


ASSESSMENT

Vocabulary and Key Ideas

- 1. List** What were the early **civilizations** of Central and South America?
- 2. Define** What is a **city-state**?
- 3. Describe** What are some ways that American Indian **tribes** interacted with one another?
- 4. Describe** life for most people living under **feudalism**.
- 5. Check Understanding** What happened during the **Renaissance**?
- 6. Identify** Who founded the first Spanish **colony** in the Americas?
- 7. Explain** How did the **Columbian Exchange** change the relationship between the Eastern and Western Hemispheres?

Critical Thinking and Writing

- 8. Identify Supporting Details** How did the Maya and Aztec civilizations use science and math?
- 9. Compare and Contrast** How did the physical environment of the Chipewyan and Carrier affect settlement patterns?
- 10. Identify Cause and Effect** What was the impact of the Crusades on the trading relationship between Europe and the Middle East?
- 11. Identify Main Ideas** What were the political, religious, and economic reasons for Spanish exploration of North America?
- 12. Revisit the Essential Question** How much did geography affect the lives of American Indians and European explorers?
- 13. Writer's Workshop: Write a Research Paper** Using the notes you made in your  Active Journal, answer the following question in a research paper: How did a travel-related invention or improvement in one of the societies covered in this topic impact people's lives?

Analyze Primary Sources

14. How would you describe the people who Christopher Columbus met?
 - A. suspicious
 - B. friendly
 - C. angry
 - D. religious

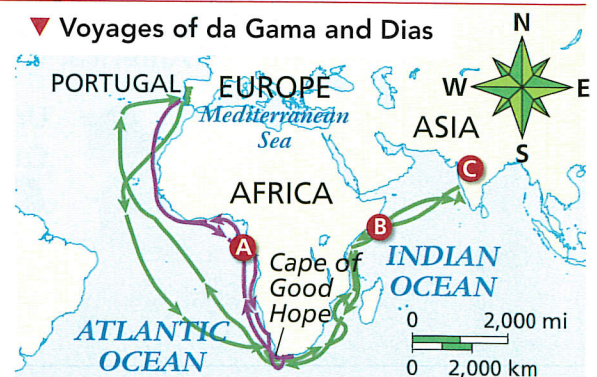
"As I saw that they were very friendly to us, and perceived that they could be much more easily converted to our holy faith by gentle means than by force, I presented them with some red caps, and strings of beads to

wear upon the neck, and many other trifles of small value, wherewith they were much delighted . . . Afterwards they came swimming to the boats, bringing parrots, balls of cotton thread, javelins, and many other things which they exchanged for articles we gave them, such as glass beads, and hawk's bells; which trade was carried on with the utmost good will."

—from the diary of Christopher Columbus

Analyze Maps

15. Which letter represents the route of Bartolomeu Dias?
16. Which letter represents the route of Vasco da Gama? How did it differ from that of Dias?
17. What was the easternmost point of da Gama's sea route?



European Colonization of North America (1500–1750)

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ASSESSMENT


Go back five centuries

to the time of the **EUROPEAN COLONIZATION OF NORTH AMERICA**. Colonists from England came to North America for many reasons. Some wanted to practice their religions freely, while others were looking for economic opportunities or to start a new life.

Explore The Essential Question

Why do people move?

North America is far from Europe. Despite this, about 400 years ago many people began to emigrate to the land that would one day become the United States of America. Why?

Unlock the Essential
Question in your
 Active Journal.

Read

about the North American colonies and the people who lived and worked there.

Lesson 1 Spanish Colonization and New Spain

Primary Sources Bartolomé de Las Casas, *Historia Apologética*

Lesson 2 The First French, Dutch, and English Colonies

Lesson 3 The New England Colonies

Primary Sources William Bradford, *Of Plymouth Plantation*

Lesson 4 The Middle Colonies

Lesson 5 The Southern Colonies

Lesson 6 Colonial Society

Lesson 7 Colonial Trade and Government


◀ This engraving shows a busy seaport scene in Philadelphia.

Watch

 **NBC LEARN**




 **BOUNCE TO ACTIVATE**

 **VIDEO**

Watch a video about the exploits of John Smith in North America.

TOPIC
2


European Colonization of North America (1500–1750)

Learn more about the British colonies in North America by making your own map and timeline in your  Active Journal.

KEY

- Settlements
- Spanish territory, 1750
- British territory, 1750
- French territory, 1750



 **INTERACTIVE**
Topic Timeline

What happened and when?

Explorers reach North America . . . colonists make new homes. . . . Explore the timeline to see some of what was happening in North America.

1519 Hernando Cortés marches into Tenochtitlán.

1602 Henry Hudson sails up the river that later bore his name.

1607 Jamestown colony is settled.

TOPIC EVENTS



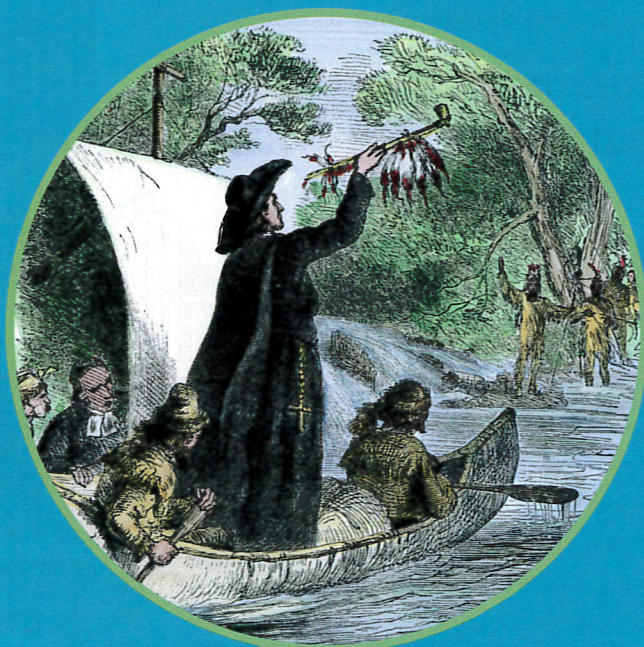
WORLD EVENTS

1602 Dutch merchants form the Dutch East India Company.



Where were the original British colonies?

These colonies, which later became the United States of America, were located on the East Coast of North America, along the Atlantic Ocean. Locate the British settlements on the map.



1620
The Pilgrims settle Plymouth colony.

1664
New Amsterdam is taken over by England and renamed New York.

1673
Father Jacques Marquette sails up the Mississippi River.

1681
William Penn founds Pennsylvania.

1712
The Carolinas split into North and South Carolina.

1650

1700

1750

1652
Dutch immigrants arrive in southern Africa.

1700
The French establish a fort in present-day Senegal.

1740
The population of China reaches 140 million.

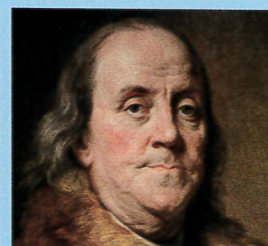
Who will you meet?



Anne Hutchinson, an outspoken believer in religious freedom



William Penn, who believed everybody was equal in God's sight



Benjamin Franklin, who used reason to improve the world around him

Quest

Project-Based Learning Inquiry

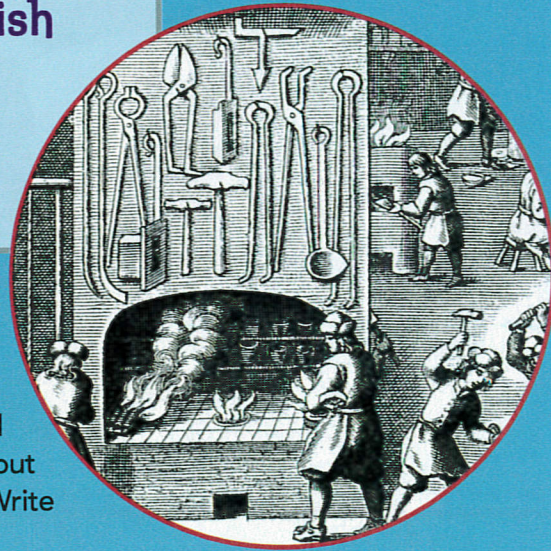
Examining the Colonial Environment

Quest KICK OFF

The year is **1700**. You've just moved to one of the thirteen British colonies in North America and are looking to make a living. There are many possibilities! How do you decide what to do?


How did the environment influence the economy and population of the British colonies?

What impact did the environment have on the colonists who lived there? Explore the Essential Question "Why do people move?" in this Quest.




▲ Colonial silversmiths at work.


1 Ask Questions

The thirteen colonies were very diverse and had many different environments and natural resources. Get started by making a list of questions you'd like to ask to learn about the environments and natural resources of the colonies. Write the questions in your  Active Journal.

2 Investigate

As you read the lessons in this topic, look for **Quest CONNECTIONS** that provide information on how the British colonists made a living. Capture notes in your  Active Journal.

3 Examine Primary Sources

Next explore primary sources from the colonial period. They'll help you learn more about how the colonists in North America lived. Capture notes in your  Active Journal.

Quest FINDINGS

4 Create an ePortfolio

Assemble a digital portfolio with maps, graphs, charts, and/or models that describe how the physical environment of the colonies influenced economic activities and population distribution. This will help you determine what type of work you should do!

LESSON 1

Spanish Colonization and New Spain



BOUNCE
TO ACTIVATE



VIDEO

GET READY TO READ

START UP


Examine the image of Europeans meeting the Native American emperor Moctezuma. Why do you think they are wearing armor?

GUIDING QUESTIONS


- How did Spanish conquistadors defeat two American Indian empires?
- Why did Spain settle its colonies?
- What were the causes and effects of the transatlantic slave trade?

TAKE NOTES

Literacy Skills: Summarize

Use the graphic organizer in your  Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your  Active Journal to practice the vocabulary words.

Vocabulary

conquistador peninsular
pueblo creole
presidio mestizo
mission

Academic Vocabulary

shrewd
hesitate

“What a troublesome thing it is to discover new lands. The risks we took, it is hardly possible to exaggerate.” Thus spoke Bernal Díaz del Castillo, one of the many Spanish **conquistadors** (kahn KEES tuh dorz), or conquerors, who marched into the Americas in the 1500s. When asked why they traveled to the Americas, Díaz responded, “We came here to serve God and the king and also to get rich.”

Who Were the Conquistadors?

In their search for glory and gold, the conquistadors made Spain one of the richest nations in Europe. Spanish colonists followed the conquistadors and created a vast new empire in the Americas.

The rulers of Spain gave conquistadors permission to establish settlements. In return, conquistadors agreed to give Spain one fifth of any gold or treasure they captured.

Like other conquistadors, Hernando Cortés was eager to win riches and glory. He had heard rumors of a fabulously wealthy American Indian empire in Mexico. With only about 600 soldiers and 16 horses, Cortés set sail for Mexico in 1519 in search of gold.



Analyze Images

Hernando Cortés kneels before the Aztec emperor Moctezuma. **Infer** What is the artist suggesting about this interaction between Moctezuma and Cortés?

Academic Vocabulary

shrewd • *adj.*, clever

The Spanish Destroy an

Empire Moctezuma (mok tuh ZOO muh), the Aztec emperor who ruled over much of Mexico, heard disturbing reports of a large house floating on the sea. It was filled with white men with long, thick beards. Aztec sacred writings predicted that a powerful white-skinned god would come from the east to rule the Aztec. The strangers were approaching Tenochtitlán (tay nawch teet LAHN), the Aztec capital, which is now Mexico City. Moctezuma decided to welcome them as his guests.

Cortés took advantage of Moctezuma's invitation. **Shrewdly**, Cortés had already begun to win the support of other Indians who resented Aztec rule.

One of his trusted advisers was an Indian woman the Spanish called Doña Marina. She gave Cortés valuable information about the Aztec and acted as a translator and negotiator. On November 8, 1519, Cortés marched into Tenochtitlán. The city was much larger than any Spanish city at that time. Thousands upon thousands of Aztecs turned out to see the astonishing newcomers riding horses. Díaz recalled:

Primary Source

“Who could count the multitude of men, women and children which had come out on the roofs, in their boats on the canals, or in the streets, to see us?”

—Bernal Díaz del Castillo, *True History of the Conquest of New Spain*

At first, Cortés was friendly to Moctezuma. Soon, however, he made the emperor a prisoner in his own city. Tensions mounted in Tenochtitlán over the next half year.

Finally, the Aztec drove out the Spanish. Their victory, however, was brief. Aided by people whom the Aztec had conquered, Cortés recaptured the city. In the end, the Spanish destroyed Tenochtitlán, and Moctezuma was killed. The Aztec empire had fallen.

The Inca Empire Falls Another conquistador, Francisco Pizarro (pee SAHR oh), set his sights on the Incan empire. Pizarro sailed down the Pacific coast of South America with fewer than 200 Spanish soldiers.

In 1532, he captured the Incan emperor Atahualpa (ah tuh WAHL puh) and later executed him. Without the leadership of Atahualpa, Incan resistance collapsed. By 1535, Pizarro controlled much of the Incan empire.

Why the Spanish Won How were the Spanish able to conquer two great empires with only a handful of soldiers? First, the Spanish had superior military equipment. They were protected by steel armor and had guns. The Aztec and Inca relied on clubs, bows and arrows, and spears. Also, the Indians had never seen horses. They were frightened by mounted Spanish soldiers.

In addition, the American Indians did not fight as hard as they might have. The Aztec **hesitated** to attack at first because they thought the Spanish might be gods. Also, the Inca were weakened from fighting among themselves over control of their government.

Finally, many Indians died from European diseases, such as smallpox, measles, and influenza. Some historians believe that disease alone would have ensured Spanish victory over the Indians.

From the Spanish perspective, their interaction with the Aztec and the Inca resulted in great victories that brought wealth and power. The Spanish also saw the conquests as further proof of their natural superiority. The Aztec and Inca, of course, had a much different view of the same events. From their perspectives, the Spanish conquests were disasters that devastated their civilizations.

READING CHECK **Identify Supporting Details** What reasons can you identify that help explain why the Spanish conquered the Aztec and the Inca so easily?

Academic Vocabulary

hesitate • v., to stop briefly because of nervousness

Analyze Images This 19th-century painting shows Pizarro capturing Atahualpa and slaughtering his followers. **Infer** Why did the artist include a Catholic friar in the scene?





INTERACTIVE

Spanish Explorers and Settlements in North America

Why Did the Spanish Explore Lands to the North?

The Spanish search for treasure reached beyond the lands of the Aztec and Inca. Moving north, conquistadors explored the Spanish borderlands. The borderlands spanned the present-day southern United States from Florida to California.

Juan Ponce de León (PAWN say day lay OHN) traveled through parts of Florida in 1513, looking for a legendary fountain of youth. Indians claimed that anyone who bathed in its magical water would remain young forever. Ponce de León found no such fountain.

An Expedition Proves Difficult Another explorer, Pánfilo Narváez (nahr VAH es), led an expedition that ended in disaster. In 1528, a storm struck his fleet in the Gulf of Mexico. Narváez and many others were lost at sea. The rest landed on an island in present-day Texas. Indians captured the few survivors and held them prisoner. Álvar Núñez Cabeza de Vaca (kah VAY suh day VAH kuh) assumed leadership of the small group.

Cabeza de Vaca, an enslaved African named Estevanico, and two others finally escaped their captors in 1533. The four walked across the plains of Texas, searching for a Spanish settlement. Finally, in 1536, they reached a town in Mexico. They had traveled by foot more than 1,000 miles through the Southwest.

The Search for Gold Continues From 1539 to 1542, Hernando de Soto explored Florida and other parts of the Southeast. In his search for gold, he reached the Mississippi River. De Soto died along the riverbank, without finding the riches he sought.

GEOGRAPHY SKILLS

Spanish explorers took several different routes through North America.

- Place** What impact might exploration of the Spanish borderlands have on the present-day United States?
- Use Visual Information** Which Spanish settlements on the map are still cities in the United States today?

Spanish Explorers and Settlements in North America



The conquistador Francisco Coronado (koh roh NAH doh) heard legends about “seven cities of gold.” In 1540, he led an expedition into the southwestern borderlands. He traveled to present-day Arizona and New Mexico. Some of his party went as far as the Grand Canyon. Still, the Zuni (ZOO nee) villages he visited had no golden streets.

The Spanish expeditions into the borderlands met with little success. Faced with strong Indian resistance in the north, Spain focused instead on bringing order to its empire in the south.

 **READING CHECK** **Identify Cause and Effect** What reasons did explorers have for traveling north?

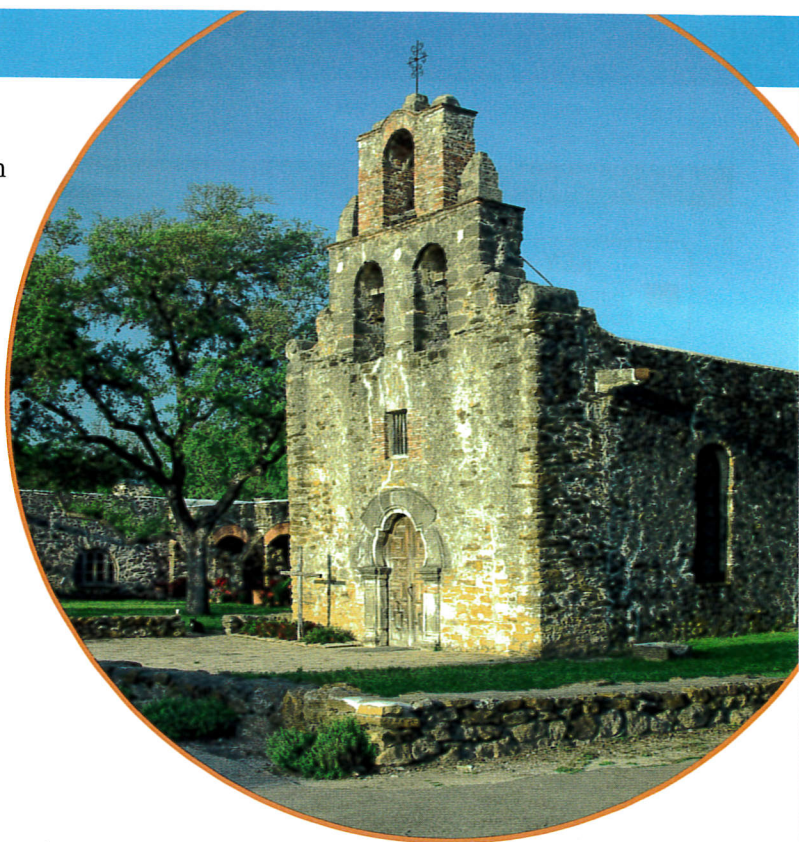
Colonizing New Spain

The conquistadors set up colonies in many parts of the Americas. Spain had many reasons for colonization, or setting up colonies. One was the search for wealth. Settlements provided bases from which expeditions could set out in search of gold. Settlements could also create wealth through farming and trade. A second important reason for settlement was to spread Christianity by converting native peoples. A third reason was to satisfy a thirst for adventure and exploration. Sometimes, historians summarize the Spanish exploration and settlement of the Americas as motivated by “Gold, God, and Glory.” Thousands of Spanish immigrants moved to Spanish settlements looking for opportunities the colonies offered, especially farming.

At first, Spain let the conquistadors govern the lands they conquered. When the conquistadors proved to be poor rulers, the Spanish king took away their authority. He then set up a strong system of government to rule his growing empire. In 1535, he divided his American lands into New Spain and Peru. The northern borderlands were part of New Spain. The king put a viceroy in charge of each region to rule in his name.

A set of laws called the Laws of the Indies stated how the colonies should be organized and ruled. The laws provided for three kinds of settlements in New Spain: pueblos, presidios (prih SID ee ohz), and missions. Some large communities included all three.

Spanish Settlements Spain established many settlements in the Americas. Many of these Spanish settlements were built in a similar pattern. The **pueblos**, or towns, were centers of farming and trade. In the middle of the town was a plaza, or public square. Here, townspeople and farmers came to do business or worship at the church. Shops and homes lined the four sides of the plaza.



▲ Mission San Francisco de la Espada in San Antonio, Texas, was one of Spain’s many religious settlements in the Americas. **Use Visual Information** What features do you see that distinguish this mission from a pueblo and a presidio?

Spanish Territories in the Americas



GEOGRAPHY SKILLS

Spanish territory covered Central America, part of North America, and much of the Caribbean islands and South America.

1. **Region** Into what two regions did Spain divide the lands it claimed in the western hemisphere?
2. **Infer** What language do you think is still spoken today in many of the countries that were claimed by Spain from the 1500s to 1750?

The Spanish took control of Indian pueblos and built new towns as well. In 1598, Juan de Oñate (oh NYAH tay) founded the colony of New Mexico among the adobe villages of the Pueblo Indians. He used brutal force to conquer the American Indians of the region. Don Pedro de Peralta later founded Santa Fe as the Spanish capital of New Mexico.

Presidios were forts where soldiers lived. Inside the high, thick walls were shops, stables, and storehouses for food. Soldiers protected the farmers who settled nearby. The first presidio in the borderlands was built in 1565 at St. Augustine, Florida. St. Augustine was the first permanent European settlement in what would become the United States. Its founding marked the beginning of the era of colonization in the future territory of the United States, which would continue until the United States declared independence in 1776.

The Legacy of Missions Like other Europeans in the Americas, the Spanish believed they had a duty to convert Indians to Christianity. They set up **missions**, settlements run by Catholic priests and friars whose goal was to convert Indians to Christianity. They often forced Indians to live and work on the missions.

In New Mexico, the Spanish tried to destroy any trace of traditional Pueblo Indians' religious practices and subjected them to severe punishments. This resulted in the Pueblo Revolt of 1680. The Pueblo Indians rose up against Spanish rule. They killed about 400 Spaniards and drove the others out of the region. The Spanish recaptured the region in the mid-1690s.

Missions gradually spread across the Spanish borderlands. The first mission in Texas was founded in 1659 at El Paso.

In 1691, Father Eusebio Francisco Kino (KEE noh) crossed into present-day Arizona. He eventually set up 24 missions in the area. The missions were a direct result of early Spanish colonization efforts. Over time, they had a significant impact in the Americas. By the late 1700s, a string of missions dotted the California coast from San Diego to San Francisco, and Spanish language and culture gradually spread with them.



INTERACTIVE

Social Classes in New Spain

READING CHECK **Understand Effects** What do you think the long-term impact of Spanish colonization has been on the religion and language of Central and South America?

How Was Society Organized in New Spain?

The Laws of the Indies also set up a strict social system. People in Spanish colonies were divided into four social classes: peninsulares (puh NIN suh LAH rayz), creoles (KREE ohlz), mestizos (mes TEE sohzh), and Indians.

Different Social Classes At the top of the social scale were the **peninsulares**. Born in Spain, peninsulares held the highest jobs in government and the Church. They also owned large tracts of land as well as rich gold and silver mines.

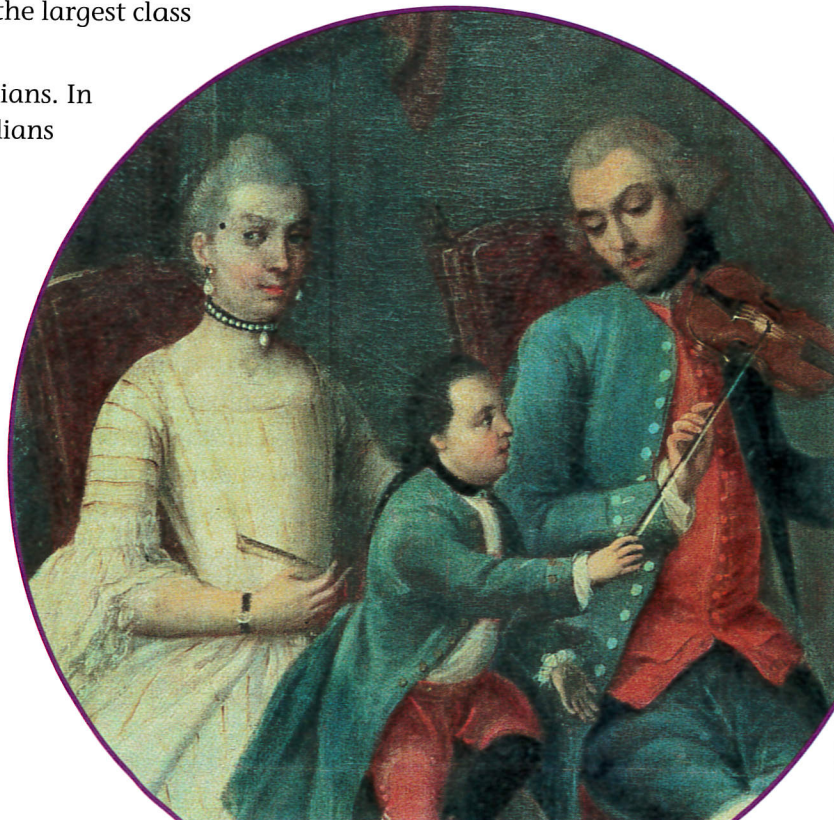
Below the peninsulares were the **creoles**, people born in the Americas to parents of Spanish origin. Many creoles were wealthy and well educated. They owned farms and ranches, taught at universities, and practiced law. However, they could not hold the jobs that were reserved for peninsulares.

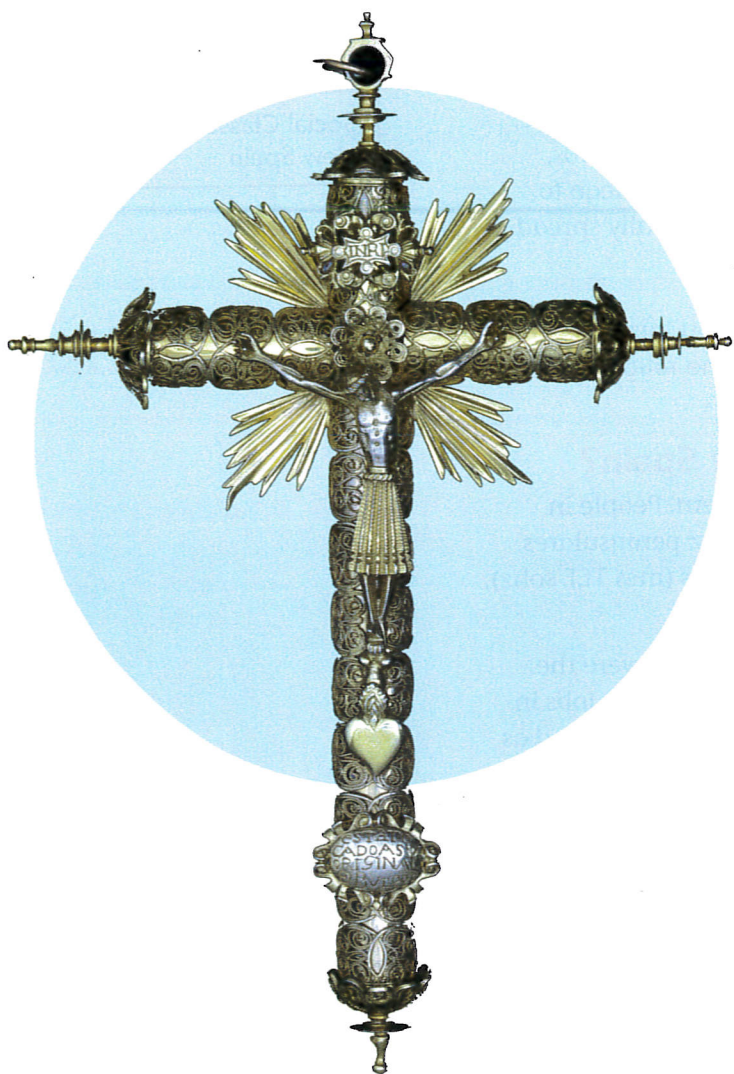
Below the creoles were people of mixed Spanish and Indian background, known as **mestizos**. Mestizos worked on farms and ranches owned by peninsulares and creoles. In the cities, they worked as carpenters, shoemakers, tailors, and bakers. Over the course of Spanish colonization, mestizos came to be the largest class of people.

The lowest class in the colonies was the Indians. In the early years of Spanish colonization, Indians were the largest class. The Spanish treated them as a conquered people. Under New Spain's strict social system, Indians were kept in poverty for hundreds of years.

A Blend of Spanish and Indian Cultures The effects of colonization can be seen in the new way of life in New Spain that blended Spanish and Indian ways. Spanish settlers brought their own culture to the colonies. They introduced their language, laws, religion, and learning. In 1551, the Spanish founded the University of Mexico.

▼ Peninsulares and their children, called creoles, occupied a higher position in society than Indians.





▲ The Spanish made beautiful jewelry and objects, such as this crucifix, out of the gold they mined in the Americas.

American Indians also influenced the culture of New Spain. Colonists adopted Indian foods, such as corn, tomatoes, potatoes, and squash. Indian workers used materials they knew well, such as adobe bricks, to build fine libraries, theaters, and churches. Sometimes, Indian artists decorated church walls with paintings of local traditions.

Harsh Treatment of American Indians

Spanish colonists needed workers for their ranches, farms, and mines. To help them, the Spanish government gave settlers *encomiendas* (en koh mee EN dahz), land grants that included the right to demand labor or taxes from American Indians.

Mines in Mexico, Peru, and other parts of the Americas made Spain rich. Treasure ships laden with thousands of tons of gold and silver sailed regularly across the Atlantic.

The Spanish forced American Indians to work in the gold and silver mines. In flickering light, Indians hacked out rich ores in narrow, dark tunnels. Many died when tunnels caved in.

These harsh conditions led one priest, Bartolomé de Las Casas (day lahs KAH sahs), to seek reform. Traveling through New Spain, Las Casas witnessed firsthand the deaths of Indians due to hunger, disease, and mistreatment. What he saw horrified him:

Primary Source

“The Indians were totally deprived of their freedom. . . . Even beasts enjoy more freedom when they are allowed to graze in the field.”

—Bartolomé de Las Casas, *Tears of the Indians*

Many Spanish in New Spain did not share Las Casas’s view or his values. So, he journeyed to Europe and asked the king of Spain to protect the Indians’ civil rights. In the 1540s, the royal government passed laws prohibiting the enslavement of American Indians. The laws also allowed Indians to own cattle and grow crops. However, few officials in New Spain enforced the new laws or took the time to think about Indians’ basic human needs.

✓ READING CHECK Identify Supporting Details What were some ways in which peninsulares were powerful?

The Transatlantic Slave Trade

The death toll among American Indians continued to rise. Faced with a severe shortage of workers, Spanish colonists looked across the Atlantic Ocean for a new source of labor.

Reasons for the Slave Trade Still seeking to protect American Indians, Bartolomé de Las Casas made a suggestion that had a lasting, tragic impact. His idea was that Africans be brought as slaves to replace forced Indian laborers. Las Casas argued that Africans were less likely to die from European diseases. He also claimed that Africans would suffer less because they were used to doing hard farm work in their homelands.

Las Casas's arguments encouraged the Atlantic slave trade, or the trade of enslaved Africans across the Atlantic to the Americas. In many parts of Africa, slavery had existed for centuries. Often, war prisoners were enslaved. Eventually, these enslaved people or their children might gain freedom. After the Americas were colonized, though, some Africans began to capture and enslave people and sell them to European traders. The traders then shipped the enslaved men, women, and children to the Americas. Most Africans who settled in the Americas did so against their will.

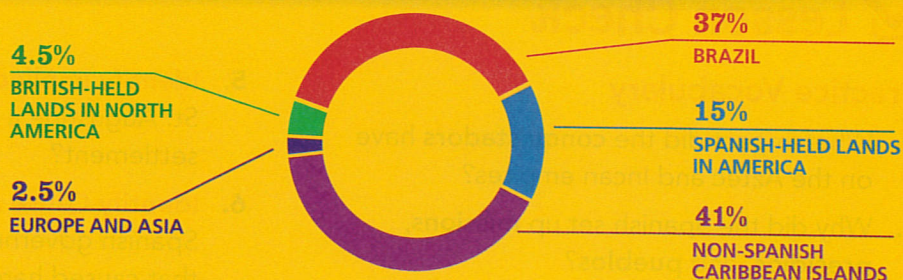
By the time he died, Las Casas had come to regret his suggestion. He saw that enslaved Africans suffered as much as the Indians. By that time, however, it was too late to undo the damage. Slavery had become a key part of the colonial economy.

Slave Trade Expansion Demand for African labor grew rapidly, mainly in the West Indies—including what are now Cuba, the Dominican Republic, and Puerto Rico—and in other parts of the Americas.

Analyze Charts Enslaved Africans were shipped to destinations in Europe, Asia, and the Americas. **Use Visual Information** Which region received the fewest enslaved Africans? Which received the most?

SLAVERY IN THE AMERICAS

DESTINATIONS OF ENSLAVED AFRICANS



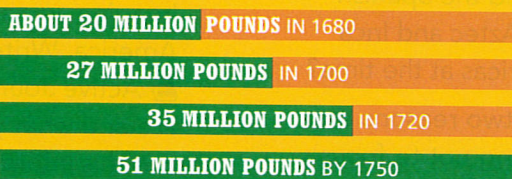
Source: Albert M. Craig
World Civilizations

TOBACCO AND SLAVERY

Tobacco production rose in Virginia and Maryland as planters in those colonies imported more enslaved Africans to grow the crops.

Sources: Encyclopaedia Britannica, Historical Statistics of the United States, Virginia Encyclopedia

MARYLAND AND VIRGINIA TOBACCO EXPORTS



MARYLAND AND VIRGINIA SLAVE POPULATION





Analyze Images Enslaved Africans search a river in Brazil for gold. **Use Visual Information** Who do you think the man on the right side of the image is?

Enslaved Africans were especially valued on sugar plantations in the West Indies and in the Portuguese colony of Brazil. A plantation is a large estate farmed by many workers. Sugar could not be grown on small estates because it required too much land and labor. Enslaved Africans often worked all through the night cutting sugar, which was then sold in Europe for a large profit.

Some scholars estimate that Europeans transported more than 10 million enslaved Africans across the Atlantic Ocean to the Americas between the 1500s and the 1800s. The vast majority came from West Africa.


READING CHECK **Draw Conclusions** Why did Bartolomé de Las Casas's idea to use enslaved Africans to work on farms backfire?

Lesson Check

Practice Vocabulary

1. What impact did the **conquistadors** have on the Aztec and Incan empires?
2. Why did the Spanish set up **missions**, **presidios**, and **pueblos**?

Critical Thinking and Writing

3. **Understand Effects** How did the Spanish search for gold impact the Aztec and Inca who were living in the Americas at the time?
4. **Identify Main Ideas** What two reasons did the Spanish have for deciding not to focus on their northern borderlands?
5. **Identify Implied Main Ideas** What makes St. Augustine a particularly notable Spanish settlement?
6. **Identify Cause and Effect** What did the Spanish government's land grants include that caused hardship for American Indians, and what hardship did it cause?
7. **Writing Workshop: Introduce Characters** Imagine you are a colonist living in North America. Write a few sentences in your  Active Journal that describe who you are and what your role is in society. You will use this information for a narrative essay you will write at the end of this topic.