the fields and mines. But the Native Americans quickly died from overwork and disease. In some cases, they rebelled with the help of local allies.

The Spaniards then looked to other sources of slave labor, including Spanish slaves, black Christian slaves, and Asian slaves. But there was not enough of any of these groups to meet demand.

Finally, the Spanish and Portuguese enslaved Africans to provide labor. They enslaved Africans for four basic reasons. First, Africans were immune to most European diseases. Second, Africans had no friends or family in the Americas to help them resist or escape enslavement. Third, enslaved Africans provided a permanent source of cheap labor. Even their children could be held in bondage. Fourth, many Africans had worked on farms in their native lands.

The Slave Trade

The slave trade grew slowly at first. In 1509, the Spanish governor of Hispaniola, Diego Colón—Columbus’s son—wrote to King Ferdinand to complain about a labor shortage on the island. In response, the king sent 50 African slaves to Hispaniola. The slave trade increased with the demand for slaves to work in the colonies. Eventually the colonies came to depend on slave labor. As one Spanish official in Peru wrote, “The black slave is the basis of the hacienda and the source of all wealth which this realm produces.”

European slave traders carried out the shipment of Africans to the Americas. The rulers of West African kingdoms participated in the trade, too. On the coast of Africa, local kings gathered captives from inland. The local kings then traded these captives for European goods, such as textiles, ironware, wine, and guns.

This trade made the coastal kingdoms rich while weakening inland African societies. In 1526, King Afonso, a West African ruler, protested against the slave trade in a letter to Portugal’s king. Afonso wrote, “Everyday these [slave] merchants take our people. . . . So great is this corruption and evil that our country is becoming completely depopulated.”

**Reading History**

A. Drawing Conclusions Why did colonists decide that African slaves were more useful than Native American slaves?

**Vocabulary**

*depopulated*: to lose population
Afonso’s protest did not stop the forced removal of people from Africa. This removal has become known as the **African Diaspora**. Before the slave trade ended in the late 1800s, approximately 12 million Africans had been enslaved and shipped to the Western Hemisphere. Of these, perhaps two million died during the voyage.

The voyage from Africa to the Americas was called the **middle passage**. The voyage was given this name because it was the middle leg of the triangular trade. The triangular trade refers to the movement of trade ships between Europe, Africa, and the Americas. You will learn more about the triangular trade in Chapter 4.

Olaudah Equiano (oh•LOW•duh EHK•we•AHN•oh) was one of these kidnapped Africans. He made this journey in the 1700s. He was about 11 years old when he was taken from his home and sold into slavery. Later, after he bought his freedom, he wrote his life story and told what the middle passage was like.

**A VOICE FROM THE PAST**

The first object which saluted my eyes when I arrived on the coast, was the sea, and a slave ship . . . waiting for its cargo. These filled me with astonishment, which was soon converted into terror, when I was carried on board.

*Olaudah Equiano*, quoted in *Great Slave Narratives*

Equiano saw a row of men shackled together in chains. He also saw a large boiling kettle. He feared that he was going to be cooked and eaten “by those white men with horrible looks, red faces, and long hair.”

The scene on the slave deck below was even worse. Several hundred slaves were crammed into a space so small that there was not even enough room to stand up. Foul smells and disease, along with the shrieks and groans of the dying, made the middle passage a terrifying experience. The captives who did not die faced new horrors in the Americas.
Slavery in the Americas

Once the enslaved Africans arrived in the colonies, they were sold at auction. Some were taken to large homes where they worked as servants. Most were forced to do hard labor in haciendas or mines. They were also fed and housed poorly.

Many slaves resisted slavery by running away. Across Peru and New Spain, maroons formed communities, often with Native Americans. Sometimes enslaved Africans rebelled. To prevent rebellion, the Spanish government passed slave codes, laws to regulate the treatment of slaves. Some of these laws tried to soften the harsh conditions of slavery, but most were designed to punish slaves and keep them in bondage.

Over time, Europeans came to associate slavery with black Africans. To many Europeans, dark skin color became a sign of inferiority. Slavery, which developed to provide a labor force, led to racism. Racism is the belief that some people are inferior because of their race.

The slave trade lasted for nearly 400 years, from the early 1500s to the mid-1800s. This contact between Africa and the Americas also formed part of the Columbian Exchange that you read about in Section 3. Africans brought to the Americas a vast knowledge about farming and animals. At the same time, American crops such as sweet potatoes, peanuts, and chilies made their way to Africa.

Enslaved Africans also brought with them a strong artistic heritage of dance, music, and storytelling. The slave trade brought together people from different parts of Africa with different cultural traditions. The experience of slavery helped create a common African-based culture in the Americas. By the 1700s, all the American colonies of European countries had African slaves. As you will read in the next chapter, African culture would be one of the forces that shaped life in the American colonies.
Chapter 2 ASSESSMENT

TERMS & NAMES
Briefly explain the significance of each of the following.
1. mercantilism
2. Hernando Cortés
3. Montezuma
4. Spanish Armada
5. New France
6. encomienda
7. Columbian Exchange
8. slavery
9. African Diaspora
10. middle passage

REVIEW QUESTIONS
Spain Claims an Empire (pages 61–66)
1. What were three reasons for the European voyages of exploration in the 1400s and 1500s? (HI2)
2. Who conquered the Aztecs and Incas? (HI1)
3. What three reasons explain Spain’s success in building an empire in the Americas? (HI2)

European Competition in North America (pages 67–70)
4. What was the Northwest Passage? (HI1)
5. Why did the Spanish Armada attack England? (HI2)
6. What did the French and Dutch colonists trade? (HI1)

The Spanish and Native Americans (pages 71–75)
7. How did Spanish rule affect Native Americans? (HI2)
8. How did the Columbian Exchange affect Europe? (HI2)

Beginnings of Slavery in the Americas (pages 76–79)
9. Why did the Spanish and Portuguese use slave labor in their colonies? (HI2)
10. How did the slave trade work? (HI1)

CRITICAL THINKING
1. USING YOUR NOTES: FINDING MAIN IDEAS

Using your completed chart, answer the questions below. (HI2)

a. What causes did European competition and exploration have in common?
b. How did the establishment of colonies in the Americas lead to slavery?
c. Which concept in the chart contributed most to the Columbian Exchange?

2. ANALYZING LEADERSHIP
Think about the explorers and conquistadors discussed in this chapter. What qualities did they possess that made them successful in their efforts? (HI1)

3. THEME: IMMIGRATION AND MIGRATION
What were the causes and effects of the migration of Europeans and Africans to the Americas? (HI2)

4. APPLYING CITIZENSHIP SKILLS
What kind of values did Bartolomé de Las Casas demonstrate in his actions? How effective was he in improving his society? (HI1)

Have your answers about whether or not you would join a voyage of exploration changed after reading the chapter? Explain.

VISUAL SUMMARY

European Exploration of the Americas (HI2)

Effects

- Destruction of Aztec and Incan Empires
- The Columbian Exchange
- European Colonies in the Americas
- Slavery

Causes

- National Competition
- Desire for Wealth
- Spread Christianity
**STANDARDS-BASED ASSESSMENT**

Use the chart and your knowledge of U.S. history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33.

![Slaves Imported to the Americas chart](chart.png)

**1.** Which region or country imported the most slaves to the Americas? (8.7.2)
A. British Caribbean
B. French Caribbean
C. Brazil (Portugal)
D. Spanish Caribbean

**2.** Which region imported less than 1,000 slaves before 1700? (8.7.2)
A. Brazil (Portugal)
B. British North America
C. Danish Caribbean
D. Dutch Caribbean

This quotation is from Olaudah Equiano, an African slave. Use the quotation and your knowledge of U.S. history to answer question 3.

**PRIMARY SOURCE**

The first object which saluted my eyes when I arrived on the coast, was the sea, and a slave ship . . . waiting for its cargo. These filled me with astonishment, which was soon converted into terror, when I was carried on board.

Olaudah Equiano, *Great Slave Narratives*

**3.** The passage supports which of the following conclusions? (8.7.2)
A. Equiano and the others on board felt safe.
B. The conditions on the ship were horrifying.
C. Because he protested, Equiano was allowed to return home.
D. Equiano’s circumstances improved after he arrived in the colonies.

**ALTERNATIVE ASSESSMENT**

1. **WRITING ABOUT HISTORY**

Write a newspaper article about one of these events: *La Noche Triste* in Mexico or the murder of the Incan emperor Atahualpa. (H11)

- Use library resources to research Mexican or Incan history.
- Your article should explain what happened and who was involved. Add details that explain when, where, why, and how the event occurred.
- Give your article an interesting headline.

2. **COOPERATIVE LEARNING**

With a group, create a diorama to depict one of the communities of Spanish America in the 1600s. Your diorama should include features such as a mission, a *hacienda*, roads, mines or sugar mills. Use drawings, maps, and written descriptions that depict daily life. (CST3)

**INTEGRATED TECHNOLOGY**

**DOING INTERNET RESEARCH**

The Columbian Exchange is the movement of plants and animals around the world as a result of exploration. Use the Internet and other library resources to research the movement of a plant or animal around the world. (CST3)

- Choose a specific plant or animal. You might choose corn, potatoes, chocolate, tea, coffee, sugar, or horses, cattle, or pigs.
- Use your plant or animal as a keyword. Search the Internet to find where the plant or animal first existed and where it moved.

For more about the Columbian Exchange . . .

**STANDARDS-BASED ASSESSMENT**

**1.** Which region or country imported the most slaves to the Americas? (8.7.2)
A. British Caribbean
B. French Caribbean
C. Brazil (Portugal)
D. Spanish Caribbean

**2.** Which region imported less than 1,000 slaves before 1700? (8.7.2)
A. Brazil (Portugal)
B. British North America
C. Danish Caribbean
D. Dutch Caribbean

This quotation is from Olaudah Equiano, an African slave. Use the quotation and your knowledge of U.S. history to answer question 3.

**PRIMARY SOURCE**

The first object which saluted my eyes when I arrived on the coast, was the sea, and a slave ship . . . waiting for its cargo. These filled me with astonishment, which was soon converted into terror, when I was carried on board.

Olaudah Equiano, *Great Slave Narratives*

**3.** The passage supports which of the following conclusions? (8.7.2)
A. Equiano and the others on board felt safe.
B. The conditions on the ship were horrifying.
C. Because he protested, Equiano was allowed to return home.
D. Equiano’s circumstances improved after he arrived in the colonies.

**ALTERNATIVE ASSESSMENT**

1. **WRITING ABOUT HISTORY**

Write a newspaper article about one of these events: *La Noche Triste* in Mexico or the murder of the Incan emperor Atahualpa. (H11)

- Use library resources to research Mexican or Incan history.
- Your article should explain what happened and who was involved. Add details that explain when, where, why, and how the event occurred.
- Give your article an interesting headline.

2. **COOPERATIVE LEARNING**

With a group, create a diorama to depict one of the communities of Spanish America in the 1600s. Your diorama should include features such as a mission, a *hacienda*, roads, mines or sugar mills. Use drawings, maps, and written descriptions that depict daily life. (CST3)

**INTEGRATED TECHNOLOGY**

**DOING INTERNET RESEARCH**

The Columbian Exchange is the movement of plants and animals around the world as a result of exploration. Use the Internet and other library resources to research the movement of a plant or animal around the world. (CST3)

- Choose a specific plant or animal. You might choose corn, potatoes, chocolate, tea, coffee, sugar, or horses, cattle, or pigs.
- Use your plant or animal as a keyword. Search the Internet to find where the plant or animal first existed and where it moved.

For more about the Columbian Exchange . . .

**STANDARDS-BASED ASSESSMENT**

**1.** Which region or country imported the most slaves to the Americas? (8.7.2)
A. British Caribbean
B. French Caribbean
C. Brazil (Portugal)
D. Spanish Caribbean

**2.** Which region imported less than 1,000 slaves before 1700? (8.7.2)
A. Brazil (Portugal)
B. British North America
C. Danish Caribbean
D. Dutch Caribbean

This quotation is from Olaudah Equiano, an African slave. Use the quotation and your knowledge of U.S. history to answer question 3.

**PRIMARY SOURCE**

The first object which saluted my eyes when I arrived on the coast, was the sea, and a slave ship . . . waiting for its cargo. These filled me with astonishment, which was soon converted into terror, when I was carried on board.

Olaudah Equiano, *Great Slave Narratives*

**3.** The passage supports which of the following conclusions? (8.7.2)
A. Equiano and the others on board felt safe.
B. The conditions on the ship were horrifying.
C. Because he protested, Equiano was allowed to return home.
D. Equiano’s circumstances improved after he arrived in the colonies.

**ALTERNATIVE ASSESSMENT**

1. **WRITING ABOUT HISTORY**

Write a newspaper article about one of these events: *La Noche Triste* in Mexico or the murder of the Incan emperor Atahualpa. (H11)

- Use library resources to research Mexican or Incan history.
- Your article should explain what happened and who was involved. Add details that explain when, where, why, and how the event occurred.
- Give your article an interesting headline.

2. **COOPERATIVE LEARNING**

With a group, create a diorama to depict one of the communities of Spanish America in the 1600s. Your diorama should include features such as a mission, a *hacienda*, roads, mines or sugar mills. Use drawings, maps, and written descriptions that depict daily life. (CST3)

**INTEGRATED TECHNOLOGY**

**DOING INTERNET RESEARCH**

The Columbian Exchange is the movement of plants and animals around the world as a result of exploration. Use the Internet and other library resources to research the movement of a plant or animal around the world. (CST3)

- Choose a specific plant or animal. You might choose corn, potatoes, chocolate, tea, coffee, sugar, or horses, cattle, or pigs.
- Use your plant or animal as a keyword. Search the Internet to find where the plant or animal first existed and where it moved.

For more about the Columbian Exchange . . .

**STANDARDS-BASED ASSESSMENT**

**1.** Which region or country imported the most slaves to the Americas? (8.7.2)
A. British Caribbean
B. French Caribbean
C. Brazil (Portugal)
D. Spanish Caribbean

**2.** Which region imported less than 1,000 slaves before 1700? (8.7.2)
A. Brazil (Portugal)
B. British North America
C. Danish Caribbean
D. Dutch Caribbean

This quotation is from Olaudah Equiano, an African slave. Use the quotation and your knowledge of U.S. history to answer question 3.

**PRIMARY SOURCE**

The first object which saluted my eyes when I arrived on the coast, was the sea, and a slave ship . . . waiting for its cargo. These filled me with astonishment, which was soon converted into terror, when I was carried on board.

Olaudah Equiano, *Great Slave Narratives*

**3.** The passage supports which of the following conclusions? (8.7.2)
A. Equiano and the others on board felt safe.
B. The conditions on the ship were horrifying.
C. Because he protested, Equiano was allowed to return home.
D. Equiano’s circumstances improved after he arrived in the colonies.

**ALTERNATIVE ASSESSMENT**

1. **WRITING ABOUT HISTORY**

Write a newspaper article about one of these events: *La Noche Triste* in Mexico or the murder of the Incan emperor Atahualpa. (H11)

- Use library resources to research Mexican or Incan history.
- Your article should explain what happened and who was involved. Add details that explain when, where, why, and how the event occurred.
- Give your article an interesting headline.

2. **COOPERATIVE LEARNING**

With a group, create a diorama to depict one of the communities of Spanish America in the 1600s. Your diorama should include features such as a mission, a *hacienda*, roads, mines or sugar mills. Use drawings, maps, and written descriptions that depict daily life. (CST3)

**INTEGRATED TECHNOLOGY**

**DOING INTERNET RESEARCH**

The Columbian Exchange is the movement of plants and animals around the world as a result of exploration. Use the Internet and other library resources to research the movement of a plant or animal around the world. (CST3)

- Choose a specific plant or animal. You might choose corn, potatoes, chocolate, tea, coffee, sugar, or horses, cattle, or pigs.
- Use your plant or animal as a keyword. Search the Internet to find where the plant or animal first existed and where it moved.

For more about the Columbian Exchange . . .