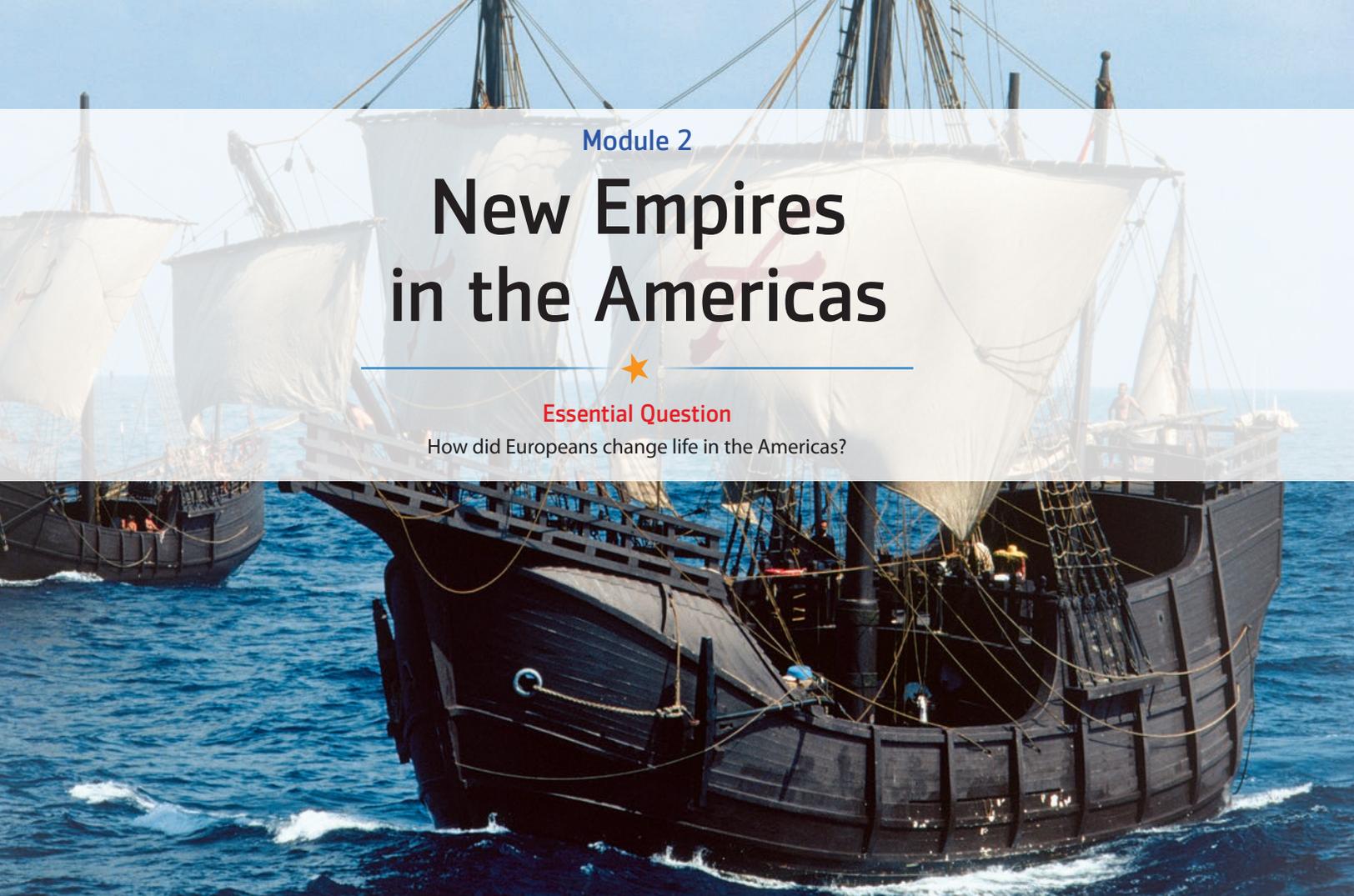


New Empires in the Americas



Essential Question

How did Europeans change life in the Americas?



About the Photo: The ships of explorer Christopher Columbus sail again in the form of these replicas.

In this module you will learn about the Europeans who colonized the Americas.

What You Will Learn ...

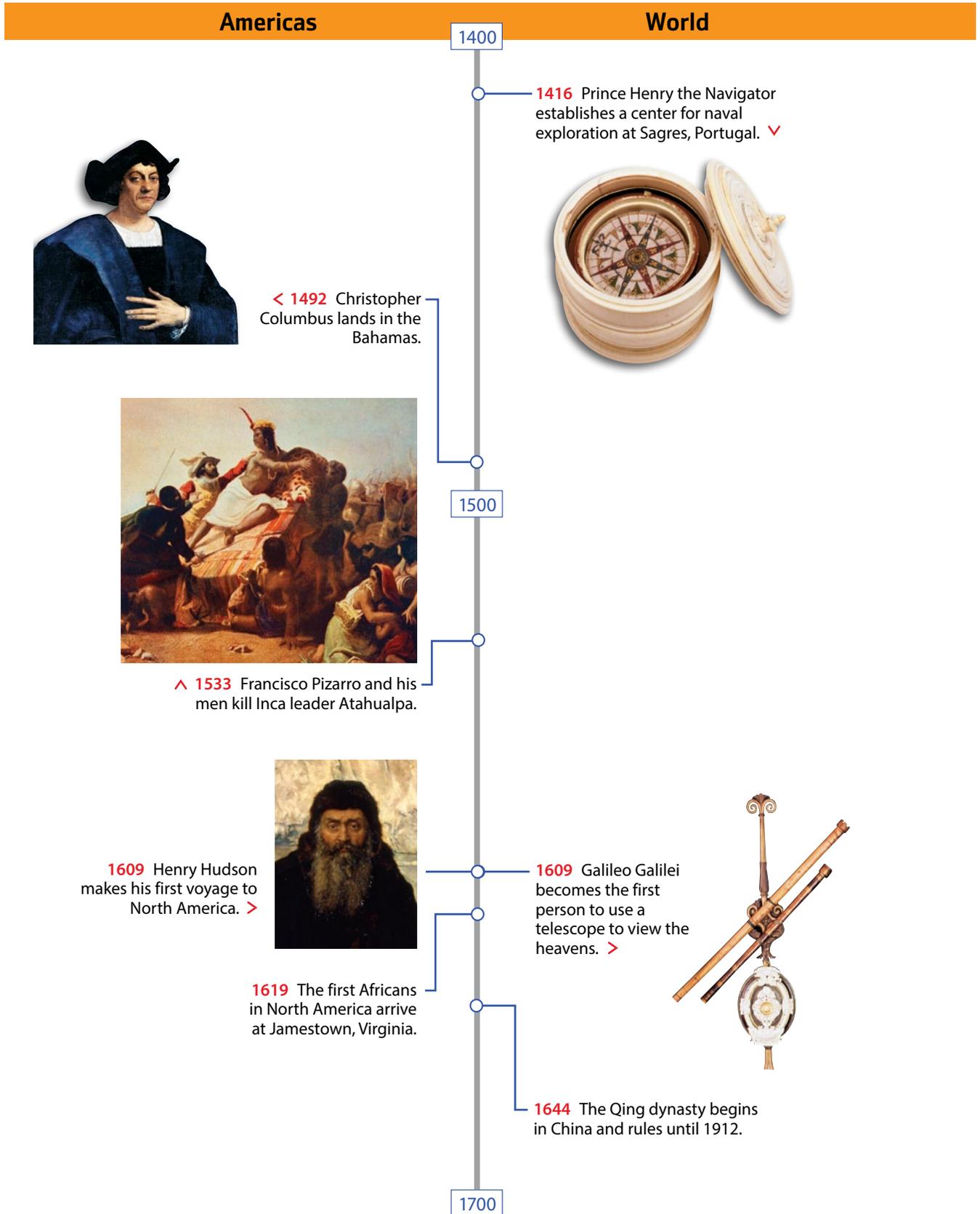
Lesson 1: Europeans Set Sail	36
The Big Idea Europeans explored the world, searching for new lands and new trade routes.	
Lesson 2: Europeans Reach the Americas.	41
The Big Idea Christopher Columbus's voyages led to new exchanges between Europe, Africa, and the Americas.	
Lesson 3: Spain Builds an Empire	46
The Big Idea Spain established a large empire in the Americas.	
Lesson 4 The Race for Empires.	53
The Big Idea Other European nations challenged Spain in the Americas.	

Explore ONLINE!



VIDEOS, including...
• Columbus Sails West

- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Interactive Map: Magellan's Voyage Around the World
- Image with Hotspots: Tenochtitlán
- Image Carousel: Key Events in Europe, 1450 – 1588



Reading Social Studies

THEME FOCUS:

Geography, Society and Culture

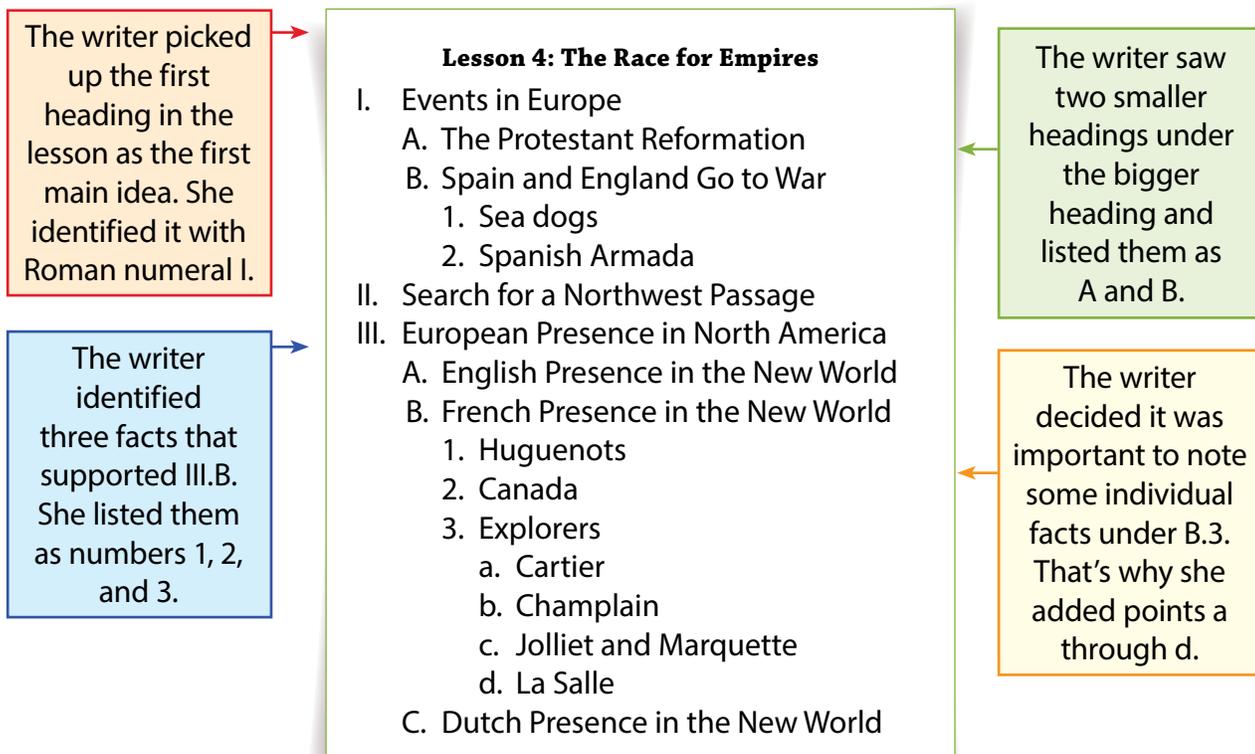
In this module you will read about European exploration of the sea and of North and South America. As you read you will learn about how geography affected the race for empires in the New World. You will also read how, during journeys of exploration, society and culture were affected when Europeans and Native Americans encountered each other.

READING FOCUS:

Outlining and History

How can you make sense of all the facts and ideas that you read? One way is to take notes in the form of an outline.

Outline a Lesson Here is an example of a partial outline for “The Race for Empires.” Compare the outline to the information in the text. Notice how the writer looked at the headings in the lesson to determine the main and supporting ideas.



Outline a Few Paragraphs When you need to outline only a few paragraphs, you can use the same outline form. Just look for the main idea of each paragraph and give each one a Roman numeral. Supporting ideas within the paragraph can be listed with A, B, and so forth. You can use Arabic numbers for specific details and facts.

You Try It!

Read the following passage. Then fill in the blanks to complete the outline below.

Conquest of the Aztec Empire Moctezuma ruled the Aztec Empire, which was at the height of its power in the early 1500s. Moctezuma's capital, Tenochtitlán, was built in the middle of Lake Texcoco, near the present-day site of Mexico City. Tenochtitlán was a large city with temples, a palace, and buildings that were built on an island in the middle of the lake. The buildings and riches of the city impressed the Spaniards. They saw the Aztec Empire as a good source of gold and silver. They also wanted to convert the Aztec to Christianity.

The Aztec had thousands of warriors. In contrast, Cortés had only 508 soldiers, about 100 sailors, 16 horses, and some guns. Cortés hoped that his superior weapons would bring him victory.

Complete this outline based on the passage you just read.

- I. Moctezuma and the Aztec Empire were at the height of power in the early 1500s.
 - A. Tenochtitlán was the capital
 1. Built in Lake Texcoco
 2. _____
 - B. The buildings and riches impressed the Spaniards
 1. _____
 2. Christianity
- II. _____
 - A. Cortés had fewer soldiers
 - B. _____

As you read Module 2, practice outlining a few paragraphs to help you make sense of the facts and ideas you have read.

Key Terms and People

Lesson 1

Leif Eriksson
Henry the Navigator
astrolabe
caravels

Lesson 2

Christopher Columbus
Line of Demarcation
Treaty of Tordesillas
Ferdinand Magellan
circumnavigate
Columbian Exchange

Lesson 3

conquistadors
Hernán Cortés
Moctezuma II
Francisco Pizarro
encomienda system
plantations
Bartolomé de Las Casas

Lesson 4

Protestant Reformation
Protestants
Spanish Armada
Northwest Passage
Jacques Cartier
charter

Europeans Set Sail

The Big Idea

Europeans explored the world, searching for new lands and new trade routes.

Main Ideas

- Vikings were skilled sailors, and they were the first Europeans to reach North America.
- Prince Henry the Navigator established a school for sailors and provided financial support that enabled the Portuguese to start exploring the oceans.
- Portuguese sailors sailed around Africa and found a sea route to Asia.

Key Terms and People

Leif Eriksson
Henry the Navigator
astrolabe
caravels

If YOU were there . . .

You are a sailor living in Portugal in the mid-1400s. Several of your friends are excited about joining an expedition to sail to new, unexplored lands. Although Portuguese navigators have made improvements to sailing ships and advancements in ocean travel, you have heard about the dangers other sailors have faced on the open seas.

Will you join the expedition or stay behind? Why?

Viking Sailors Reach North America

The Vikings were the first Europeans to make contact with North America. They came from Scandinavia, a peninsula that includes the present-day countries of Denmark, Norway, and Sweden. The Vikings were skilled sailors who developed a new style of ship, called the longship, which curved up at both ends. Viking vessels traveled the rough North Atlantic seas better than earlier ships because their designs were more stable.

The Vikings raided countries throughout Europe, but they also developed large trading networks. Viking ships sailed to the British Isles and the Mediterranean and Black seas. Eventually, the Vikings sailed west into the North Atlantic. There they founded a settlement on the island of Iceland in about 874. More than 100 years later, Viking Erik the Red, who had been convicted of crimes in Iceland, was sent away as punishment. He went to Greenland and brought settlers there.

Leif Eriksson, the son of Erik the Red, was also an adventurer. In the year 1000, he was sailing west from Norway to Greenland when strong winds blew his ship off course and carried it all the way to the North American coast.

Eriksson and his crew landed on the Labrador Peninsula in present-day Canada. The Vikings then sailed farther south to the island of Newfoundland, and perhaps to what is now



Norwegian explorer Leif Eriksson led a group of Vikings to North America in about 1000.

Reading Check
Sequence List the stages of exploration that led to the Vikings' landing in North America.

New England. According to their myths, Vikings saw forests, meadows, and rivers that held “larger salmon than they had ever seen.”

Eriksson settled in a coastal area he called Vinland. The Vikings left after only a few years. Attacks by Native Americans posed a constant threat, and the area may have been too far from other Viking settlements to be supported.

After the Vikings left North America, Europeans did not return to the continent for centuries. In the 1400s, however, a growing interest in discovery and exploration spread across Europe.

Looking toward the Sea

Exploration was necessary for European trade. One reason was that European mines were running out of silver and gold. Merchants needed more of the precious metals to conduct business. In addition, new forms of production, such as spinning wheels and windmills, made manufacturing more efficient. As a result, workers needed more raw materials, and merchants needed new markets where they could sell the manufactured goods. Traders also sought products—from incense to silk—that could only be found in the East.

Since the 1200s Europeans had been traveling east by land. The Crusades had introduced them to knowledge, products, markets, and natural resources found across Asia. For a time, land routes to the east were relatively safe. The Mongols, who had conquered much of the continent, provided protection. When the Muslim Ottomans conquered Constantinople in 1453, however, they blocked the land trade routes to Asia. In response, the European powers began to compete in a race to find a sea route to Asia.

Riches and Religion During the 1400s Europeans had several reasons to explore the world. First, they wanted Asian spices. They hoped to bypass the merchants who had a monopoly on, or economic control of, the Asian products that reached the Mediterranean. If a sea route to Asia could be found, countries could buy spices and other items directly. Second, religion played a role in exploration. Christians in Europe wanted to convert more people to their faith. Third, many Europeans had become interested in Asian cultures. Explorer Marco Polo wrote a book about his travels throughout Asia. It remained popular in Europe long after his death in 1324. Many Europeans wanted to learn more about Asia and the money they could make by trading with Asians.

Portugal Leads the Way Portugal became a leader in world exploration. Prince **Henry the Navigator**, in particular, was responsible for advances that would make exploration more successful. Although he never set out on a voyage himself, Henry greatly advanced Portugal's exploration efforts.

In the early 1400s Prince Henry built an observatory and founded a school of navigation to teach better methods of sailing. He also financed research by mapmakers and shipbuilders. Finally, he paid for expeditions to explore the west coast of Africa.

The Caravel

A special type of ship called the caravel became the workhorse of many European explorers. Though small, caravels were sturdy. They could sail across huge oceans and up small rivers. Caravels featured important advances in sailing technology.

The smooth rounded hull handled high seas well.

Triangular sails enabled the caravel to sail into the wind.

Analyze Visuals

What features made the caravel an excellent sailing ship?

The large center rudder made quick turns possible.

Scientific and Technological Advances Scientific and geographical knowledge about the Earth had increased, thanks in part to rediscovery of Roman sources and to overland journeys by European merchants. This knowledge led to better maps. Sailors had more, although still incomplete, information about the sea and lands beyond it. New technology also played a major role in advancing world exploration. Sailors began to use tools such as the magnetic compass, which indicated all directions by always pointing north. In addition, sailors had the **astrolabe**, a device that enabled navigators to learn their ship's location by charting the position of the stars. Better instruments made it possible for sailors to travel the open seas without landmarks to guide them.

The Portuguese also made advances in shipbuilding. They began designing ships that were smaller, lighter, and easier to steer than the heavy galleons they had used before. These new ships, called **caravels** (KER-uh-velz), used triangular sails that, unlike traditional square sails, allowed ships to sail against the wind. By placing rudders at the back of the ship, the Portuguese also improved the steering of ships.

Reading Check

Summarize What factors led to increased exploration?

Academic Vocabulary
effect the result of an action or decision

A Sea Route to Asia

By the 1400s Portugal had several motives, financial support, and the technology necessary for exploration. Portuguese explorers set out to find new lands.

Rounding Africa Even with new technology, travel on the open seas was dangerous and difficult. One person described the **effect** on sailors of a voyage south from Portugal.

“Those which survived could hardly be recognized as human. They had lost flesh and hair, the nails had gone from hands and feet. . . . They spoke of heat so incredible that it was a marvel that ships and crews were not burnt.”

—Sailor, quoted in *World Civilizations*, edited by Edward McNall Burns, et al.

In spite of the dangers, Portuguese explorers continued sailing south, setting up trading posts along the way.

In 1488 Portuguese navigator Bartolomeu Dias led an expedition from Portugal southward along the African coast. A storm blew his ships around the southern tip of Africa. This point became known as the Cape of Good Hope. Dias wanted to continue his voyage, but his men did not. Since supplies were very low, Dias decided to call off the voyage and return to Portugal.

Later, King Manuel of Portugal sent another explorer, Vasco da Gama, on an expedition around the Cape of Good Hope. Da Gama left Lisbon, Portugal, in July 1497 and arrived in southwestern India the next year. Portugal had won the European race for a sea route to Asia.

When da Gama reached the Indian port of Calicut, Muslim traders met him and his men. The Muslims surprised the sailors by speaking to them in Portuguese. Soon, da Gama and his crew learned that the people of India had been trading with Muslim and Italian merchants who knew Portuguese. Da Gama made two more trips back to India. He even governed a small colony there.

Results of Exploration Portugal’s explorations would have major results, including the start of the Atlantic slave trade. As Portuguese sailors explored the west coast of Africa, they negotiated for gold, ivory, and slaves. The slave trade devastated African communities. It led to increased warfare among kingdoms and broke up many families. The Portuguese sent

Quick Facts

Causes and Effects of the Discovery of a Sea Route to Asia

Several factors led to the discovery of a sea route from Europe to Asia.

Causes

- Financial backing from Prince Henry the Navigator
- New technology (caravel and mariner’s astrolabe)
- Seeking trade with Asia and financial gain
- Converting people to Christianity
- Curiosity

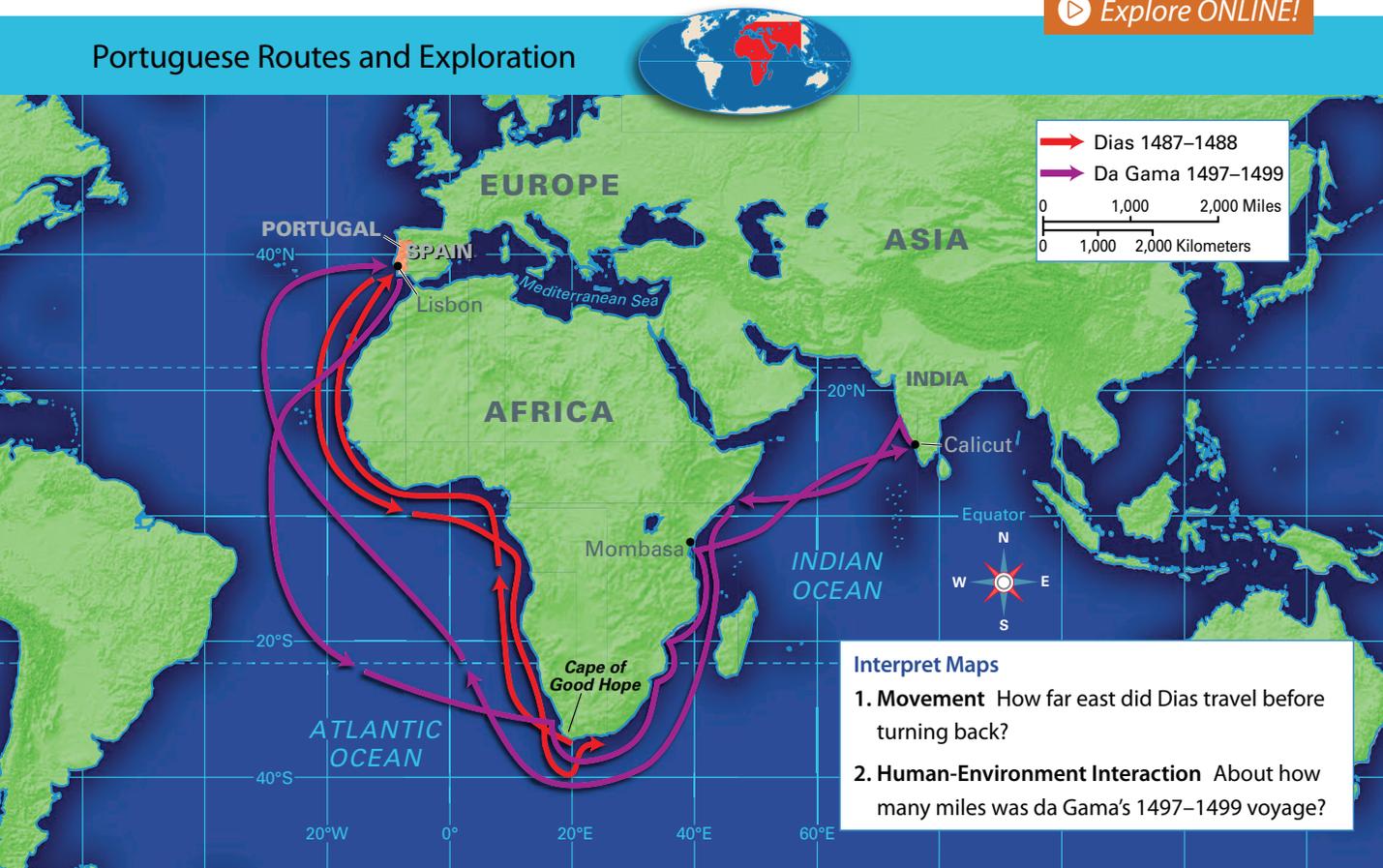
Effects

- Discovery of a sea route to Asia
- Face-to-face contact with traders in distant lands
- Awareness of different cultures and ways of life

Analyze Information

Why was trade with Asia so important to Europeans?

Portuguese Routes and Exploration



Interpret Maps

- 1. Movement** How far east did Dias travel before turning back?
- 2. Human-Environment Interaction** About how many miles was da Gama's 1497-1499 voyage?

Reading Check
 Predict How would continued exploration affect Africans?

many enslaved Africans to Europe and to islands in the Atlantic, where they lived and worked under brutal conditions.

The other nations of Europe watched as new trade routes brought increased wealth and power to Portugal. They soon launched voyages of exploration to find their own water routes to Asia.

Summary and Preview In the 1400s the Portuguese started a new era of exploration. In the next lesson you will learn how Europeans reached the American continents.

Lesson 1 Assessment

Review Ideas, Terms, and People

- a. Identify** Who was Leif Eriksson?

b. Summarize How did the Vikings eventually establish Vinland?

c. Draw Inferences Why do you think the Vikings did not try to colonize the Americas?
- a. Identify** Who was Prince Henry the Navigator?

b. Summarize Why were European merchants concerned about the supply of gold and silver?
- a. Recall** Who was the first explorer to find a sea route from Europe to Asia?

b. Explain How did Muslims living in India learn Portuguese?

c. Draw Conclusions How did the slave trade affect African communities?

Critical Thinking

- 4. Summarize** In this lesson you learned about European exploration. Create a chart similar to the one below and explain the reason for the explorations, the technology that made explorations possible, and the results of the explorations.



Europeans Reach the Americas

The Big Idea

Christopher Columbus's voyages led to new exchanges between Europe, Africa, and the Americas.

Main Ideas

- Christopher Columbus sailed across the Atlantic Ocean and reached a continent that was previously unknown to him.
- After Columbus's voyages, other explorers sailed to the Americas.

Key Terms and People

Christopher Columbus
Line of Demarcation
Treaty of Tordesillas
Ferdinand Magellan
circumnavigate
Columbian Exchange

If YOU were there . . .

You are a European explorer who just returned to your homeland from the Americas. While you were gone, you tried new and different foods, including corn, potatoes, and cocoa. You have brought some of these foods back with you. You want your friends and family to sample these items, but they resist.

What will you say about these new foods?

Columbus Sails across the Atlantic

Stories of fabulous kingdoms and wealth in Asia 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.

Columbus knew that the Earth was round. In fact, the Earth's shape was well known among educated Westerners. Columbus's plans included errors, however. He thought the Earth was much smaller than it is. He also thought that Asia extended farther east and, therefore, that the lands he sought were closer to Europe.

The Journey Begins Columbus asked King Ferdinand and Queen Isabella of Spain to pay for an expedition across the Atlantic. He promised them great riches, new territory, and Catholic converts. It took Columbus several years to convince the king and queen, but they finally agreed to help finance the journey. Ferdinand and Isabella ordered Columbus 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 about 90 sailors and a year's worth of supplies. They made a stop in the Canary Islands, and then on September 6, they resumed their journey. Soon, they passed the limits of Columbus's maps

and sailed into uncharted seas. After more than a month with no sight of land, the crew grew restless.

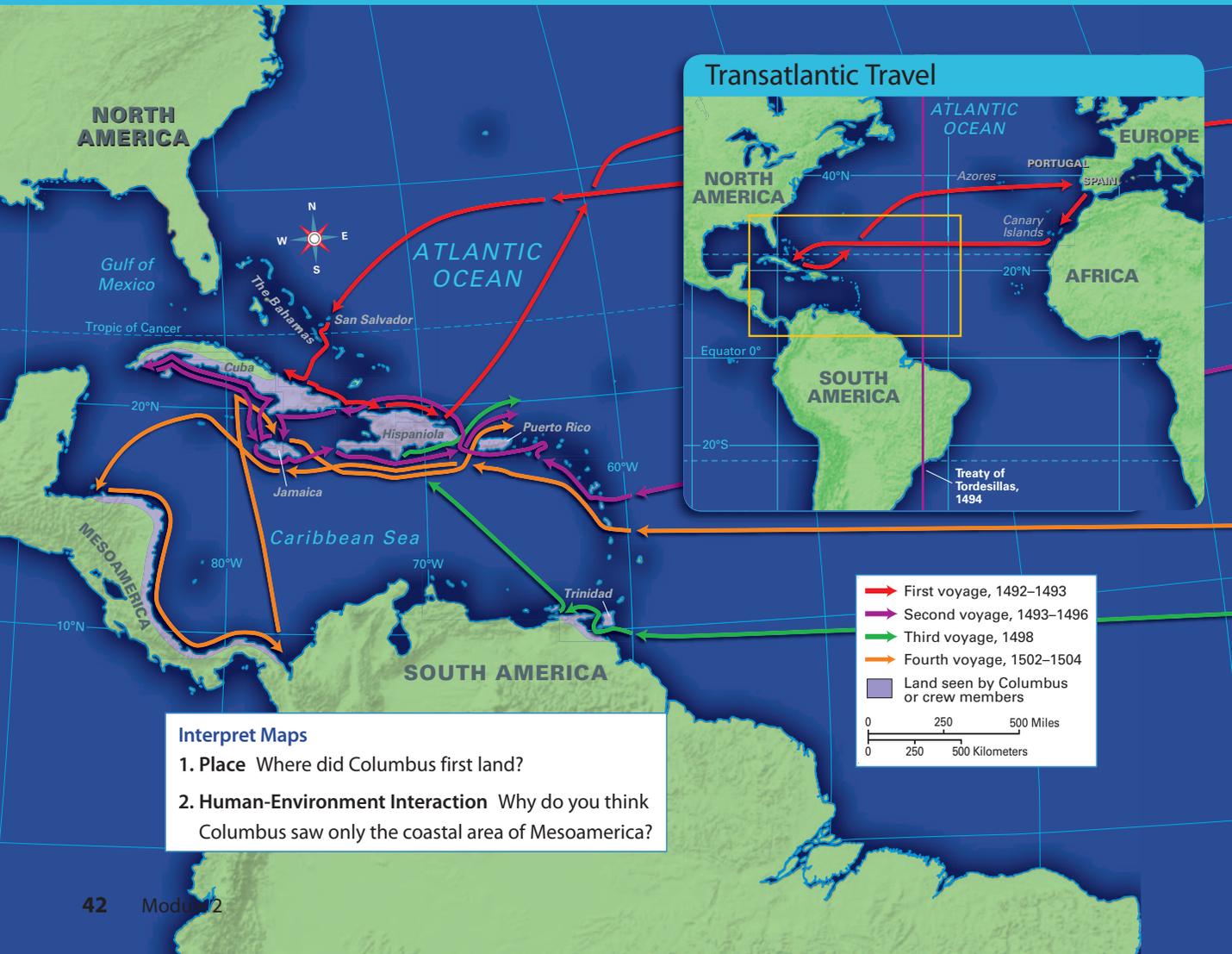
Soon the crew saw signs of land—birds and floating tree branches. Columbus promised a reward “to him who first sang out that he saw land.” On October 12, 1492, a lookout cried, “Land! Land!” ending the long journey from the Canary Islands.

The ships landed on an island in the Bahamas. Columbus thought he had found a new route to Asia. Instead, he had reached another continent that was unknown to him. Columbus called the island San Salvador, which means “Holy Savior.” Columbus also visited another island he called Hispaniola. There he met a group of native people called the Taino (TY-noh). At that time Europeans called Asia the Indies, so Columbus, believing he was in Asia, called these Native Americans Indians.

The Taino lived in small 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 not interested in Taino culture, but in gold. After three months of exploring, looking for gold, and collecting exotic plants and animals, Columbus returned to Spain.

 Explore ONLINE!

Columbus's Voyages, 1492–1504



Interpret Maps

- Place** Where did Columbus first land?
- Human-Environment Interaction** Why do you think Columbus saw only the coastal area of Mesoamerica?

Columbus made three more journeys to the Americas during his lifetime. In 1504 he returned to Spain in poor health. Columbus died two years later, still believing that he had reached Asia.

Impact of Columbus's Voyages The voyages of Columbus changed the way Europeans thought of the world and their place in it. A new era of interaction between Europe and the Americas had begun. Moreover, Columbus's voyages and the voyages of explorers who came after him would set in motion the development of American society.

Columbus's discovery also created conflict between European countries. Both Spain and Portugal wanted to add these lands to their growing empires. In 1493 Pope Alexander VI, originally from Spain, issued a decree that drew a new boundary for Spain and Portugal. This imaginary **Line of Demarcation** divided the Atlantic Ocean. Spain could claim all land west of the line.

The Portuguese king believed that this arrangement favored Spain. To prevent war, the two leaders signed the **Treaty of Tordesillas**, which moved the Line of Demarcation 800 miles farther west. This gave Portugal more opportunity to claim lands unexplored by other Europeans.

The pope's decree and the Treaty of Tordesillas helped establish the idea that a country that explored a newly found land was entitled to own and

DOCUMENT-BASED INVESTIGATION Historical Source

Christopher Columbus's Letter, 1494

Two years after discovering the island of Hispaniola, Columbus wrote a letter to the Spanish king and queen outlining his ideas of its colonization.



Analyze Historical Sources

What were Columbus's main concerns in founding a colony on Hispaniola?

Most High and Mighty Sovereigns,

In the first place, as regards the Island of Espanola: Inasmuch as the numb colonists who desire to go thither [there] amounts to two thousand, owing to the land being safer and better for farming and trading. . . .

1. That in the said island there shall be founded three or four towns. . . .
2. That for the better and more speedy colonization of the said island, no one shall have liberty to collect gold in it except those who have taken out colonists' papers. . . .
3. That each town shall have its alcalde [mayor]. . . .
4. That there shall be a church, and parish priests or friars to administer the sacraments, to perform divine worship, and for the conversion of the Indians.

—Christopher Columbus, letter to the king and queen of Spain, 1494

Reading Check

Identify Points of View Why did Columbus want to sail across the Atlantic?

rule it. This idea came to be known as the “Doctrine of Discovery.” By this doctrine, native peoples who had lived on the land for generations were considered occupants, not owners with property rights. The policy would have a devastating effect on Native Americans for centuries to come.

Other Explorers Sail to the Americas

Columbus’s discoveries inspired others to sail across the Atlantic Ocean. In 1501 explorer Amerigo Vespucci (vuh-SPOO-chee) led a Spanish fleet to the coast of present-day South America. He was convinced the land he reached was not Asia. Instead, Vespucci believed he had found a “new world.” A German mapmaker labeled the continents across the ocean *America* in honor of Vespucci. Europeans began using the names North America and South America for these lands.

In a Spanish settlement in present-day Panama, another explorer, Vasco Núñez de Balboa (NOON-yays day bahl-BOH-uh), heard stories from local Native Americans about another ocean farther west. 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 this spot Balboa saw a great blue sea—the Pacific Ocean—stretching out before him.

In 1519 **Ferdinand Magellan** (muh-JEHL-uhn), a Portuguese navigator, set out with a Spanish fleet to sail down the east coast of South America. After sailing around the southern tip of the continent, Magellan continued into the Pacific even though his ships were dangerously low on food and fresh water.

Magellan’s fleet sailed across the Pacific Ocean. In the Philippines, Magellan was killed in a battle with native peoples. Down to three ships, the expedition continued sailing west into the Indian Ocean. In 1522 the voyage’s only remaining ship returned to Spain. Only 18 members of Magellan’s original crew survived. These sailors were the first people to **circumnavigate**, or go all the way around, the globe. Their entire journey was some 40,000 miles long.

European explorers and settlers took plants and animals with them to the Americas. They also brought back a variety of new plants and animals to Europe, Asia, and Africa. This transfer became known as the **Columbian Exchange** because it started with Columbus’s explorations.

European explorers found many plants in the Americas that were unknown to them, including corn, potatoes, squash, tobacco, and cocoa. They brought these items to Europe, where they were highly valued. Turkeys, too, made the journey from the Americas to Europe. The explorers introduced horses, cattle, and pigs to the Americas. Native Americans came to use these animals for food and transportation. They also started to farm European grains such as wheat and barley. Citrus fruits and sugarcane were other plants that came from Europe. These became important crops over time.

Without intending to do so, the explorers also introduced deadly new diseases to the Americas. Native Americans had no natural resistance to European diseases. As a result, diseases such as smallpox killed from 80



Portuguese navigator Ferdinand Magellan’s ships were the first to sail full circle around the globe.

to 95 percent of the native population within 150 years of Columbus's arrival. Not only did these deaths devastate Native American communities, they also had a terrible long-term effect. Soon after they established colonies, Europeans, especially the Spanish, forced Native Americans to work as laborers, raising food and mining for gold and silver. But because so many native people died from the new diseases, a labor shortage soon developed. The Europeans began looking for a new source of workers. They turned to Africa and began importing enslaved Africans. Over many years, Europeans shipped millions of slaves to the New World colonies.

The Columbian Exchange changed the world for all time. Environments, agriculture, trade relationships, and even entire cultures were affected in Europe, Africa, and the Americas. Some changes, such as the death of Native Americans from new diseases, happened very quickly. Others happened more gradually. For example, as some mountain-dwelling Native Americans acquired horses, which had come from Europe, they moved down to the Great Plains. There these peoples adopted lifestyles that depended on the buffalo herds.

Over time, a trading pattern involving the exchange of raw materials, manufactured products, and slaves developed among Europe, Africa, and the Americas. This trading pattern would affect many aspects of history, both in the New World and the old.

Reading Check
Evaluate What were the negative aspects of the Columbian Exchange?

Summary and Preview Columbus's voyages to America inspired other Europeans to explore the "New World." This led to new exchanges between both sides of the Atlantic. In the next lesson you will learn about Spain's empire in the Americas.

Lesson 2 Assessment

Review Ideas, Terms, and People

- a. Recall** What agreement did Christopher Columbus make with Queen Isabella and King Ferdinand of Spain?

b. Explain Where did Columbus think he had landed when he reached the Bahamas?

c. Evaluate How did Columbus's voyage lead to a dispute between Spain and Portugal?
- a. Identify** Who was the first European explorer to see the Pacific Ocean?

b. Summarize What route did Ferdinand Magellan's ships take to circumnavigate the globe?

c. Draw Conclusions How did the Columbian Exchange and the slave trade affect the economies and the people of Europe, Africa, and the Americas? Why would the people involved in the Columbian Exchange have had different perspectives on the events?

Critical Thinking

- Support a Point of View** In this lesson you learned about European exploration. Create a graphic organizer like the one below and rank, in order, the most important results of European voyages to the Americas. Explain your choices in the "Why" column. Add more rows as necessary.

Most Important	Why

Spain Builds an Empire

The Big Idea

Spain established a large empire in the Americas.

Main Ideas

- Spanish conquistadors conquered the Aztec and Inca empires.
- Spanish explorers traveled through the borderlands of New Spain, claiming more land.
- Spanish settlers treated Native Americans harshly, forcing them to work on plantations and in mines.

Key Terms and People

conquistadors
Hernán Cortés
Moctezuma II
Francisco Pizarro
encomienda system
plantations
Bartolomé de Las Casas

If YOU were there . . .

You are an Aztec warrior living in central Mexico in the 1500s. You are proud to serve your ruler, Moctezuma II. One day several hundred foreigners arrive on your shores. They are pale, bearded men, and they have strange animals and equipment.

From where do you think these strangers have come?

Spanish Conquistadors

The Spanish sent **conquistadors** (kahn-kees-tuh-DAWS), soldiers who led military expeditions in the Americas. Conquistador **Hernán Cortés** left the island of Cuba to sail to present-day Mexico in 1519. Cortés had 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, which was at the height of its power in the early 1500s. Moctezuma's capital, Tenochtitlán, was built in the middle of Lake Texcoco, near the present-day site of Mexico City. Tenochtitlán was a large city with temples, a palace, and buildings that were built on an island in the middle of the lake. The buildings and riches of the city impressed the Spaniards. They saw the Aztec Empire as a good source of gold and silver. They also wanted to convert the Aztec to Christianity.

The Aztec had thousands of warriors. In contrast, Cortés had only 508 soldiers, about 100 sailors, 16 horses, and some guns. Cortés hoped that his superior weapons would bring him victory. Cortés also sought help from enemies of the Aztec. An Indian woman named Malintzin (mah-LINT-suhn) helped Cortés win allies.

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



Spanish conquistadors (left), benefited from having stronger weapons and defenses than Aztec warriors (right).



Reasons for Spanish Victory

Several advantages helped the Spanish defeat the Aztec and Inca.

Causes of the Aztec and Inca Defeat

- Spanish steel armor and weapons
- Spanish horses
- European diseases
- Spanish alliances with Aztec and Inca enemies

Effects

- Reduced Native American population
- Spanish rule of the Americas
- Columbian Exchange

Analyze Information

Which cause do you think was most important to the Spanish victory?

destroyed and Moctezuma was killed. Smallpox and other diseases brought by the Spanish quickened the fall of the Aztec Empire.

Conquest of the Inca Empire Another Spanish conquistador, **Francisco Pizarro** (puh-ZAHR-oh), heard rumors of the Inca cities in the Andes of South America. The Inca ruled a large territory that stretched along the Pacific coast from present-day Chile to northern Ecuador.

Pizarro had fewer than 400 men in his army. But the Inca, like the Aztec, had no weapons to match the conquistadors' swords and guns. Though outnumbered, Pizarro's troops captured the great Inca capital at Cuzco in present-day Peru and killed the Inca leaders. By 1534 Pizarro and his Native American allies had conquered the entire Inca Empire.

In only a few years, the Spanish had conquered two great American empires. During the conquest, the Spanish and their allies

killed thousands of Inca and Aztec and looted their settlements. Moreover, possibly more than three-quarters of the Aztec and Inca populations were killed by the diseases the Europeans brought.

Spanish Settlements The Spanish began to settle their vast empire, which they called New Spain. Spain's government wanted to control migration to the Americas. Most of the emigrants were Spanish, though a few non-Spanish subjects of the king also migrated. Jews, Muslims, and non-Christians were forbidden to settle in New Spain. At first, most emigrants were men. The government then encouraged families to migrate. Eventually, women comprised one-quarter of the total emigration from 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 all Spanish territories in Central America, Mexico, and the southern part of what is now the United States.

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

Reading Check

Analyze How did the Spanish conquer the great Aztec and Inca empires?

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.

Exploring the Borderlands of New Spain

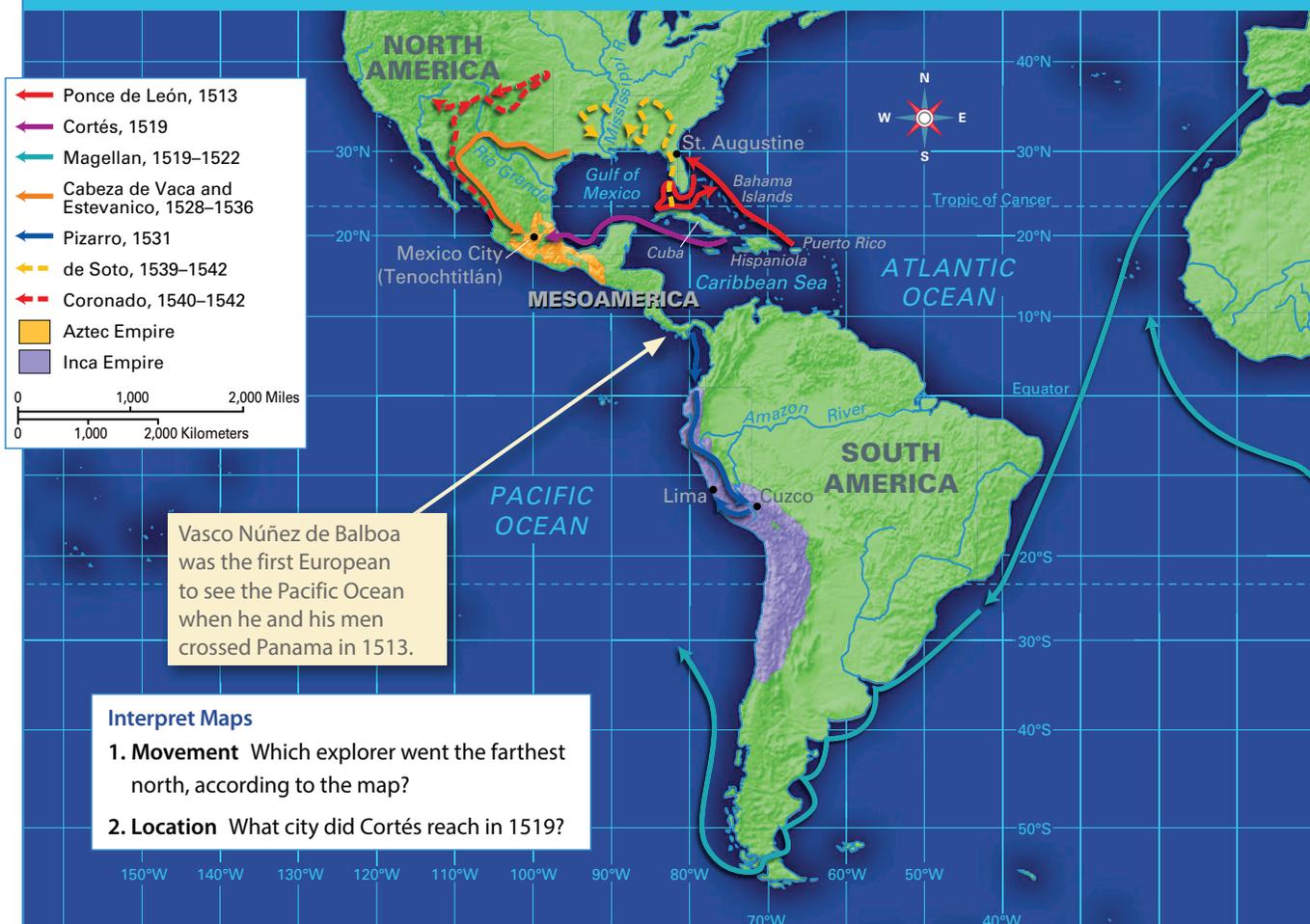
Spain’s American empire was not limited to lands taken from the conquered Aztec and Inca empires. Many other Spanish explorers came to North America. They explored the borderlands of New Spain and claimed many new lands for the Spanish crown.

Exploring the Southeast In 1508 explorer Juan Ponce de León landed on the Caribbean island of Puerto Rico. By 1511 he had conquered the island for Spain and founded the city of San Juan. Ponce de León also discovered gold on Puerto Rico. Spanish officials appointed him governor of the colony.

In 1513 Ponce de León discovered the coast of present-day Florida. According to legend, Ponce de León heard that a Fountain of Youth, whose waters could make old people young again, could be found in Florida. However, this story did not appear until after his death. Whatever his goal might have been, Ponce de León set out to explore the area.

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Spanish Explorations, 1513–1542



Although he had royal permission to colonize Florida, he did not succeed in doing so.

Two decades later another explorer traveled through Florida. Royal officials gave Hernando de Soto permission to explore the coastal region of the Gulf of Mexico. In 1539 his expedition landed in an area near the present-day city of Tampa Bay, Florida. De Soto then led his men north through what is now Georgia and the Carolinas. In 1540, while in present-day Alabama, de Soto encountered the Muscogee peoples. De Soto took the Muscogee chief, Tuscaloosa, hostage as a way to gain supplies. Arguments between the Spaniards and the Muscogee led to a fierce battle. Several thousand Muscogee were killed. Although the Spaniards won the battle, they lost many men and almost all their supplies. Still, de Soto continued his journey, discovering the Mississippi River in 1541. The explorers then traveled west into present-day Oklahoma. De Soto died in 1542 on this journey.

Exploring the Southwest The Spanish also explored what is now the southwestern United States. In 1528 explorer Álvar Núñez Cabeza de Vaca joined conquistador Pánfilo de Narváez on an expedition to North America. Their group of 300 men first landed on the Florida coast. They faced many severe problems, including a shortage of food.

The group built boats, which made it possible for them to travel around the Florida panhandle. The explorers continued along the Gulf Coast and eventually reached the Mississippi River. Severe weather hit this group hard, and many members of the expedition died. Cabeza de Vaca's boat shipwrecked on what is now Galveston Island in Texas. Only

Cabeza de Vaca and three other men survived. One of the survivors was a Moroccan-born slave named Estevanico. His Spanish slaveholder also survived.

Each of the four survivors was captured and enslaved by local Native American groups. After six years of captivity, the men finally escaped. They journeyed on foot throughout the North American Southwest, receiving help from Native Americans they met along the way. In 1536, after turning south, the group reached Spanish settlements in Mexico.

Soon after their journey ended, Estevanico's slaveholder sold him to a Spanish viceroy. The viceroy assigned Estevanico to serve as a guide for a new expedition he was sending into the Southwest. Native Americans killed the enslaved African in 1539.

Cabeza de Vaca eventually returned to Spain, where he called for better treatment of Native Americans. He later wrote about

Estevanico was an enslaved African who traveled with Cabeza de Vaca.



his experiences in the first European book exclusively devoted to North America. Cabeza de Vaca's book increased Spanish interest in the New World. His writings fueled the rumors that riches could be found in North America.

“For two thousand leagues did we travel, on land, and by sea in barges, besides ten months more after our rescue from captivity; untiringly did we walk across the land. . . . During all that time we crossed from one ocean to the other. . . . We heard that on the shores of the South there are pearls and great wealth, and that the richest and best is near there.”

—Cabeza de Vaca, *The Journey of Álvar Núñez Cabeza de Vaca*

Cabeza de Vaca's account inspired other explorers to travel to North America. In 1540 Francisco Vázquez de Coronado set out to explore the North American Southwest. He wanted to find the legendary Seven Cities of Gold that were rumored to exist there. His expedition went through present-day New Mexico and Arizona, where a group of his men discovered the Grand Canyon. Coronado trekked through Texas and Oklahoma, going as far north as Kansas before turning around. He never found the fabled cities of gold.

Reading Check

Compare How were the expeditions of Hernando de Soto and Francisco Vázquez de Coronado similar?

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Spanish Viceroyalties, c. 1650



The Devastation of the Indies: A Brief Account

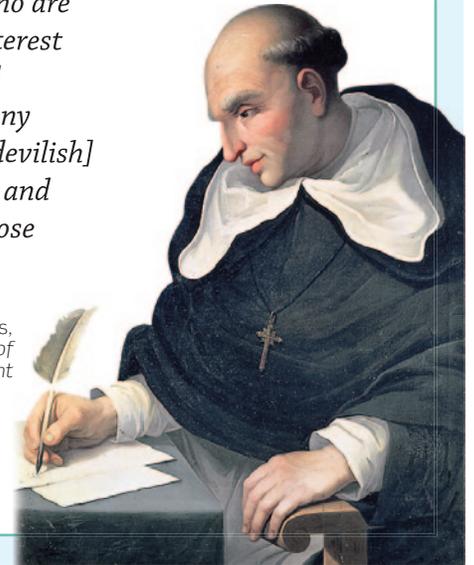
Bartolomé de Las Casas, a Catholic priest in New Spain, wrote a book that encouraged better treatment of Native Americans.

Analyze Historical Sources

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

“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 *The Devastation of
the Indies: A Brief Account*



Spanish Treatment of Native Americans

The journeys of the Spanish explorers allowed Spain to claim a huge empire in the Americas. Spain's American colonies helped make the country very wealthy. From 1503 to 1660, Spanish fleets loaded with treasure 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. However, these gains came with a price for Native Americans. Native peoples suffered greatly at the hands of the Spanish.

Forced Labor By 1650 the Spanish Empire in the Americas had grown to some 3 to 4 million people. Native Americans made up about 80 percent of the population. The rest were whites, Africans, and people of mixed racial background. Settlers who came from Spain were called *peninsulares* (pay-neen-soo-LAHR-ays) and usually held the highest government positions. To reward settlers for their service to the Crown, Spain established the **encomienda** (ayn-koh-mee-AYN-dah) **system**. It gave settlers the right to tax local Native Americans or to make them work. In exchange, these settlers were supposed to protect the Native American people and convert them to Christianity. Instead, most Spanish treated the Native Americans as slaves. Native Americans were forced to work in terrible conditions. They faced cruelty and desperate situations on a daily basis.

The Spanish operated many **plantations**, large farms that grew just one kind of crop. Plantations throughout the Caribbean colonies made huge profits for their owners. It took many workers to run a plantation, however, so colonists forced thousands of Native Americans to work in the fields. Indians who were taken to work on haciendas, the vast Spanish estates in Central and South America, had to raise and herd livestock. Other Native Americans were forced to endure the backbreaking work of mining gold and silver. The forced labor and harsh treatment killed many native people in New Spain.

The Role of the Catholic Church The Catholic Church played a major role in the interactions of the Spanish with Native Americans. The Spanish king commanded priests to convert the local people to the Christian faith. Some Native Americans combined Spanish customs with their own. Others rejected Spanish ideas completely.

Some European settlers in the Americas protested the terrible treatment of Native Americans. A priest named **Bartolomé de Las Casas** said that the Spanish should try to convert Native Americans to Christianity by showing them love, gentleness, and kindness. The Spanish monarchs agreed, but the colonists did not always follow their laws.

Summary and Preview In the 1500s Spain built a vast empire in the Americas. The Spanish treated the Native Americans harshly in their new empire. In the next lesson you will learn about other European empires in the Americas.

Reading Check

Find Main Ideas

How did the encomienda system strengthen Spanish rule?

Lesson 3 Assessment

Review Ideas, Terms, and People

1. **a. Identify** Who was Moctezuma II?
b. Analyze How was Hernán Cortés able to conquer the Aztec Empire?
c. Elaborate What advantages did the Spanish have over Native Americans?
2. **a. Recall** Which Spanish explorer received permission to colonize Florida?
b. Analyze Why do you think Cabeza de Vaca wrote of great riches that could be found in the Americas?
c. Evaluate Why do you think Cabeza de Vaca called for better treatment of Native Americans after having been held prisoner by them?
3. **a. Identify** What was the encomienda system?
b. Analyze Why do you think the king of Spain commanded Catholic priests to teach Native Americans about Christianity?

Critical Thinking

4. **Categorize** In this lesson you learned about Spanish conquest and settlement in the Americas. Copy the graphic organizer below and use it to explain the impact Spain had on the Americas.

Spanish America	
government	
religion	
labor	

The Race for Empires

The Big Idea

Other European nations challenged Spain in the Americas.

Main Ideas

- Events in Europe affected settlement of North America.
- Several explorers searched for a Northwest Passage to the Pacific Ocean.
- European nations raced to establish empires in North America.

Key Terms and People

Protestant Reformation
Protestants
Spanish Armada
Northwest Passage
Jacques Cartier
charter

If YOU were there . . .

The people of your village in France have always belonged to the same church. Now, in the 1600s, your village is divided over religious beliefs. You have heard about the Dutch colony of New Netherland in America, where people can practice any religion freely. You would like to leave for America, but your parents are unwilling to leave their home.

How would you persuade your family to emigrate?

Events in Europe

Many significant events took place in Europe in the 1500s. Disagreements about religion threw Europe into turmoil. Some of these disagreements eventually led to wars. At the same time, several European nations began to compete for land and power overseas.

The Protestant Reformation In 1517 a German priest named Martin Luther publicly criticized the Roman Catholic Church. Luther charged that the church was too wealthy and that it abused its power. Criticisms like Luther's started the **Protestant Reformation**. This religious movement began in small German towns but quickly spread to much of Europe.

Martin Luther nailed his 95 theses to a church door in Wittenberg, Germany.



It became a part of many political disputes as well. The **Protestants** were reformers who protested some of the Catholic Church's practices. Many Protestants believed God meant for religion to be simple.

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

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



Johannes Gutenberg developed a movable-type printing press around 1450.



In 1588 the Spanish Armada launched an attack on England.

In 1534 King Henry VIII founded the Church of England, or the Anglican Church. By making himself the head of the church, Henry challenged the authority of the pope and angered Catholics. Political issues soon became entangled with the religious struggles.

Spain and England Go to War In the late 1500s King Philip II used Spain's great wealth to lead a Catholic Reformation against the Protestant movement. He hoped to drive the Protestants out of England. Standing in his way was the Protestant English queen Elizabeth I and her sea dogs. Sea dogs was the name given to English sailors who raided Spanish treasure ships. The most successful and daring was Sir Francis Drake.

Philip was angered by English piracy. He began gathering the **Spanish Armada**, a huge fleet of warships meant to end English plans. The

Armada had about 130 ships and some 27,000 sailors and soldiers. This mighty fleet was launched to invade England and overthrow Queen Elizabeth and the Anglican Church. But in July 1588 the smaller, but faster, 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 in Spain combined with the defeat of the Spanish Armada led countries such as England, France, and the Netherlands to challenge Spanish power overseas.

Reading Check
Analyze What led to the decline of the Spanish Empire?

Search for a Northwest Passage

Europeans wanted to find a **Northwest Passage**, a water route through North America that would allow ships to sail from the Atlantic to the Pacific. The English began sending explorers to find it.

Italian sailor John Cabot knew that the king of England wanted to find such a route. Cabot offered to pay for his own expedition, asking only that the king of England grant him a royal charter to any lands he found. The

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king agreed, and Cabot made voyages to North America for England in 1497 and 1498.

Cabot sailed to North America, but he left very few records of his journeys. It is believed that he traveled along the coast of present-day Newfoundland in Canada. Although Cabot did not find a passage to the Pacific Ocean, his voyages were successful. They became the basis of England's claim to land in North America.

In 1524 France sent an Italian captain, Giovanni da Verrazano (vayr-ah-ZAH-noh), to seek a Northwest Passage. Verrazano sailed along the coast of North America from present-day North Carolina to Maine. **Jacques Cartier** (kahr-TYAY), a French sailor, led France's next major exploration of North America. He made two trips to what is now Canada. Cartier sailed into the Saint Lawrence River and traveled all the way to present-day Montreal, claiming the areas he explored for France.

The Dutch also entered the race. They hired English captain Henry Hudson to find a Northwest Passage. Hudson first sailed to present-day New York in 1609. The following year Hudson returned to North America, sailing under the English flag. He traveled far to the north. Eventually he reached a strait that he hoped would lead to the Pacific Ocean. Instead, it led into a huge bay, later named Hudson Bay.

None of these explorers ever found a Northwest Passage. Their explorations, however, led to increased European interest in North America.

European Presence in North America

The Spanish and the Portuguese were the early leaders in overseas exploration. They dominated the colonization of the New World through the 1500s. However, Spain and Portugal focused on Central America, the Caribbean, and South America. They left much of North America unexplored. The English, French, and Dutch explored North America. These nations then sought to expand their own empires there.

As their empires grew throughout the 1500s and into the 1600s, Europeans acquired a new tool for understanding their world. The Mercator projection map had been created especially for sailors. Although the far northern and southern regions were distorted on the map, the regions where Europeans wanted to explore and claim land were shown fairly well. This map would have helped explorers plan their journeys. It also showed the vast areas where they might find great riches and expand their presence.

English Presence in the New World In the late 1500s England decided to set up a permanent settlement in North America. This colony was to establish an English presence in the New World. Sir Walter Raleigh received a **charter**, a document giving him permission to start a colony. In 1584 he sent an expedition that landed in present-day Virginia and North Carolina. Raleigh named the entire area Virginia.

The following year, Raleigh sent another group to found a colony on Roanoke Island, off the coast of North Carolina. The English colonists at Roanoke found life hard. They fought with Native Americans and had

Reading Check

Find Main Ideas

Why did European explorers seek a Northwest Passage?



In 1584, England's Queen Elizabeth granted adventurer Sir Walter Raleigh permission to establish a permanent settlement in North America.

European Exploration of the Americas, 1492–1682



— Dutch exploration
— English exploration
— French exploration
— Spanish exploration
 New Spain, 1492–1682

0 150 300 Miles
 0 150 300 Kilometers

Hudson's search for a Northwest Passage led him to the bay that still bears his name.

La Salle sailed down the Mississippi to its mouth and claimed for France all the land along the river and its tributaries.

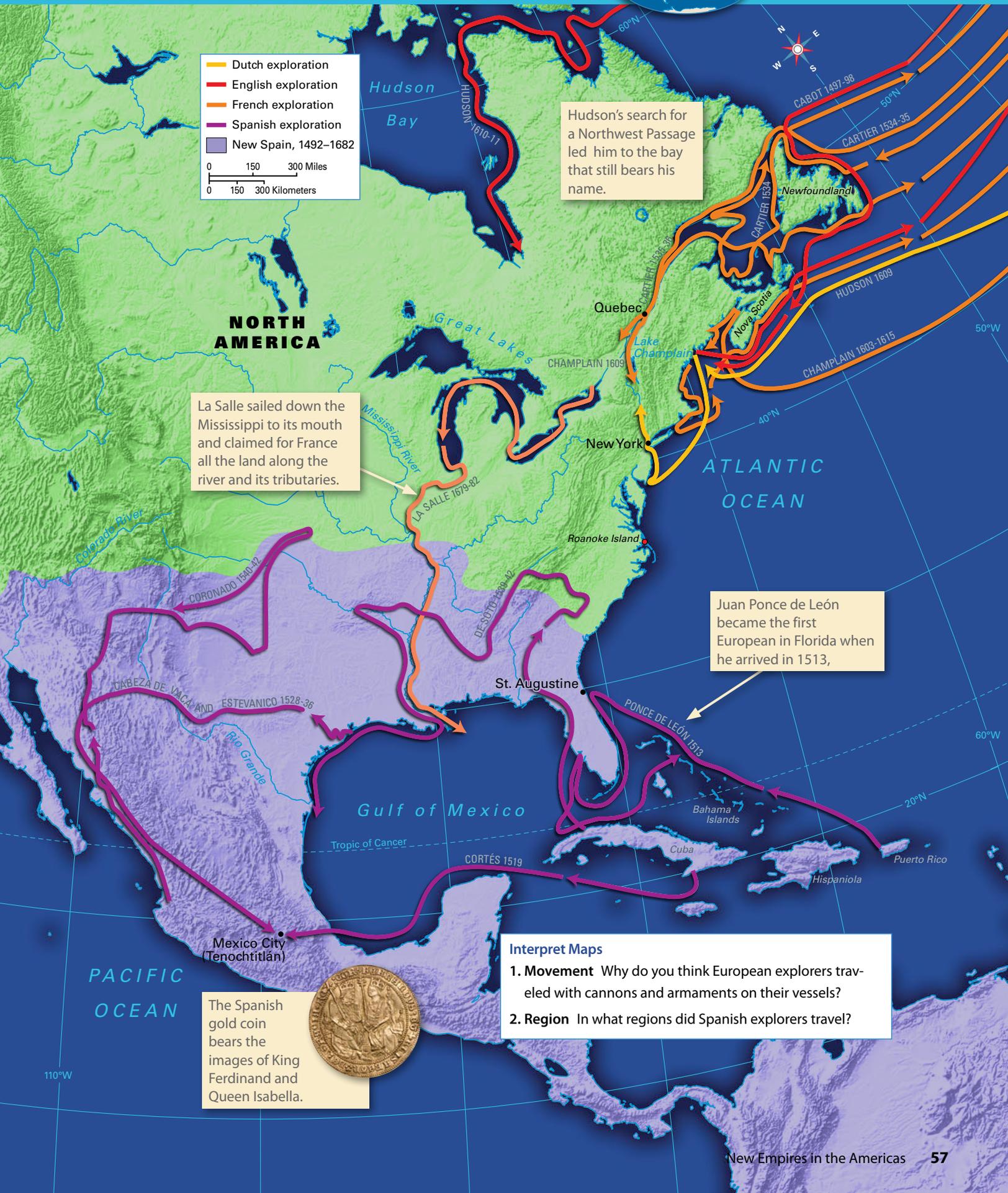
Juan Ponce de León became the first European in Florida when he arrived in 1513,

The Spanish gold coin bears the images of King Ferdinand and Queen Isabella.



Interpret Maps

- Movement** Why do you think European explorers traveled with cannons and armaments on their vessels?
- Region** In what regions did Spanish explorers travel?



trouble finding and growing food. After only a year, the remaining colonists returned to England.

John White, a talented artist, and 150 colonists resettled Roanoke in the spring of 1587. White's granddaughter, Virginia Dare, was the first English colonist born in North America. After a few months, White went back to England to get more supplies. War with Spain prevented White from returning for three years. When he came back, White found the colony deserted. The only clue he found to the fate of the colonists was the word *Croatoan*, the name of a nearby island, carved into a post. Did the colonists try to escape a Native American attack by fleeing to the island? Or did they intermarry and blend with the friendly Croatan tribe? White never found out. To this day, no one is certain what happened to the "lost colony" at Roanoke.

French Presence in the New World France built its first North American settlement in Florida, when Huguenots started a few small colonies there in 1564. The Spanish soon destroyed these settlements and drove out the French. Religious wars in France slowed further French efforts to colonize North America. When the religious conflicts ended, the French renewed efforts to settle present-day eastern Canada. The explorations of Jacques Cartier and Samuel de Champlain gave France a claim to this region.

Nearly 70 years after Cartier sailed up the Saint Lawrence, French sailor Samuel de Champlain began exploring North America. He recorded his ideas about European exploration in his journal.

"Through [exploration] we gain knowledge of different countries, regions and kingdoms; through it we attract and bring into our countries all kinds of riches; through it . . . Christianity [is spread] in all parts of the earth."

—Samuel de Champlain, quoted in *Voyages of Samuel de Champlain*

Champlain followed Cartier's old paths. Over the years he made many journeys along the Saint Lawrence River. He also visited the Great Lakes, led by Native American guides. During his travels Champlain met Native Americans called the Algonquin. Some Algonquins formed alliances with the French explorer.

In 1608 Champlain founded a small colony on the Saint Lawrence River. He named the colony Quebec. This trading post opened fur-trading routes for the French throughout the region. Champlain's explorations became the basis of France's claim to much of Canada.

In the late 1600s the French began spreading out from the Saint 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 told 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. (Hernando de Soto was the first European to find the Mississippi

River, in 1541.) Jolliet and Marquette reached the river 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 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. As late as 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 Native American groups.

Because of their close trading relationships, the French treated the Native Americans with more respect than some other European settlers had done. Some Algonquins allied with French settlers against English settlers and the Iroquois. In turn, many French settlers learned Native American languages and even adopted their ways of life.

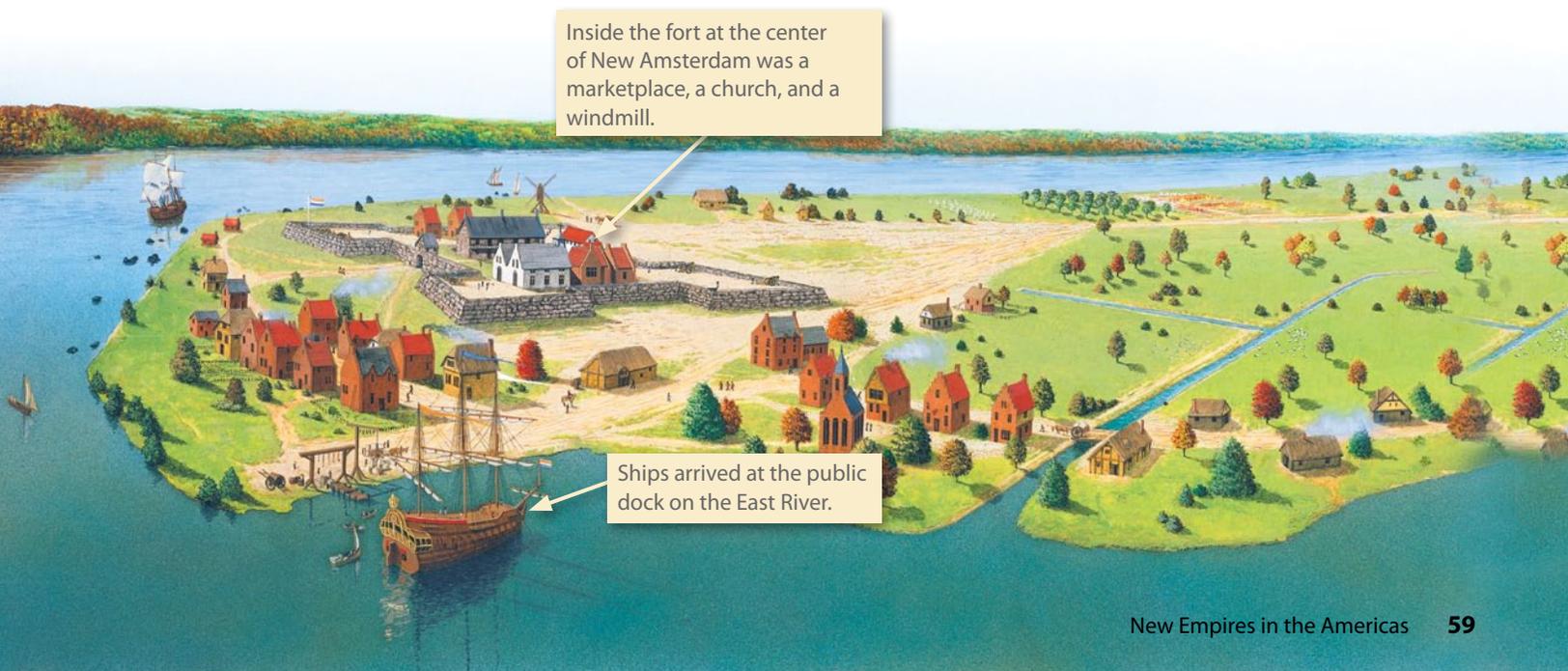
Dutch Presence in the New World The English and the French were not the only European powers to seek an empire in North America. The Dutch, who had merchant fleets around the world, came in search of trade. They claimed the land between the Delaware and Hudson rivers and called it New Netherland. This area included parts of what is now New York, New Jersey, Connecticut, and Delaware.

Dutch explorers and settlers encountered the Mahican, or Mohican, peoples, farmers who lived in large settlements of longhouses. At the center of the Mahican lands was the Hudson River. Conflicts with Dutch and other settlers pushed the Mahican eastward.

In 1624 the newly formed Dutch West India Company sent about

New Amsterdam

The Dutch settlement of New Amsterdam was built next to a harbor where the Hudson River flows into the Atlantic Ocean. By 1643 more than 400 people lived there.



30 families to settle in New Netherland. Two years later Peter Minuit bought Manhattan Island from local Native Americans. He paid with goods that today would be worth less than \$1,100. Minuit then founded the town of New Amsterdam, today called New York City. To attract colonists, the Dutch allowed members of all religions to settle in their colony.

Minuit also helped Swedish settlers found New Sweden along the Delaware River. The first settlement, Fort Christina, was begun in 1638. 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-vuh-suhnt), conquered New Sweden in 1655. He allowed the Swedes to continue their colony, but he called it the “Swedish Nation.”

Summary and Preview The English, French, Dutch, and Swedish explored the North American continent and later established colonies there. In the next module you will learn how all of those colonies became English possessions.

Reading Check

Draw Conclusions

Were the French explorers in North America successful?

Explain.

Lesson 4 Assessment

Review Ideas, Terms, and People

- a. Identify** What was the Protestant Reformation?

b. Explain What role did the printing press play in the Protestant Reformation?

c. Summarize How did events that took place in Europe affect the relationships among the British, French, Spanish, and Dutch in their quests to explore North America?
- a. Identify** Who was the first European to search for the Northwest Passage?

b. Describe Which French and Dutch explorers tried to find the Northwest Passage?
- a. Recall** What happened to the first English settlements in North America?

b. Evaluate Which European empire in North America do you think was most successful? Why?

Critical Thinking

- 4. Sequence** In this lesson you learned about European exploration and settlement of North America. Create a timeline like the one below and place the four events you think were most important to the development of European empires in North America on the timeline. Be sure to include the date of the event, as well as a description of it and its significance.



Social Studies Skills

Frame 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, straightforward, 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.

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, straightforward, 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 you just read about, "What were the voyages of exploration?" may not be a good question to ask. It 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

Re-read the information about Cortés and the Aztec, and 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.

Module 2 Assessment

Review Vocabulary, Terms, and People

1. The first Europeans to reach the east coast of North America were the _____.
2. _____ established a navigation school and financed expeditions to the west coast of Africa.
3. One of the most important European explorers was _____, who was the first person to claim lands in the Americas for Spain.
4. The first voyage that sailed completely around the world was headed by _____.
5. Sir Walter Raleigh founded the colony of Virginia after receiving a _____, a grant to set up a colony, from the queen of England.
6. Large farms, or _____, which specialize in growing one type of crop for profit, were common in Spanish America.

Comprehension and Critical Thinking

Lesson 1

7. **a. Recall** On which two islands did the Vikings establish settlements before coming to North America?
b. Analyze What factors led Europeans to begin their voyages of exploration?
c. Evaluate What do you think motivated sailors to sign on for voyages of exploration?

Lesson 2

8. **a. Recall** Why was Columbus's first voyage important?
b. Summarize Explain the conflict that emerged between Spain and Portugal over their empires in the Americas and how it was resolved.
c. Evaluate Do you think the Columbian Exchange improved life or made life worse in the Americas? Explain your answer.

Lesson 3

9. **a. Identify** What territories in the Americas did Spain control?
b. Analyze What factors enabled the Spanish to defeat the Aztec and the Inca?
c. Elaborate Why was the encomienda system important to Spanish settlers?

Lesson 4

10. **a. Describe** What were the results of the defeat of the Spanish Armada?
b. Contrast How did French settlements and interactions with native peoples in the Americas differ from the English and Spanish settlements and interactions with native peoples?
c. Predict What problems might arise among the different empires with settlements in North America?

Module 2 Assessment, continued

Review Themes

11. **Geography** What geographic features in North America helped and hindered the exploration and colonization of the continent?
12. **Society and Culture** How did the Spanish interactions with the Muscogee, the English interactions with the native people at Roanoke, the French interactions with the Algonquins, and the Dutch interactions with the Mahican people compare?
13. **Economics** Refer to the gold coin that bears the images of King Ferdinand and Queen Isabella on the map titled European Exploration of the Americas, 1492–1682, in Lesson 4. What does this coin indicate about the monarchs' rule?

Reading Skills

Outlining and History Use the Reading Skills taught in this module to complete the following activity.

14. Make a short but complete outline of the text under the heading "Spanish Treatment of Native Americans."

Social Studies Skills



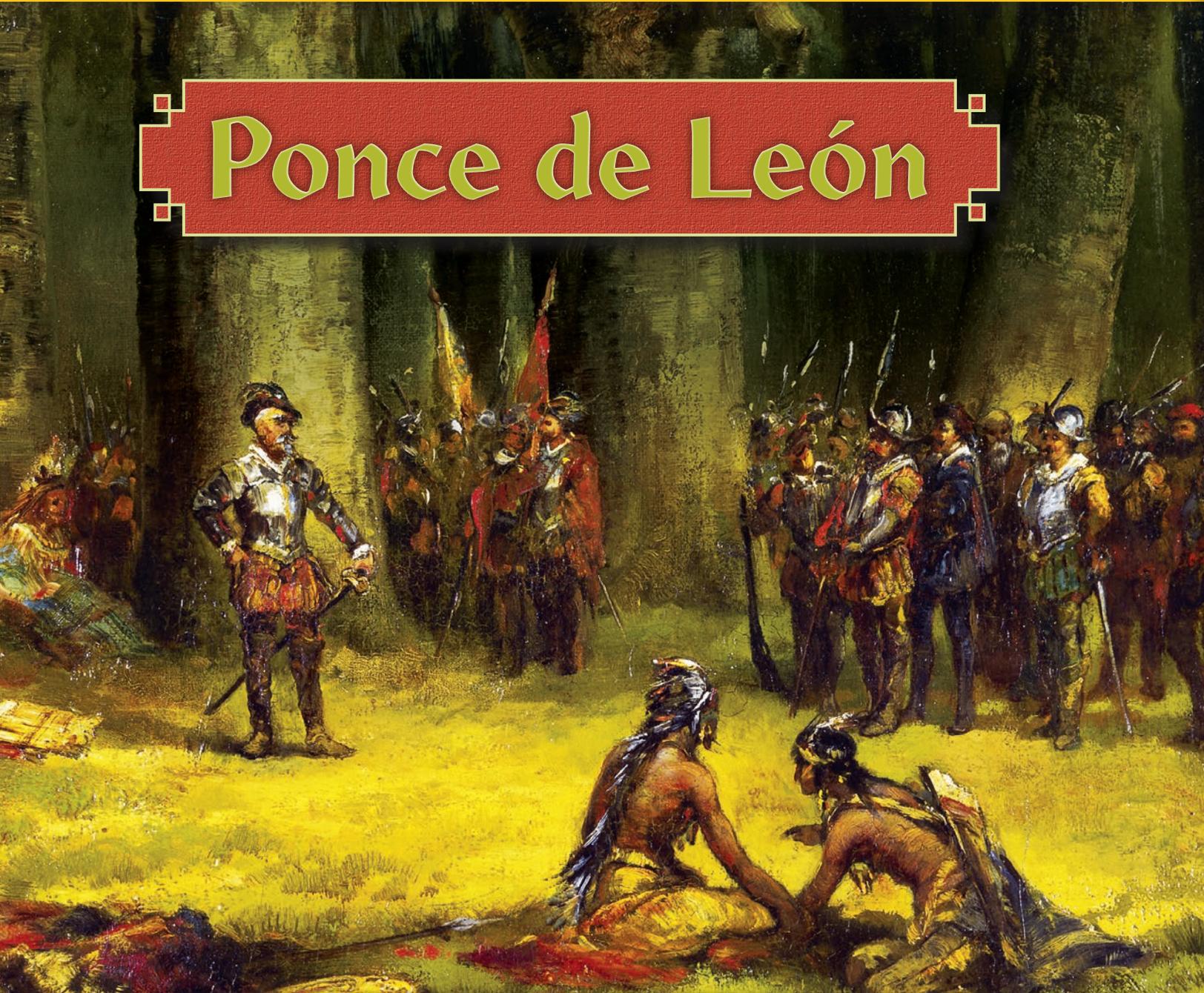
Frame Historical Questions Use the Social Studies Skills taught in this module to complete the following activity.

15. Write a historical question for each of the four lessons of this module.

Focus on Writing

16. **Write a Letter** In this module you learned about different groups that came to the Americas. Imagine that you are a member of one of these groups and write a letter home to tell your friends and family about the people you meet and the experiences you are having in the Americas. Which details will your friends and family be most interested in? Which do you find most important?

Ponce de León



The Spanish conquistador Juan Ponce de León was the first European to set foot on land that later became part of the United States. Ponce de León first sailed to the Americas with Christopher Columbus on his second voyage in 1493. Once in the Caribbean region, he helped conquer what is now Puerto Rico and was named ruler of the island. According to legend, Ponce de León learned about a Fountain of Youth, whose waters

could make old people young again. He may have been searching for this fountain when, in 1513, he made landfall on the coast of what today is the southeastern United States. He named the area Florida and claimed it for Spain.

Explore important events in the life of Ponce de León online. You can find a wealth of information, video clips, primary sources, activities, and more through your online textbook.



Caribbean Island Encounters

Watch the video to learn about the first encounters between Spanish explorers and the people of the Caribbean.



Claiming Florida for Spain

Watch the video to learn about Ponce de León's first landing on the coast of what is now Florida.



Ponce de León's 1513 Route

Study the map to learn about the region of the Americas that Ponce de León explored in 1513.

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