

An Age of Explorations and Isolation, 1400–1800

Previewing Main Ideas

CULTURAL INTERACTION Asians resisted European influence, but this cultural interaction did produce an exchange of goods and ideas.

Geography Study the map. What European power first sent explorers into the Indian Ocean?

ECONOMICS The desire for wealth was a driving force behind the European exploration of the East. Europeans wanted to control trade with Asian countries.

Geography How did the voyages of Bartolomeu Dias and Vasco da Gama compare in length?

SCIENCE AND TECHNOLOGY Europeans were able to explore faraway lands after they improved their sailing technology.

Geography Look at the map and time line. What country sent the first expedition to explore the Indian Ocean in the 15th century?

INTEGRATED TECHNOLOGY

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- Maps
- Test Practice
- Current Events

EUROPE AND ASIA

WORLD

1405
Zheng He takes first voyage.

1419
Prince Henry ► founds navigation school.



1494
Spain and Portugal sign Treaty of Tordesillas.

1400

1500



1453
◀ Ottomans capture Constantinople.

1464
Songhai Empire begins in West Africa.

1511
First enslaved Africans arrive in the Americas.



Early Explorations, 1400s



1603

Tokugawa shoguns rule Japan.

1619

Dutch open trade with Java.

1644

Manchus establish Qing Dynasty in China.

1793

Britain seeks to trade with China.

1600

1700

1800

1608

Samuel de Champlain founds Quebec. (French flag)

1776

American colonies declare independence from Britain. (George Washington)



Would you sail into the unknown?

It is a gray morning in 1430. You are standing on a dock in the European country of Portugal, staring out at the mysterious Atlantic Ocean. You have been asked to go on a voyage of exploration. Yet, like most people at the time, you have no idea what lies beyond the horizon. The maps that have been drawn show some of the dangers you might face. And you've heard the terrifying stories of sea monsters and shipwrecks (see map below). You also have heard that riches await those who help explore and claim new lands. Now, you must decide whether to go.



EXAMINING the ISSUES

- What possible rewards might come from exploring the seas for new lands?
- What are the risks involved in embarking on a voyage into the unknown?

Discuss these questions with your classmates. In your discussion, recall what you have learned about the lands beyond Europe and what they have to offer. As you read about the age of explorations and isolation, see why Europeans explored and what they achieved.



Europeans Explore the East

MAIN IDEA

SCIENCE AND TECHNOLOGY
Advances in sailing technology enabled Europeans to explore other parts of the world.

WHY IT MATTERS NOW

European exploration was an important step toward the global interaction existing in the world today.

TERMS & NAMES

- Bartolomeu Dias
- Prince Henry
- Vasco da Gama
- Treaty of Tordesillas
- Dutch East India Company

SETTING THE STAGE By the early 1400s, Europeans were ready to venture beyond their borders. As Chapter 17 explained, the Renaissance encouraged, among other things, a new spirit of adventure and curiosity. This spirit of adventure, along with several other important reasons, prompted Europeans to explore the world around them. This chapter and the next one describe how these explorations began a long process that would bring together the peoples of many different lands and permanently change the world.

For “God, Glory, and Gold”

Europeans had not been completely isolated from the rest of the world before the 1400s. Beginning around 1100, European crusaders battled Muslims for control of the Holy Lands in Southwest Asia. In 1275, the Italian trader Marco Polo reached the court of Kublai Khan in China. For the most part, however, Europeans had neither the interest nor the ability to explore foreign lands. That changed by the early 1400s. The desire to grow rich and to spread Christianity, coupled with advances in sailing technology, spurred an age of European exploration.

Europeans Seek New Trade Routes The desire for new sources of wealth was the main reason for European exploration. Through overseas exploration, merchants and traders hoped ultimately to benefit from what had become a profitable business in Europe: the trade of spices and other luxury goods from Asia. The

people of Europe had been introduced to these items during the Crusades, the wars fought between Christians and Muslims from 1096 to 1270 (see Chapter 14). After the Crusades ended, Europeans continued to demand such spices as nutmeg, ginger, cinnamon, and pepper, all of which added flavor to the bland foods of Europe. Because demand for these goods was greater than the supply, merchants could charge high prices and thus make great profits.

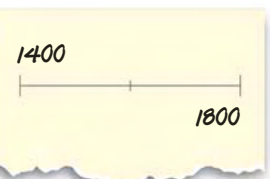
The Muslims and the Italians controlled the trade of goods from East to West. Muslims sold Asian goods to Italian merchants, who controlled trade across the land routes of the Mediterranean region. The Italian merchants resold the items at increased prices to merchants

▼ This early globe depicts the Europeans’ view of Europe and Africa around 1492.



TAKING NOTES

Following Chronological Order On a time line, note the important events in the European exploration of the East.



throughout Europe. Other European traders did not like this arrangement. Paying such high prices to the Italians severely cut into their own profits. By the 1400s, European merchants—as well as the new monarchs of England, Spain, Portugal, and France—sought to bypass the Italian merchants. This meant finding a sea route directly to Asia.

The Spread of Christianity The desire to spread Christianity also motivated Europeans to explore. The Crusades had left Europeans with a taste for spices, but more significantly with feelings of hostility between Christians and Muslims. European countries believed that they had a sacred duty not only to continue fighting Muslims, but also to convert non-Christians throughout the world.

Europeans hoped to obtain popular goods directly from the peoples of Asia. They also hoped to Christianize them. **Bartolomeu Dias**, an early Portuguese explorer, explained his motives: “To serve God and His Majesty, to give light to those who were in darkness and to grow rich as all men desire to do.” **A**

Technology Makes Exploration Possible While “God, glory, and gold” were the primary motives for exploration, advances in technology made the voyages of discovery possible. During the 1200s, it would have been nearly impossible for a

European sea captain to cross 3,000 miles of ocean and return again. The main problem was that European ships could not sail against the wind. In the 1400s, shipbuilders designed a new vessel, the caravel. The caravel was sturdier than earlier vessels. In addition, triangular sails adopted from the Arabs allowed it to sail effectively against the wind.

Europeans also improved their navigational techniques. To better determine their location at sea, sailors used the astrolabe, which the Muslims had perfected. The astrolabe was a brass circle with carefully adjusted rings marked off in degrees. Using the rings to sight the stars, a sea captain could calculate latitude, or how far north or south of the equator the ship was. Explorers were also able to more accurately track direction by using a magnetic compass, a Chinese invention.

MAIN IDEA

Summarizing

A How might the phrase “God, glory, and gold” summarize the Europeans’ motives for exploration?

History Makers



Prince Henry
1394–1460

For his role in promoting Portuguese exploration, historians call Prince Henry “the Navigator.” Although he never went on voyages of discovery, Henry was consumed by the quest to find new lands and to spread Christianity. A devout Catholic, he wanted “to make increase in the faith of our lord Jesus Christ and bring to him all the souls that should be saved.”

To that end, Henry used his own fortune to organize more than 14 voyages along the western coast of Africa, which was previously unexplored by Europeans. As a result, Henry died in debt. The Portuguese crown spent more than 60 years paying off his debts.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Prince Henry, go to classzone.com

Portugal Leads the Way

The leader in developing and applying these sailing innovations was Portugal. Located on the southwest corner of Europe, Portugal was the first European country to establish trading outposts along the west coast of Africa. Eventually, Portuguese explorers pushed farther east into the Indian Ocean.

The Portuguese Explore Africa Portugal took the lead in overseas exploration in part due to strong government support. The nation’s most enthusiastic supporter of exploration was **Prince Henry**, the son of Portugal’s king. Henry’s dreams of overseas exploration began in 1415 when he helped conquer the Muslim city of Ceuta in North Africa. There, he had his first glimpse of the dazzling wealth that lay beyond Europe. In Ceuta, the Portuguese invaders found exotic stores filled with pepper, cinnamon, cloves, and other spices. In addition, they encountered large supplies of gold, silver, and jewels.

The Tools of Exploration

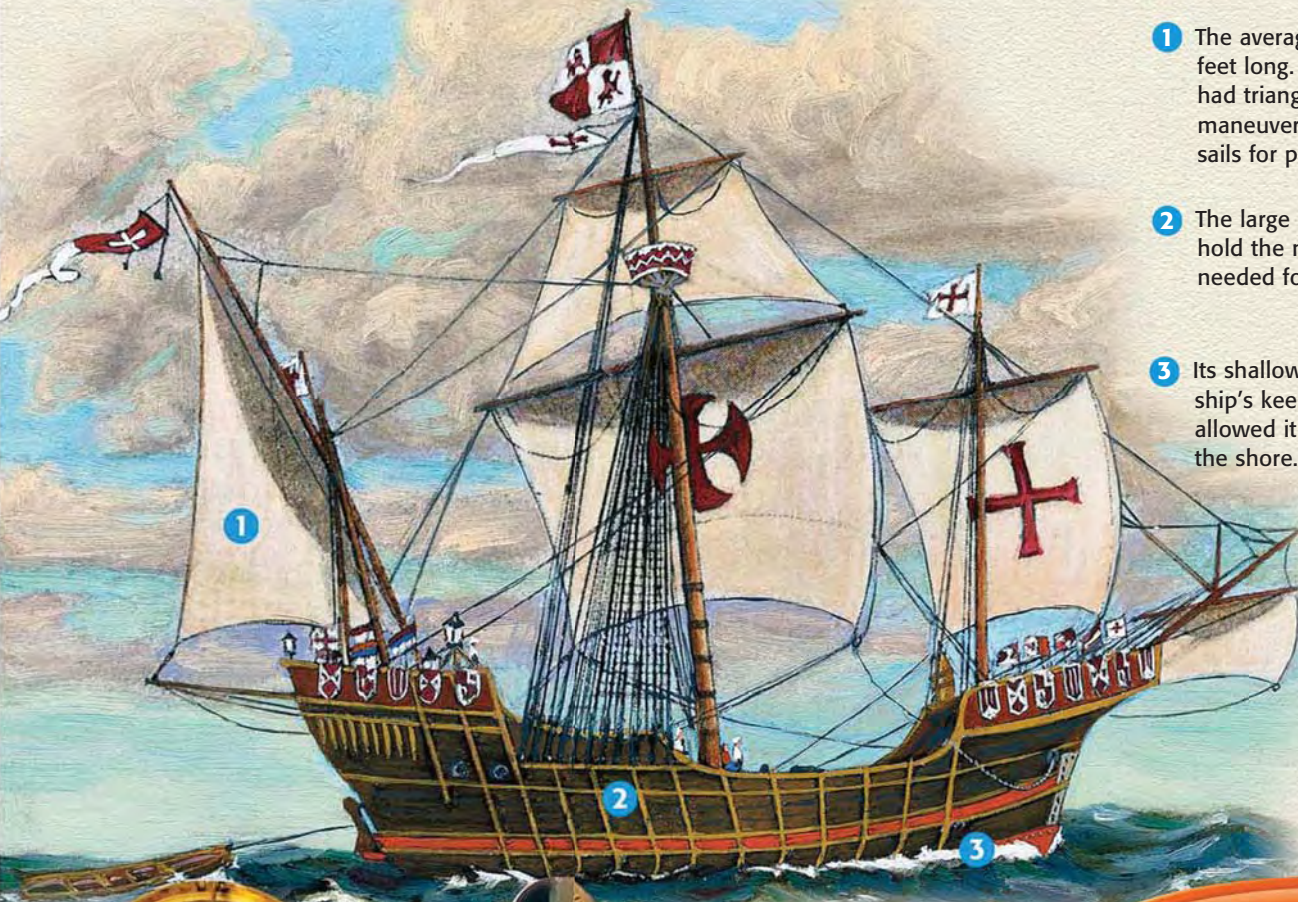
Out on the open seas, winds easily blew ships off course. With only the sun, moon, and stars to guide them, few sailors willingly ventured beyond the sight of land. In order to travel to distant places, European inventors and sailors experimented with new tools for navigation and new designs for sailing ships, often borrowing from other cultures.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on the tools of exploration, go to classzone.com



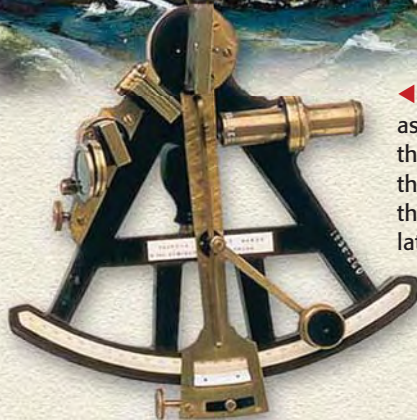
▲ Here, a French mariner uses an early navigation instrument that he has brought ashore to fix his ship's position. It was difficult to make accurate calculations aboard wave-tossed vessels.



- 1 The average caravel was 65 feet long. This versatile ship had triangular sails for maneuverability and square sails for power.
- 2 The large cargo area could hold the numerous supplies needed for long voyages.
- 3 Its shallow draft (depth of the ship's keel below the water) allowed it to explore close to the shore.



▲ This 17th-century compass is typical of those taken by navigators on voyages of exploration. The compass was invented by the Chinese.



◀ The sextant replaced the astrolabe in the mid-1700s as the instrument for measuring the height of the stars above the horizon—to determine latitude and longitude.

Connect to Today

1. **Analyzing Motives** Why did inventors and sailors develop better tools for navigation?
See Skillbuilder Handbook, page R16.
2. **Summarizing** What types of navigational or other tools do sailors use today? Choose one type of tool and write a brief explanation of what it does.

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History *in* Depth



A Ship's Rations

The captain of a 17th-century sailing vessel, with a crew of 190 sailors, would normally order the following food items for a three-month trip:

- 8,000 pounds of salt beef; 2,800 pounds of salt pork; 600 pounds of salt cod; a few beef tongues
- 15,000 brown biscuits; 5,000 white biscuits
- 30 bushels of oatmeal; 40 bushels of dried peas; 1 1/2 bushels of mustard seed
- 1 barrel of salt; 1 barrel of flour
- 11 small wooden casks of butter; 1 large cask of vinegar
- 10,500 gallons of beer; 3,500 gallons of water; 2 large casks of cider

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Research food services aboard a modern U.S. warship and prepare a menu for a typical meal. Go to classzone.com for your research.

Henry returned to Portugal determined to reach the source of these treasures in the East. The prince also wished to spread the Christian faith. In 1419, Henry founded a navigation school on the southwestern coast of Portugal. Mapmakers, instrument makers, shipbuilders, scientists, and sea captains gathered there to perfect their trade.

Within several years, Portuguese ships began sailing down the western coast of Africa. By the time Henry died in 1460, the Portuguese had established a series of trading posts along western Africa's shores. There, they traded with Africans for such profitable items as gold and ivory. Eventually, they traded for African captives to be used as slaves. Having established their presence along the African coast, Portuguese explorers plotted their next move. They would attempt to find a sea route to Asia.

Portuguese Sailors Reach Asia The Portuguese believed that to reach Asia by sea, they would have to sail around the southern tip of Africa. In 1488, Portuguese captain Bartolomeu Dias ventured far down the coast of Africa until he and his crew reached the tip. As they arrived, a huge storm rose and battered the fleet for days. When the storm ended, Dias realized his ships had been blown around the tip to the other side. Dias explored the southeast coast of Africa and then considered sailing to India. However, his crew was exhausted and food supplies were low. As a result, the captain returned home.

With the tip of Africa finally rounded, the Portuguese continued pushing east. In 1497, Portuguese explorer **Vasco da Gama** began exploring the east African coast. In 1498, he reached the port of Calicut, on the southwestern coast of India. Da Gama and his crew were amazed by the spices, rare silks, and precious gems that filled Calicut's shops. The Portuguese sailors filled their ships with such spices as pepper and cinnamon and returned to Portugal in 1499. Their cargo was worth 60 times the cost of the voyage. Da Gama's remarkable voyage of 27,000 miles had given Portugal a direct sea route to India.

Spain Also Makes Claims

As the Portuguese were establishing trading posts along the west coast of Africa, Spain watched with increasing envy. The Spanish monarchs also desired a direct sea route to Asia.

In 1492, an Italian sea captain, Christopher Columbus, convinced Spain to finance a bold plan: finding a route to Asia by sailing west across the Atlantic Ocean. In October of that year, Columbus reached an island in the Caribbean. He was mistaken in his thought that he had reached the East Indies. But his voyage would open the way for European colonization of the Americas—a process that would forever change the world. The immediate impact of Columbus's voyage, however, was to increase tensions between Spain and Portugal.

The Portuguese believed that Columbus had indeed reached Asia. Portugal suspected that Columbus had claimed for Spain lands that Portuguese sailors might

MAIN IDEA

Analyzing Issues

B How did the Treaty of Tordesillas ease tensions between Spain and Portugal?

have reached first. The rivalry between Spain and Portugal grew more tense. In 1493, Pope Alexander VI stepped in to keep peace between the two nations. He suggested an imaginary dividing line, drawn north to south, through the Atlantic Ocean. All lands to the west of the line, known as the Line of Demarcation, would be Spain's. These lands included most of the Americas. All lands to the east of the line would belong to Portugal.

Portugal complained that the line gave too much to Spain. So it was moved farther west to include parts of modern-day Brazil for the Portuguese. In 1494, Spain and Portugal signed the [Treaty of Tordesillas](#), in which they agreed to honor the line. The era of exploration and colonization was about to begin in earnest. **B**

Trading Empires in the Indian Ocean

With da Gama's voyage, Europeans had finally opened direct sea trade with Asia. They also opened an era of violent conflict in the East. European nations scrambled to establish profitable trading outposts along the shores of South and Southeast Asia. And all the while they battled the region's inhabitants, as well as each other.

Portugal's Trading Empire In the years following da Gama's voyage, Portugal built a bustling trading empire throughout the Indian Ocean. As the Portuguese moved into the region, they took control of the spice trade from Muslim merchants. In 1509, Portugal extended its control over the area when it defeated a Muslim fleet off the coast of India, a victory made possible by the cannons they had added aboard their ships.

Portugal strengthened its hold on the region by building a fort at Hormuz in 1514. It established control of the Straits of Hormuz, connecting the Persian Gulf and Arabian Sea, and helped stop Muslim traders from reaching India.

In 1510, the Portuguese captured Goa, a port city on India's west coast. They made it the capital of their trading empire. They then sailed farther east to Indonesia, also known as the East Indies. In 1511, a Portuguese fleet attacked the city of Malacca on the west coast of the Malay Peninsula. In capturing the town, the Portuguese seized control of the Strait of Malacca. Seizing this waterway gave them control of the Moluccas. These were islands so rich in spices that they became known as the Spice Islands.

In convincing his crew to attack Malacca, Portuguese sea captain Afonso de Albuquerque stressed his country's intense desire to crush the Muslim-Italian domination over Asian trade:

MAIN IDEA

Analyzing Primary Sources

C What did de Albuquerque see as the outcome of a Portuguese victory at Malacca?

PRIMARY SOURCE **C**

If we deprive them [Muslims] of this their ancient market there, there does not remain for them a single port in the whole of these parts, where they can carry on their trade in these things. . . . I hold it as very certain that if we take this trade of Malacca away out of their hands, Cairo and Mecca are entirely ruined, and to Venice will no spiceries . . . [be] . . . conveyed except that which her merchants go and buy in Portugal.

AFONSO DE ALBUQUERQUE, from *The Commentaries of the Great Afonso Dalbuquerque*



Portugal did break the old Muslim-Italian domination on trade from the East, much to the delight of European consumers. Portuguese merchants brought back goods from Asia at about one-fifth of what they cost when purchased through the Arabs and Italians. As a result, more Europeans could afford these items.

Europeans in the East, 1487–1700

INTERACTIVE



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Place** Why would a fort at Hormuz help the Portuguese to stop trade between the Arabian Peninsula and India?
- Region** Where was the Dutch influence the greatest?

In time, Portugal's success in Asia attracted the attention of other European nations. As early as 1521, a Spanish expedition led by Ferdinand Magellan arrived in the Philippines. Spain claimed the islands and began settling them in 1565. By the early 1600s, the rest of Europe had begun to descend upon Asia. They wanted to establish their own trade empires in the East.

Other Nations Challenge the Portuguese Beginning around 1600, the English and Dutch began to challenge Portugal's dominance over the Indian Ocean trade. The Dutch Republic, also known as the Netherlands, was a small country situated along the North Sea in northwestern Europe. Since the early 1500s, Spain had ruled the area. In 1581, the people of the region declared their independence from Spain and established the Dutch Republic.

In a short time, the Netherlands became a leading sea power. By 1600, the Dutch owned the largest fleet of ships in the world—20,000 vessels. Pressure from Dutch and also English fleets eroded Portuguese control of the Asian region. The Dutch and English then battled one another for dominance of the area.

Both countries had formed an East India Company to establish and direct trade throughout Asia. These companies had the power to mint money, make treaties, and even raise their own armies. The **Dutch East India Company** was richer and more powerful than England's company. As a result, the Dutch eventually drove out the English and established their dominance over the region. **D**

Dutch Trade Outposts In 1619, the Dutch established their trading headquarters at Batavia on the island of Java. From there, they expanded west to

MAIN IDEA

Analyzing Issues

D How were the Dutch able to dominate the Indian Ocean trade?

conquer several nearby islands. In addition, the Dutch seized both the port of Malacca and the valuable Spice Islands from Portugal. Throughout the 1600s, the Netherlands increased its control over the Indian Ocean trade. With so many goods from the East traveling to the Netherlands, the nation's capital, Amsterdam, became a leading commercial center. By 1700, the Dutch ruled much of Indonesia and had trading posts in several Asian countries. They also controlled the Cape of Good Hope on the southern tip of Africa, which was used as a resupply stop.

British and French Traders By 1700 also, Britain and France had gained a foothold in the region. Having failed to win control of the larger area, the English East India Company focused much of its energy on establishing outposts in India. There, the English developed a successful business trading Indian cloth in Europe. In 1664, France also entered the Asia trade with its own East India Company. It struggled at first, as it faced continual attacks by the Dutch. Eventually, the French company established an outpost in India in the 1720s. However, it never showed much of a profit.

As the Europeans battled for a share of the profitable Indian Ocean trade, their influence inland in Southeast Asia remained limited. European traders did take control of many port cities in the region. But their impact rarely spread beyond the ports. From 1500 to about 1800, when Europeans began to conquer much of the region, the peoples of Asia remained largely unaffected by European contact. As the next two sections explain, European traders who sailed farther east to seek riches in China and Japan had even less success in spreading Western culture. **E**

MAIN IDEA

Recognizing Effects

E How did the arrival of Europeans affect the peoples of the East in general?

Connect to Today



Trading Partners

Global trade is important to the economies of Asian countries now just as it was when the region first began to export spices, silks, and gems centuries ago. Today, a variety of products, including automobiles and electronic goods, as well as tea and textiles, are shipped around the world. (Hong Kong harbor is pictured.)

Regional trade organizations help to strengthen economic cooperation among Asian nations and promote international trade. They include the Association of Southeast Asian Nations (ASEAN) and the South Asian Association for Regional Cooperation (SAARC).

SECTION

1

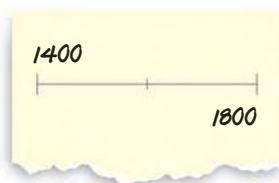
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Bartolomeu Dias
- Prince Henry
- Vasco da Gama
- Treaty of Tordesillas
- Dutch East India Company

USING YOUR NOTES

2. Which event in the European exploration of the East is the most significant? Explain with references from the text.



MAIN IDEAS

3. What role did the Renaissance play in launching an age of exploration?
4. What was Prince Henry's goal and who actually achieved it?
5. What European countries were competing for Asian trade during the age of exploration?

CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** What did the Treaty of Tordesillas reveal about Europeans' attitudes toward non-European lands and peoples?
7. **ANALYZING MOTIVES** What were the motives behind European exploration in the 1400s? Explain.
8. **RECOGNIZING EFFECTS** In what ways did Europeans owe some of their sailing technology to other peoples?
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Review "The Tools of Exploration" on page 531. Write a one-paragraph **opinion piece** on which technological advancement was the most important for European exploration.

CONNECT TO TODAY WRITING A DESCRIPTION

Research the Global Positioning System (GPS). Then write a brief **description** of this modern navigation system.



China Limits European Contacts

MAIN IDEA

CULTURAL INTERACTION

Advances under the Ming and Qing dynasties left China uninterested in European contact.

WHY IT MATTERS NOW

China's independence from the West continues today, even as it forges new economic ties with the outside world.

TERMS & NAMES

- Ming Dynasty
- Hongwu
- Yonglo
- Zheng He
- Manchus
- Qing Dynasty
- Kangxi

SETTING THE STAGE The European voyages of exploration had led to opportunities for trade. Europeans made healthy profits from trade in the Indian Ocean region. They began looking for additional sources of wealth. Soon, European countries were seeking trade relationships in East Asia, first with China and later with Japan. By the time Portuguese ships dropped anchor off the Chinese coast in 1514, the Chinese had driven out their Mongol rulers and had united under a new dynasty.

TAKING NOTES

Summarizing Use a chart to summarize relevant facts about each emperor.

Emperor	Facts
1.	1.
2.	2.
3.	3.

China Under the Powerful Ming Dynasty

China had become the dominant power in Asia under the [Ming Dynasty](#) (1368–1644). In recognition of China's power, vassal states from Korea to Southeast Asia paid their Ming overlords regular tribute, which is a payment by one country to another to acknowledge its submission. China expected Europeans to do the same. Ming rulers were not going to allow outsiders from distant lands to threaten the peace and prosperity the Ming had brought to China when they ended Mongol rule.

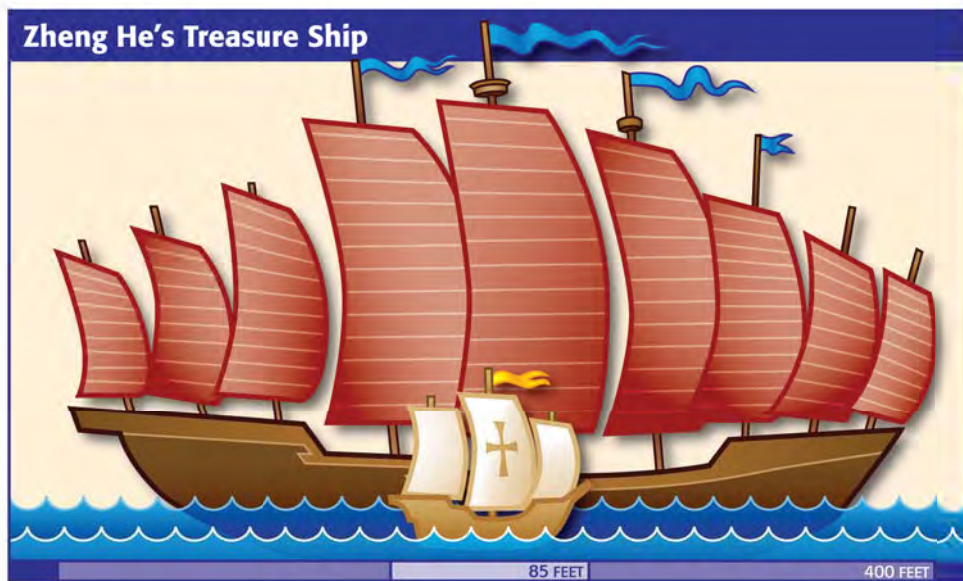
The Rise of the Ming A peasant's son, [Hongwu](#), commanded the rebel army that drove the Mongols out of China in 1368. That year, he became the first Ming emperor. Hongwu continued to rule from the former Yuan capital of Nanjing in the south. (See the map on page 527.) He began reforms designed to restore agricultural lands devastated by war, erase all traces of the Mongol past, and promote China's power and prosperity. Hongwu's agricultural reforms increased rice production and improved irrigation. He also encouraged fish farming and growing commercial crops, such as cotton and sugar cane.

Hongwu used respected traditions and institutions to bring stability to China. For example, he encouraged a return to Confucian moral standards. He improved imperial administration by restoring the merit-based civil service examination system. Later in his rule, however, when problems developed, Hongwu became a ruthless tyrant. Suspecting plots against his rule everywhere, he conducted purges of the government, killing thousands of officials.

Hongwu's death in 1398 led to a power struggle. His son [Yonglo](#) (yung•lu) emerged victorious. Yonglo continued many of his father's policies, although he moved the royal court to Beijing. (See the Forbidden City feature on page 538.)

▼ Porcelain vase from the Ming Dynasty





◀ Zheng He's treasure ship compared with Christopher Columbus's *Santa Maria*

Yonglo also had a far-ranging curiosity about the outside world. In 1405, before Europeans began to sail beyond their borders, he launched the first of seven voyages of exploration. He hoped they would impress the world with the power and splendor of Ming China. He also wanted to expand China's tribute system.

The Voyages of Zheng He A Chinese Muslim admiral named **Zheng He** (jung huh) led all of the seven voyages. His expeditions were remarkable for their size. Everything about them was large—distances traveled, fleet size, and ship measurements. The voyages ranged from Southeast Asia to eastern Africa. From 40 to 300 ships sailed in each expedition. Among them were fighting ships, storage vessels, and huge “treasure” ships measuring more than 400 feet long. The fleet's crews numbered over 27,000 on some voyages. They included sailors, soldiers, carpenters, interpreters, accountants, doctors, and religious leaders. Like a huge floating city, the fleet sailed from port to port along the Indian Ocean.

Everywhere Zheng He went, he distributed gifts including silver and silk to show Chinese superiority. As a result, more than 16 countries sent tribute to the Ming court. Even so, Chinese scholar-officials complained that the voyages wasted valuable resources that could be used to defend against barbarians' attacks on the northern frontier. After the seventh voyage, in 1433, China withdrew into isolation. **A**

Ming Relations with Foreign Countries China's official trade policies in the 1500s reflected its isolation. To keep the influence of outsiders to a minimum, only the government was to conduct foreign trade, and only through three coastal ports, Canton, Macao, and Ningbo. In reality, trade flourished up and down the coast. Profit-minded merchants smuggled cargoes of silk, porcelain, and other valuable goods out of the country into the eager hands of European merchants. Usually, Europeans paid for purchases with silver, much of it from mines in the Americas.

Demand for Chinese goods had a ripple effect on the economy. Industries such as silk-making and ceramics grew rapidly. Manufacturing and commerce increased. But China did not become highly industrialized for two main reasons. First, the idea of commerce offended China's Confucian beliefs. Merchants, it was said, made their money “supporting foreigners and robbery.” Second, Chinese economic policies traditionally favored agriculture. Taxes on agriculture stayed low. Taxes on manufacturing and trade skyrocketed.

Christian missionaries accompanied European traders into China. They brought Christianity and knowledge of European science and technology, such as the clock. The first missionary to have an impact was an Italian Jesuit named Matteo Ricci. He

MAIN IDEA

Making Inferences

A What do you think the people of other countries thought about China after one of Zheng He's visits?

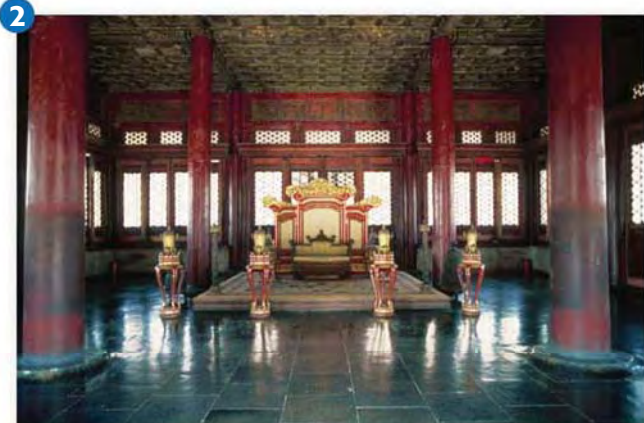
The Forbidden City

When Yonglo moved the Chinese capital to Beijing, he ordered the building of a great palace complex to symbolize his power and might. Construction took 14 years, from 1406 to 1420. Red walls 35 feet in height surrounded the complex, which had dozens of buildings, including palaces and temples. The complex became known as the Forbidden City because commoners and foreigners were not allowed to enter.



▲ Hall of Supreme Harmony

Taihe Hall, or the Hall of Supreme Harmony, is the largest building in the compound. It measures 201 by 122 feet and stands about 125 feet high. This hall was used for important ceremonies, such as those marking the emperor's birthday or the day the crown prince took the throne.



▲ Hall of Central Harmony

Zhonghe Hall, or the Hall of Central Harmony, was a smaller square building between the two main halls. It was a sort of private office where the emperor could stop to rest on his way to ceremonies.



▼ Nine-Dragon Wall

This wall, or screen, of glazed tiles shows nine dragons playing with pearls against a background of sea and sky. From ancient times, the dragon was the symbol of the imperial family. This is the largest of three famous nine-dragon screens that exist in China.



SKILLBUILDER: Interpreting Visuals

- Analyzing Motives** Why do you think the emperor wanted to keep common people out of the Forbidden City?
- Drawing Conclusions** What aspects of the Forbidden City helped to convey the power of the emperor?

gained special favor at the Ming court through his intelligence and fluency in Chinese. Still, many educated Chinese opposed the European and Christian presence.

Manchus Found the Qing Dynasty

By 1600, the Ming had ruled for more than 200 years, and the dynasty was weakening. Its problems grew—ineffective rulers, corrupt officials, and a government that was out of money. Higher taxes and bad harvests pushed millions of peasants toward starvation. Civil strife and rebellion followed.

Northeast of the Great Wall lay Manchuria. In 1644, the **Manchus** (MAN•chooz), the people of that region, invaded China and the Ming Dynasty collapsed. The Manchus seized Beijing, and their leader became China's new emperor. As the Mongols had done in the 1300s, the Manchus took a Chinese name for their dynasty, the **Qing** (chihng) **Dynasty**. They would rule for more than 260 years and expand China's borders to include Taiwan, Chinese Central Asia, Mongolia, and Tibet.

China Under the Qing Many Chinese resisted rule by the non-Chinese Manchus. Rebellions flared up periodically for decades. The Manchus, however, slowly earned the people's respect. They upheld China's traditional Confucian beliefs and social structures. They made the country's frontiers safe and restored China's prosperity. Two powerful Manchu rulers contributed greatly to the acceptance of the new dynasty.

The first, **Kangxi** (kahng•shee), became emperor in 1661 and ruled for some 60 years. He reduced government expenses and lowered taxes. A scholar and patron of the arts, Kangxi gained the support of intellectuals by offering them government positions. He also enjoyed the company of the Jesuits at court. They told him about developments in science, medicine, and mathematics in Europe. Under his grandson Qian-long (chyahn•lung), who ruled from 1736 to 1795, China reached its greatest size and prosperity. An industrious emperor like his grandfather, Qian-long often rose at dawn to work on the empire's problems. These included armed nomads on its borders and the expanding presence of European missionaries and merchants in China.

Manchus Continue Chinese Isolation To the Chinese, their country—called the Middle Kingdom—had been the cultural center of the universe for 2,000 years. If foreign states wished to trade with China, they would have to follow Chinese rules. These rules included trading only at special ports and paying tribute.

The Dutch were masters of the Indian Ocean trade by the time of Qian-long. They accepted China's restrictions. Their diplomats paid tribute to the emperor through gifts and by performing the required "kowtow" ritual. This ritual involved kneeling in front of the emperor and touching one's head to the ground nine times. As a result, the Chinese accepted the Dutch as trading partners. The Dutch returned home with traditional porcelains and silk, as well as a new trade item, tea. By 1800, tea would make up 80 percent of shipments to Europe. **B**

Great Britain also wanted to increase trade with China. But the British did not like China's trade restrictions. In 1793, Lord George Macartney delivered a letter from King George III to Qian-long. It asked for a better trade arrangement,

History Makers



Kangxi
1654–1722

The emperor Kangxi had too much curiosity to remain isolated in the Forbidden City. To calm the Chinese in areas devastated by the Manchu conquest, Kangxi set out on a series of "tours."

On tours I learned about the common people's grievances by talking with them. . . . I asked peasants about their officials, looked at their houses, and discussed their crops.

In 1696, with Mongols threatening the northern border, Kangxi exhibited leadership unheard of in later Ming times. Instead of waiting in the palace for reports, he personally led 80,000 troops to victory over the Mongols.

MAIN IDEA

Making Inferences

B Why do you think the kowtow ritual was so important to the Chinese emperor?

including Chinese acceptance of British manufactured goods. Macartney refused to kowtow, and Qian-long denied Britain's request. As the emperor made clear in a letter to the king, China was self-sufficient and did not need the British:

PRIMARY SOURCE

There is nothing we lack, as your principal envoy and others have themselves observed. We have never set much store on strange or ingenious objects, nor do we need any more of your country's manufactures.

QIAN-LONG, from a letter to King George III of Great Britain

In the 1800s, the British, Dutch, and others would attempt to chip away at China's trade restrictions until the empire itself began to crack, as Chapter 28 will describe.

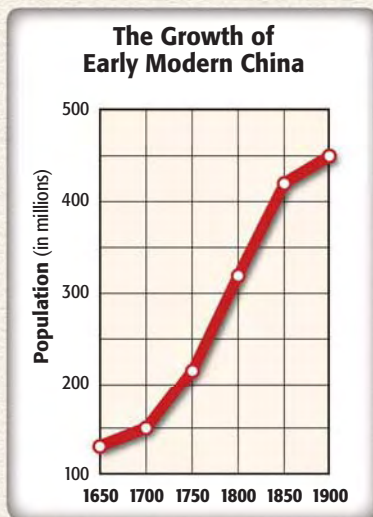
Korea Under the Manchus In 1636, even before they came to power in China, the Manchus conquered nearby Korea and made it a vassal state. Although Korea remained independent it existed in China's shadow. Koreans organized their government according to Confucian principles. They also adopted China's technology, its culture, and especially its policy of isolation.

When the Manchus established the Qing dynasty, Korea's political relationship with China did not change. But Korea's attitude did. The Manchu invasion, combined with a Japanese attack in the 1590s, provoked strong feelings of nationalism in the Korean people. This sentiment was most evident in their art. Instead of traditional Chinese subjects, many artists chose to show popular Korean scenes.

Social History

China's Population Boom

China's population grew dramatically from 1650 to 1900. General peace and increased agricultural productivity were the causes.



SKILLBUILDER: Interpreting Graphs

Comparing By what percentage did China's population increase between 1650 and 1900?



▲ A Chinese family prepares for a wedding in the 1800s.

Life in Ming and Qing China

In the 1600s and 1700s, there was general peace and prosperity in China. Life improved for most Chinese.

Families and the Role of Women Most Chinese families had farmed the land the same way their ancestors had. However, during the Qing Dynasty, irrigation and fertilizer use increased. Farmers grew rice and new crops, such as corn and sweet potatoes, brought by Europeans from the Americas. As food production increased, nutrition improved and families expanded. A population explosion followed.

These expanded Chinese families favored sons over daughters. Only a son was allowed to perform vital religious rituals. A son also would raise his own family under his parents' roof, assuring aging parents of help with the farming. As a result, females were not valued, and many female infants were killed. Although men dominated the household and their wives, women had significant responsibilities. Besides working in the fields, they supervised the children's education and managed the family's finances. While most women were forced to remain secluded in their homes, some found outside jobs such as working as midwives or textile workers.

Cultural Developments The culture of early modern China was based mainly on traditional forms. The great masterpiece of traditional Chinese fiction was written during this period. *Dream of the Red Chamber* by Cao Zhan examines upper class Manchu society in the 1700s. Most artists of the time painted in traditional styles, which valued technique over creativity. In pottery, technical skill as well as experimentation led to the production of high-quality ceramics, including porcelain. Drama was a popular entertainment, especially in rural China where literacy rates were low. Plays that presented Chinese history and cultural heroes entertained and also helped unify Chinese society by creating a national culture. ©

While China preserved its traditions in isolation, another civilization that developed in seclusion—the Japanese—was in conflict, as you will read in Section 3.



▲ These 12th-century Chinese women work outside the home making silk.

Vocabulary

A *midwife* is a woman trained to assist women in childbirth.

MAIN IDEA

Making Inferences

© What was the effect of the emphasis on tradition in early modern China?

SECTION

2

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Ming Dynasty
- Hongwu
- Yonglo
- Zheng He
- Manchus
- Qing Dynasty
- Kangxi

USING YOUR NOTES

2. Which of these emperors was most influential? Explain with text references.

Emperor	Facts
1.	1.
2.	2.
3.	3.

MAIN IDEAS

3. How did Beijing become the capital of China?
4. What evidence indicates that China lost interest in contacts abroad after 1433?
5. What did Christian missionaries bring to China?

CRITICAL THINKING & WRITING

6. **MAKING DECISIONS** Do you think Lord George Macartney should have kowtowed to Emperor Qian-long? Why?
7. **ANALYZING CAUSES** What factors, both within China and outside its borders, contributed to the downfall of the Ming Dynasty?
8. **DRAWING CONCLUSIONS** What was Korea's relationship with China under the Qing Dynasty?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Choose one emperor of China and write a one-paragraph **biography** using the information you listed in your Taking Notes chart and from the text.

CONNECT TO TODAY WRITING AN ESSAY

Learn more about popular culture in China today. Then write a two-paragraph **expository essay** on some form of popular entertainment in the arts or sports.



3

Japan Returns to Isolation

MAIN IDEA

ECONOMICS The Tokugawa regime unified Japan and began 250 years of isolation, autocracy, and economic growth.

WHY IT MATTERS NOW

Even now, Japan continues to limit and control dealings with foreigners, especially in the area of trade.

TERMS & NAMES

- daimyo
- Oda Nobunaga
- Toyotomi Hideyoshi
- Tokugawa Shogunate
- haiku
- kabuki

SETTING THE STAGE In the 1300s, the unity that had been achieved in Japan in the previous century broke down. Shoguns, or military leaders, in the north and south fiercely fought one another for power. Although these two rival courts later came back together at the end of the century, a series of politically weak shoguns let control of the country slip from their grasp. The whole land was torn by factional strife and economic unrest. It would be centuries before Japan would again be unified.

TAKING NOTES

Comparing Use a chart to compare the achievements of the daimyos who unified Japan.

Daimyo	Achievements

A New Feudalism Under Strong Leaders

In 1467, civil war shattered Japan's old feudal system. The country collapsed into chaos. Centralized rule ended. Power drained away from the shogun to territorial lords in hundreds of separate domains.

Local Lords Rule A violent era of disorder followed. This time in Japanese history, which lasted from 1467 to 1568, is known as the Sengoku, or "Warring States," period. Powerful samurai seized control of old feudal estates. They offered peasants and others protection in return for their loyalty. These warrior-chieftains, called **daimyo** (DY•mee•OH), became lords in a new kind of Japanese feudalism. Daimyo meant "great name." Under this system, security came from this group of powerful warlords. The emperor at Kyoto became a figurehead, having a leadership title but no actual power.

The new Japanese feudalism resembled European feudalism in many ways. The daimyo built fortified castles and created small armies of samurai on horses. Later they added foot soldiers with muskets (guns) to their ranks. Rival daimyo often fought each other for territory. This led to disorder throughout the land.

New Leaders Restore Order A number of ambitious daimyo hoped to gather enough power to take control of the entire country. One, the brutal and ambitious **Oda Nobunaga** (oh•dah noh•boo•nah•gah), defeated his rivals and seized the imperial capital Kyoto in 1568.

Following his own motto "Rule the empire by force," Nobunaga sought to eliminate his remaining enemies. These included rival daimyo as well as wealthy Buddhist monasteries aligned with them. In 1575, Nobunaga's 3,000 soldiers armed with muskets crushed an enemy force of samurai cavalry. This was the first time firearms had been used effectively in battle in Japan. However,

Samurai armor, 16th c. ▼





▲ Himeji Castle, completed in the 17th century, is near Kyoto.

GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Place** Why might Edo have been a better site for a capital in the 17th century than Kyoto?
- 2. Region** About what percentage of Japan was controlled by Tokugawa or related households when Tokugawa Ieyasu took power in the early 1600s?

Nobunaga was not able to unify Japan. He committed *seppuku*, the ritual suicide of a samurai, in 1582, when one of his own generals turned on him.

Nobunaga's best general, **Toyotomi Hideyoshi** (toh•you•toh•mee hee•deh•yoh•shee), continued his fallen leader's mission. Hideyoshi set out to destroy the daimyo that remained hostile. By 1590, by combining brute force with shrewd political alliances, he controlled most of the country. Hideyoshi did not stop with Japan. With the idea of eventually conquering China, he invaded Korea in 1592 and began a long campaign against the Koreans and their Ming Chinese allies. When Hideyoshi died in 1598, his troops withdrew from Korea.

Tokugawa Shogunate Unites Japan One of Hideyoshi's strongest daimyo allies, Tokugawa Ieyasu (toh•koo•gah•wah ee•yeh•yah•soo), completed the unification of Japan. In 1600, Ieyasu defeated his rivals at the Battle of Sekigahara. His victory earned him the loyalty of daimyo throughout Japan. Three years later, Ieyasu became the sole ruler, or shogun. He then moved Japan's capital to his power base at Edo, a small fishing village that would later become the city of Tokyo.

Japan was unified, but the daimyo still governed at the local level. To keep them from rebelling, Ieyasu required that they spend every other year in the capital. Even when they returned to their lands, they had to leave their families behind as hostages in Edo. Through this "alternate attendance policy" and other restrictions, Ieyasu tamed the daimyo. This was a major step toward restoring centralized government to Japan. As a result, the rule of law overcame the rule of the sword. **A**

MAIN IDEA

Drawing Conclusions

A How would the "alternate attendance policy" restrict the daimyo?

Ieyasu founded the **Tokugawa Shogunate**, which would hold power until 1867. On his deathbed in 1616, Ieyasu advised his son, Hidetada, “Take care of the people. Strive to be virtuous. Never neglect to protect the country.” Most Tokugawa shoguns followed that advice. Their rule brought a welcome order to Japan.

Vocabulary

A *shogunate* is the administration or rule of a shogun.

Life in Tokugawa Japan

Japan enjoyed more than two and a half centuries of stability, prosperity, and isolation under the Tokugawa shoguns. Farmers produced more food, and the population rose. Still, the vast majority of peasants, weighed down by heavy taxes, led lives filled with misery. The people who prospered in Tokugawa society were the merchant class and the wealthy. However, everyone, rich and poor alike, benefited from a flowering of Japanese culture during this era.

Society in Tokugawa Japan Tokugawa society was very structured. (See Feudalism feature on page 361.) The emperor had the top rank but was just a figurehead. The actual ruler was the shogun, who was the supreme military commander. Below him were the daimyo, the powerful landholding samurai. Samurai warriors came next. The peasants and artisans followed them. Peasants made up about four-fifths of the population. Merchants were at the bottom, but they gradually became more important as the Japanese economy expanded.

In Japan, as in China, Confucian values influenced ideas about society. According to Confucius, the ideal society depended on agriculture, not commerce. Farmers, not merchants, made ideal citizens. In the real world of Tokugawa Japan, however, peasant farmers bore the main tax burden and faced more difficulties than any other class. Many of them abandoned farm life and headed for the expanding towns and cities. There, they mixed with samurai, artisans, and merchants.

By the mid-1700s, Japan began to shift from a rural to an urban society. Edo had grown from a small village in 1600 to perhaps the largest city in the world. Its population was more than 1 million. The rise of large commercial centers also increased employment opportunities for women. Women found jobs in entertainment, textile manufacturing, and publishing. Still, the majority of Japanese women led sheltered and restricted lives as peasant wives. They worked in the fields, managed the household, cared for the children, and each woman obeyed her husband without question.

Culture Under the Tokugawa Shogunate Traditional culture continued to thrive. Samurai attended ceremonial *noh* dramas, which were based on tragic themes. They read tales of ancient warriors and their courage in battle. In their homes, they hung paintings that showed scenes from classical literature. But traditional entertainment faced competition in the cities from new styles of literature, drama, and art.

Townspeople read a new type of fiction, realistic stories about self-made merchants or the hardships of life. The people also read **haiku** (HY•koo), 5-7-5-syllable, 3-line verse poetry. This poetry presents images rather than ideas. For example, Matsuo Basho, the greatest haiku poet, wrote before his death in 1694:

PRIMARY SOURCE

On a journey, ailing—
My dreams roam about
Over a withered moor.


MATSUO BASHO, from *Matsuo Basho*

Tabi ni yande
Yume wa Karen o
Kakemeguru

MATSUO BASHO, in Japanese

MAIN IDEA

Analyzing Primary Sources

 How is Matsuo Basho's haiku a poem about death?



Townspeople also attended **kabuki** theater. Actors in elaborate costumes, using music, dance, and mime, performed skits about modern life. The paintings the people enjoyed were often woodblock prints showing city life.

Kabuki Theater

Kabuki is a traditional form of Japanese theater. It makes use of extravagant costumes, masklike makeup, and exaggerated postures and gestures. The illustrations to the right show a contemporary actor and a 19th-century performer playing warriors.

Although kabuki was created by a woman, all roles, both male and female, are performed by men. Kabuki plays are about grand historical events or the everyday life of people in Tokugawa Japan.

For 400 years, kabuki has provided entertainment for the Japanese people. And more recently, kabuki has been performed for audiences around the world, including the United States. Major centers for kabuki theater in Japan are Tokyo, Kyoto, and Osaka.



Contact Between Europe and Japan

Europeans began coming to Japan in the 16th century, during the Warring States period. Despite the severe disorder in the country, the Japanese welcomed traders and missionaries, from Portugal and, later, other European countries. These newcomers introduced fascinating new technologies and ideas. Within a century, however, the aggressive Europeans had worn out their welcome.

Portugal Sends Ships, Merchants, and Technology to Japan The Japanese first encountered Europeans in 1543, when shipwrecked Portuguese sailors washed up on the shores of southern Japan. Portuguese merchants soon followed. They hoped to involve themselves in Japan's trade with China and Southeast Asia. The Portuguese brought clocks, eyeglasses, tobacco, firearms, and other unfamiliar items from Europe. Japanese merchants, eager to expand their markets, were happy to receive the newcomers and their goods. C

MAIN IDEA

Analyzing Motives

C Why did Europeans want to open trade with Japan?

The daimyo, too, welcomed the strangers. They were particularly interested in the Portuguese muskets and cannons, because every daimyo sought an advantage over his rivals. One of these warlords listened intently to a Japanese observer's description of a musket:

PRIMARY SOURCE

In their hands they carried something two or three feet long, straight on the outside with a passage inside, and made of a heavy substance. . . . This thing with one blow can smash a mountain of silver and a wall of iron. If one sought to do mischief in another man's domain and he was touched by it, he would lose his life instantly.

ANONYMOUS JAPANESE WRITER, quoted in *Sources of Japanese Tradition* (1958)

The Japanese purchased weapons from the Portuguese and soon began their own production. Firearms forever changed the time-honored tradition of the Japanese warrior, whose principal weapon had been the sword. Some daimyo recruited and trained corps of peasants to use muskets. Many samurai, who retained the sword as their principal weapon, would lose their lives to musket fire in future combat.

The cannon also had a huge impact on warfare and life in Japan. Daimyo had to build fortified castles to withstand the destructive force of cannonballs. (See the photograph of Himeji Castle on page 543.) The castles attracted merchants, artisans, and others to surrounding lands. Many of these lands were to grow into the towns and cities of modern Japan, including Edo (Tokyo), Osaka, Himeji, and Nagoya.

Christian Missionaries in Japan In 1549, Christian missionaries began arriving in Japan. The Japanese accepted the missionaries in part because they associated them with the muskets and other European goods that they wanted to purchase. However, the religious orders of Jesuits, Franciscans, and Dominicans came to convert the Japanese.

Francis Xavier, a Jesuit, led the first mission to Japan. He wrote that the Japanese were “very sociable. . . and much concerned with their honor, which they prize above everything else.” Francis Xavier baptized about a hundred converts before he left Japan. By the year 1600, other European missionaries had converted about 300,000 Japanese to Christianity.

The success of the missionaries upset Tokugawa Ieyasu. He found aspects of the Christian invasion troublesome. Missionaries, actively seeking converts, scorned traditional Japanese beliefs and sometimes involved themselves in local politics. At first, Ieyasu did not take any action. He feared driving off the Portuguese, English, Spanish, and Dutch traders who spurred Japan’s economy. By 1612, however, the shogun had come to fear religious uprisings more. He banned Christianity and focused on ridding his country of all Christians.

Ieyasu died in 1616, but repression of Christianity continued off and on for the next two decades under his successors. In 1637, the issue came to a head. An uprising in southern Japan of some 30,000 peasants, led by dissatisfied samurai, shook the Tokugawa shogunate. Because so many of the rebels were Christian, the shogun decided that Christianity was at the root of the rebellion. After that, the shoguns ruthlessly persecuted Christians. European missionaries were killed or driven out of Japan. All Japanese were forced to demonstrate faithfulness to some branch of Buddhism. These policies eventually eliminated Christianity in Japan and led to the formation of an exclusion policy. **D**

▼ Japanese merchants and Jesuit missionaries await the arrival of a Portuguese ship at Nagasaki in the 1500s in this painting on wood panels.

MAIN IDEA

Comparing

D How was the treatment of Europeans different in Japan and China? How was it similar?



The Closed Country Policy

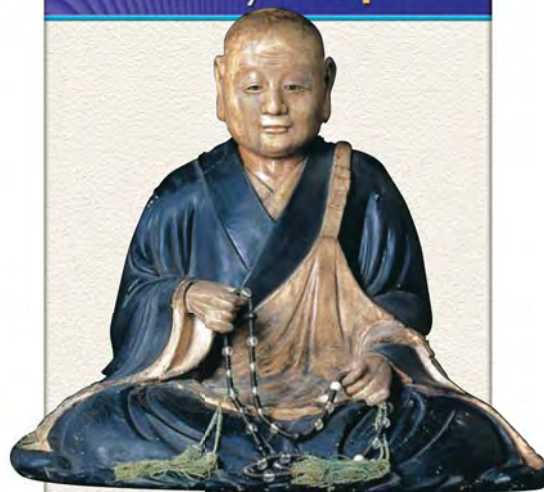
The persecution of Christians was part of an attempt to control foreign ideas. When Europeans first arrived, no central authority existed to contain them. The strong leaders who later took power did not like the introduction of European ideas and ways, but they valued European trade. As time passed, the Tokugawa shoguns realized that they could safely exclude both the missionaries and the merchants. By 1639, they had sealed Japan's borders and instituted a "closed country policy."

Japan in Isolation Most commercial contacts with Europeans ended. One port, Nagasaki, remained open to foreign traders. But only Dutch and Chinese merchants were allowed into the port. Earlier, the English had left Japan voluntarily; the Spanish and the Portuguese had been expelled. Since the Tokugawa shoguns controlled Nagasaki, they now had a monopoly on foreign trade, which continued to be profitable.

For more than 200 years, Japan remained basically closed to Europeans. In addition, the Japanese were forbidden to leave, so as not to bring back foreign ideas. Japan would continue to develop, but as a self-sufficient country, free from European attempts to colonize or to establish their presence.

Europeans had met with much resistance in their efforts to open the East to trade. But expansion to the West, in the Americas, as you will learn in Chapter 20, would prove much more successful for European traders, missionaries, and colonizers.

History *in* Depth



Zen Buddhism

The form of Buddhism that had the greatest impact on Japanese culture was Zen Buddhism. It especially influenced the samurai.

Zen Buddhists sought spiritual enlightenment through meditation. Strict discipline of mind and body was the Zen path to wisdom. Zen monks would sit in meditation for hours, as shown in the sculpture above. If they showed signs of losing concentration, a Zen master might shout at them or hit them with a stick.

SECTION

3

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- daimyo
- Oda Nobunaga
- Toyotomi Hideyoshi
- Tokugawa Shogunate
- haiku
- kabuki

USING YOUR NOTES

2. Which contribution by a daimyo was the most significant? Why?

Daimyo	Achievements

MAIN IDEAS

- What happened during the period of the "Warring States"?
- What was the structure of society in Tokugawa Japan?
- What were the new styles of drama, art, and literature in Tokugawa Japan?

CRITICAL THINKING & WRITING

- DRAWING CONCLUSIONS** Why do you think that the emperor had less power than a shogun?
- ANALYZING CAUSES** Why did the Japanese policy toward Christians change from acceptance to repression?
- FORMING OPINIONS** Do you think Japan's closed country policy effectively kept Western ideas and customs out of Japan?
- WRITING ACTIVITY** **CULTURAL INTERACTION** Write a two-paragraph **comparison** of the similarities and differences between the roles of women in China (discussed on page 541) and in Japan (page 544).

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to find information on the Japanese government today. Then create an **organizational chart** showing the structure of the government.

INTERNET KEYWORD
country profiles

Chapter 19 Assessment

VISUAL SUMMARY

An Age of Explorations and Isolation

Explorations

1405 **Zheng He of China** launches voyages of exploration to Southeast Asia, India, Arabia, and eastern Africa.

1500s **The Portuguese** establish trading outposts throughout Asia and gain control of the spice trade.

1600s **The Dutch** drive out the Portuguese and establish their own trading empire in the East. (Below, a Dutch ship is pictured on a plate made in China for European trade.)

Europeans sail farther east to China and Japan in search of more trade; both nations ultimately reject European advances.



Isolation

1433 **China** abandons its voyages of exploration.

1500s **The Chinese** severely restrict trade with foreigners.

1612 **Japan** outlaws Christianity and drives out Christian missionaries.

1630s **The Japanese** institute a "closed country policy" and remain isolated from Europe for 200 years.

TERMS & NAMES

For each term or name below, briefly explain its importance to European exploration and the development of China and Japan.

1. Bartolomeu Dias
2. Vasco da Gama
3. Treaty of Tordesillas
4. Dutch East India Company
5. Ming dynasty
6. Manchus
7. Qing dynasty
8. Oda Nobunaga
9. Toyotomi Hideyoshi
10. Tokugawa Shogunate

MAIN IDEAS

Europeans Explore the East Section 1 (pages 529–535)

11. What factors helped spur European exploration?
12. What role did Portugal's Prince Henry play in overseas exploration?
13. What was the significance of Dias's voyage? da Gama's voyage?
14. Why were the Dutch so successful in establishing a trading empire in the Indian Ocean?

China Limits European Contacts Section 2 (pages 536–541)

15. Why did China not undergo widespread industrialization?
16. What did Christian missionaries bring to China?
17. What are five reasons the Ming Dynasty fell to civil disorder?

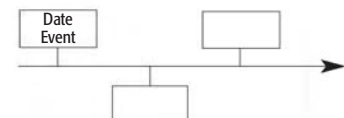
Japan Returns to Isolation Section 3 (pages 542–547)

18. Why was the time between 1467 and 1568 called the period of the "Warring States"?
19. What was the difference between the Confucian ideal of society and the real society of Japan?
20. How did the Japanese express themselves culturally under the Tokugawa shoguns?

CRITICAL THINKING

1. USING YOUR NOTES

In a time line, trace the events that led to Japan's expulsion of European Christians.



2. RECOGNIZING EFFECTS

How might a Chinese emperor's leadership be affected by living in the Forbidden City? Explain and support your opinion.

3. ANALYZING ISSUES

SCIENCE AND TECHNOLOGY Of the technological advances that helped spur European exploration, which do you think was the most important? Why?

4. ANALYZING CAUSES

CULTURAL INTERACTION What caused Japan to institute a policy of isolation? Defend your viewpoint with text references.

5. SUMMARIZING

ECONOMICS How did the Manchus earn the respect of the Chinese? Support your answer with details from the chapter.

STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33

PRIMARY SOURCE

But I was careful not to refer to these Westerners as “Great Officials,” and corrected Governor Liu Yin-shu when he referred to the Jesuits Regis and Fridelli . . . as if they were honored imperial commissioners. For even though some of the Western methods are different from our own, and may even be an improvement, there is little about them that is new. The principles of mathematics all derive from the Book of Changes, and the Western methods are Chinese in origin: this algebra—“A-erh-chu-pa-erh”—springs from an Eastern word. And though it was indeed the Westerners who showed us something our ancient calendar experts did not know—namely how to calculate the angles of the northern pole—this but shows the truth of what Chu Hsi arrived at through his investigation of things: the earth is like the yolk within an egg.

KANGXI, quoted in *Emperor of China: Self-Portrait of K'ang-Hsi*

- Which phrase best describes Kangxi's thoughts about Europeans, or “Westerners”?
 - Westerners use methods that are inferior to Chinese methods.
 - Westerners would make good trading partners.
 - Westerners use methods that are based on Chinese methods.
 - There are too many Westerners in China.
- What can be inferred about Kangxi's beliefs about China?
 - China needs the assistance of Westerners.
 - China is superior to countries of the West.
 - China has many problems.
 - China is destined to rule the world.

Use this map produced by German cartographer Henricus Martellus in about 1490 and your knowledge of world history to answer question 3.



- Which of these statements about Martellus's map is not accurate?
 - Martellus shows Europe, Africa, and Asia.
 - Martellus's map includes the oceans.
 - Martellus shows North America.
 - Martellus's map has many ports marked on the western coast of Africa.

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

On page 528, you decided whether or not you would sail into the unknown. Now that you have read the chapter, reevaluate your decision. If you decided to go, did what you read reaffirm your decision? Why or why not? If you chose not to go, explain what your feelings are now. Discuss your answers within a small group.

2. WRITING ABOUT HISTORY

Imagine you are the Jesuit missionary Matteo Ricci. Write an **expository essay** describing your impressions of Chinese rule and culture. Consider the following in the essay:

- Matteo Ricci's values
- Chinese culture as compared with Western Christian culture

INTEGRATED TECHNOLOGY

Planning a Television Special

Use the Internet, books, and other reference materials to create a script for a television special “The Voyages of Zheng He.” The script should address the historical context of Zheng He's voyages and their impact on China and the lands visited. The script should include narration, sound, re-creations, and locations. In researching, consider the following:

- biographical data on Zheng He
- information on the ships, crews, and cargo
- descriptions of the voyages
- music and visuals

CHAPTER 20

The Atlantic World, 1492–1800

Previewing Main Ideas

CULTURAL INTERACTION The voyages of Columbus prompted a worldwide exchange of everything from religious and political ideas to new foods and plants.

Geography According to the map, what lands were included in the viceroyalty of New Spain in 1700?

ECONOMICS The vast wealth to be had from colonizing the Americas sealed the fate of millions of Native Americans and Africans who were forced to work in mines and on plantations.

Geography On which coast of the Americas would enslaved persons from Africa have arrived?

EMPIRE BUILDING Over the span of several centuries, Europeans conquered the Americas' native inhabitants and built powerful American empires.

Geography What two major Native American empires did the Spanish conquer in the sixteenth century?

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



VIDEO Patterns of Interaction video series: The Impact of Potatoes and Sugar



INTERNET RESOURCES

Go to classzone.com for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

AMERICAS

1492

Columbus makes first voyage.

1521

Cortés conquers Aztec Empire. ▶



1533

Pizarro conquers Incan Empire.

1607

English found Jamestown.

1500

1600

WORLD

1494

Spain and Portugal sign Treaty of Tordesillas.

1547

Ivan the Terrible assumes throne of Russia.



1603

◀ Tokugawa shoguns rule Japan.



European Claims in America, 1700



1608

Champlain claims Quebec for France. ▶



1754

French and Indian War begins.

1700

1800

1649

King Charles I of England is executed.



1789

◀ Storming of Bastille ignites French Revolution.

What might you gain or lose by joining the fight?

You are a Native American living in central Mexico in 1520. Suddenly you are faced with a decision that may change your life forever. Invaders, known as the Spanish, are engaged in a fierce battle with the nearby Aztecs, who are cruel and harsh rulers. Like many of your people, you hate the powerful Aztecs and hope for their defeat. The newcomers, however, are equally frightening. They ride on large beasts and fire loud, deadly weapons. You wonder whether you should follow the example of your friends and join the fight, or not fight at all.



▲ This 16th-century painting by an Indian artist depicts a battle on the left between the Aztecs and Spanish. The right side shows the Spanish with their main Indian allies, the Tlaxcalans.

EXAMINING *the* ISSUES

- **What are the advantages and disadvantages of not fighting?**
- **Which might be the lesser of two evils—supporting the Aztecs, whom you know as oppressors, or the fierce invaders, about whom you know almost nothing?**

Discuss these questions with your classmates. In your discussion, examine whether invading armies throughout history have made life better or worse for people in the areas they conquer. As you read about colonization in the Americas, learn the outcome of the battle between the Aztecs and the Spanish.



Spain Builds an American Empire

MAIN IDEA

EMPIRE BUILDING The voyages of Columbus prompted the Spanish to establish colonies in the Americas.

WHY IT MATTERS NOW

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

TERMS & NAMES

- Christopher Columbus
- colony
- Hernando Cortés
- conquistador
- Francisco Pizarro
- Atahualpa
- mestizo
- *encomienda*

SETTING THE STAGE Competition for wealth in Asia among European nations was fierce. This competition prompted a Genoese sea captain named **Christopher Columbus** to make a daring voyage from Spain in 1492. Instead of sailing south around Africa and then east, Columbus sailed west across the Atlantic in search of an alternate trade route to Asia and its riches. Columbus never reached Asia. Instead, he stepped onto an island in the Caribbean. That event would bring together the peoples of Europe, Africa, and the Americas.

The Voyages of Columbus

The *Niña*, *Pinta*, and *Santa María* sailed out of a Spanish port around dawn on August 3, 1492. In a matter of months, Columbus's fleet would reach the shores of what Europeans saw as an astonishing new world.

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

PRIMARY SOURCE

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

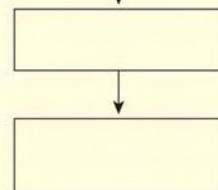
CHRISTOPHER COLUMBUS, *Journal of Columbus*

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

TAKING NOTES

Following Chronological Order Use a diagram to trace the major events in the establishment of Spain's empire in the Americas.

Columbus arrives in Americas, 1492





▲ *Portrait of a Man Called Christopher Columbus* (1519) by Sebastiano del Piombo

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

In early 1493, Columbus returned to Spain. The reports he relayed about his journey delighted the Spanish monarchs. Spain’s rulers, who had funded his first voyage, agreed to finance three more trips. Columbus embarked on his second voyage to the Americas in September of 1493. He journeyed no longer as an explorer, but as an empire builder. He commanded a fleet of some 17 ships that carried over 1,000 soldiers, crewmen, and colonists. The Spanish intended to transform the islands of the Caribbean into **colonies**, or lands that are controlled by another nation. Over the next two centuries, other European explorers began sailing across the Atlantic in search of new lands to claim.

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

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

With about 250 men and five ships, Magellan sailed around the southern end of South America and into the waters of the Pacific. The fleet sailed for months without seeing land, except for some small islands. Food supplies soon ran out.

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

MAIN IDEA

Making Inferences

A What was the significance of Magellan’s voyage?

Spanish Conquests in Mexico

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



European Exploration of the Americas, 1492–1682

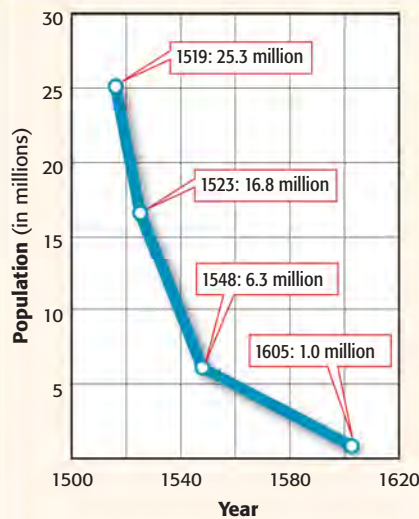
INTERACTIVE



GEOGRAPHY SKILLBUILDER: Interpreting Maps

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

Native Population of Central Mexico, 1500–1620



Source: *The Population of Latin America: A History*

SKILLBUILDER: Interpreting Graphs

- Drawing Conclusions** By what percentage did the native population decrease between 1519 and 1605?
- Making Inferences** How did the sharp decline in the native population, due greatly to disease, affect the Spaniards' attempts to conquer the region?

Cortés Conquers the Aztecs Soon after landing in Mexico, Cortés learned of the vast and wealthy Aztec Empire in the region's interior. (See Chapter 16.) After marching for weeks through difficult mountain passes, Cortés and his force of roughly 600 men finally reached the magnificent Aztec capital of Tenochtitlán (teh•NAWCH•tee•TLAHN). The Aztec emperor, Montezuma II, was convinced at first that Cortés was a god wearing armor. He agreed to give the Spanish explorer a share of the empire's existing gold supply. The conquistador was not satisfied. Cortés admitted that he and his comrades had a "disease of the heart that only gold can cure."

In the late spring of 1520, some of Cortés's men killed many Aztec warriors and chiefs while they were celebrating a religious festival. In June of 1520, the Aztecs rebelled against the Spanish intruders and drove out Cortés's forces.

The Spaniards, however, struck back. Despite being greatly outnumbered, Cortés and his men conquered the Aztecs in 1521. Several factors played a key role in the stunning victory. First, the Spanish had the advantage of superior weaponry. Aztec arrows were no match for the Spaniards' muskets and cannons.

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

Finally, and most important, the natives could do little to stop the invisible warrior that marched alongside the

Spaniards—disease. Measles, mumps, smallpox, and typhus were just some of the diseases Europeans were to bring with them to the Americas. Native Americans had never been exposed to these diseases. Thus, they had developed no natural immunity to them. As a result, they died by the hundreds of thousands. By the time Cortés launched his counterattack, the Aztec population had been greatly reduced by smallpox and measles. In time, European disease would truly devastate the natives of central Mexico, killing millions of them. **B**

MAIN IDEA

Summarizing

B What factors enabled the Spanish to defeat the Aztecs?

Spanish Conquests in Peru

In 1532, another conquistador, **Francisco Pizarro**, marched a small force into South America. He conquered the Incan Empire, as you learned in Chapter 16.

Pizarro Subdues the Inca Pizarro and his army of about 200 met the Incan ruler, **Atahualpa** (AH•tuh•WAHL•puh), near the city of Cajamarca. Atahualpa, who commanded a force of about 30,000, brought several thousand mostly unarmed men for the meeting. The Spaniards waited in ambush, crushed the Incan force, and kidnapped Atahualpa.

Atahualpa offered to fill a room once with gold and twice with silver in exchange for his release. However, after receiving the ransom, the Spanish strangled the Incan king. Demoralized by their leader's death, the remaining Incan force retreated from Cajamarca. Pizarro then marched on the Incan capital, Cuzco. He captured it without a struggle in 1533.

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

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

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

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

History Makers



Francisco Pizarro 1475?–1541

Pizarro was the son of an infantry captain and a young peasant woman. His parents never married. Raised by his mother's poor family, he never learned to read. Ambitious, brave, and

ruthless, he determined to make his fortune as an explorer and conqueror.

Embarked on a voyage of conquest down the west coast of South America, Pizarro was ordered by the governor of Panama to abandon the expedition to prevent the loss of lives. Pizarro took his sword and drew a line in the dust, inviting those of his followers who desired wealth and fame to cross the line and follow him. Thus began the conquest of Peru.

Pizarro founded the city of Lima, Peru's capital, in 1535. He became governor of Peru and encouraged settlers from Spain.



Atahualpa 1502?–1533

Atahualpa was the last ruler of the Incan empire in Peru. After Atahualpa was captured and held for ransom by the Spanish, the Incan people throughout the empire brought gold and

silver that the Spanish then had melted down into bullion and ingots. They accumulated 24 tons of gold and silver, the richest ransom in history.

The Spanish executed Atahualpa despite the ransom paid by his people. As he was about to be burned at the stake, the Spanish offered him a more merciful death by strangulation if he agreed to convert to Christianity, which he did. Thus died the last emperor of the Inca.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a poster about the ransom paid by the Incan people to rescue Atahualpa. Go to **classzone.com** for your research.

This U.S. postage stamp was issued in 1940 to celebrate the 400th anniversary of the Coronado expedition.




Spain's Influence Expands

Spain's American colonies helped make it the richest, most powerful nation in the world during much of the 16th century. Ships filled with treasures from the Americas continually sailed into Spanish harbors. This newfound wealth helped usher in a golden age of art and culture in Spain. (See Chapter 21.)

Throughout the 16th century, Spain also increased its military might. To protect its treasure-filled ships, Spain built a powerful navy. The Spanish also strengthened their other military forces, creating a skillful and determined army. For a century and a half, Spain's army seldom lost a battle. Meanwhile, Spain enlarged its American empire by settling in parts of what is now the United States.


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

By 1540, after building an empire that stretched from Mexico to Peru, the Spanish once again looked to the land that is now the United States. In 1540–1541, Francisco Vázquez de Coronado led an expedition throughout much of present-day Arizona, New Mexico, Texas, Oklahoma, and Kansas. He was searching for another wealthy empire to conquer. Coronado found little gold amidst the dry deserts of the Southwest. As a result, the Spanish monarchy assigned mostly priests to explore and colonize the future United States.

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

MAIN IDEA

Contrasting

 How did Spain's colony in New Mexico differ from its colonies in New Spain?

Opposition to Spanish Rule

Spanish priests worked to spread Christianity in the Americas. They also pushed for better treatment of Native Americans. Priests spoke out against the cruel treatment of natives. In particular, they criticized the harsh pattern of labor that emerged under the *encomienda* system. “There is nothing more detestable or more cruel,” Dominican monk Bartolomé de Las Casas wrote, “than the tyranny which the Spaniards use toward the Indians for the getting of pearl [riches].”

African Slavery and Native Resistance The Spanish government abolished the *encomienda* system in 1542. To meet the colonies’ need for labor, Las Casas suggested Africans. “The labor of one . . . [African] . . . [is] more valuable than that of four Indians,” he said. The priest later changed his view and denounced African slavery. However, others promoted it.

Opposition to the Spanish method of colonization came not only from Spanish priests, but also from the natives themselves. Resistance to Spain’s attempt at domination began shortly after the Spanish arrived in the Caribbean. In November of 1493, Columbus encountered resistance in his attempt to conquer the present-day island of St. Croix. Before finally surrendering, the inhabitants defended themselves by firing poison arrows.

As late as the end of the 17th century, natives in New Mexico fought Spanish rule. Although they were not risking their lives in silver mines, the natives still felt the weight of Spanish force. In converting the natives, Spanish priests and soldiers burned their sacred objects and prohibited native rituals. The Spanish also forced natives to work for them and sometimes abused them physically.

In 1680, Popé, a Pueblo ruler, led a well-organized rebellion against the Spanish. The rebellion involved more than 8,000 warriors from villages all over New Mexico. The native fighters drove the Spanish back into New Spain. For the next 12 years, until the Spanish regained control of the area, the southwest region of the future United States once again belonged to its original inhabitants. **D**

By this time, however, the rulers of Spain had far greater concerns. The other nations of Europe had begun to establish their own colonies in the Americas.

MAIN IDEA

Analyzing Causes

D Why did the natives of New Mexico revolt against Spanish settlers?

SECTION

1

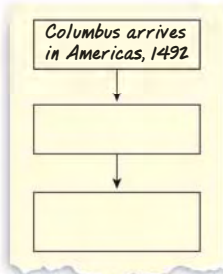
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• Christopher Columbus • colony • Hernando Cortés • conquistador • Francisco Pizarro • Atahualpa • mestizo • *encomienda*

USING YOUR NOTES

2. Which of these events do you think had the greatest impact?



MAIN IDEAS

3. What process did Columbus and his followers begin?
4. Why were most of the Spanish explorers drawn to the Americas?
5. Which country was the richest and most powerful in the 16th century, and why?

CRITICAL THINKING & WRITING

6. **ANALYZING PRIMARY SOURCES** Reread the primary source on page 553. How might Columbus’s view of the Taino have led the Spanish to think they could take advantage of and impose their will on the natives?
7. **COMPARING** What might have been some similarities in character between Cortés and Pizarro?
8. **CLARIFYING** Through what modern-day states did Coronado lead his expedition?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Write a **dialogue** in which a Native American and a conquistador debate the merits of Spain’s colonization of the Americas.

CONNECT TO TODAY MAKING A DATABASE

Use library resources to compile a **database** of places and geographical features in the Americas named after Columbus. Display your list in the classroom.

The Legacy of Columbus

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

A SECONDARY SOURCE

Samuel Eliot Morison

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

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

B PRIMARY SOURCE

Bartolomé de Las Casas

Las Casas was an early Spanish missionary who watched fellow Spaniards unleash attack dogs on Native Americans.

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

C SECONDARY SOURCE

Suzan Shown Harjo

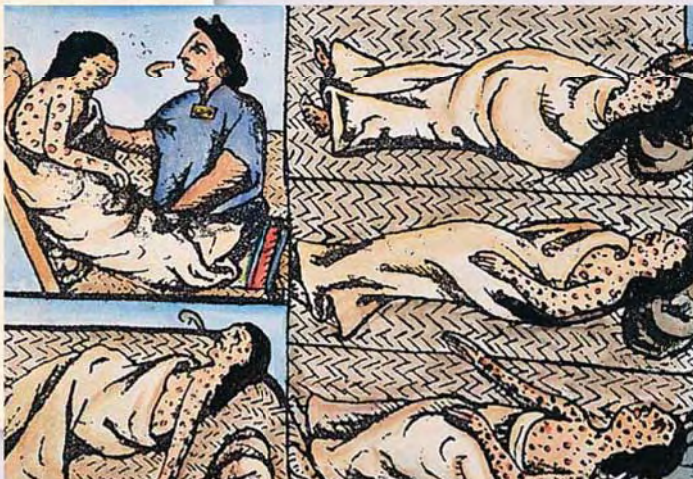
Harjo, a Native American, disputes the benefits that resulted from Columbus's voyages and the European colonization of the Americas that followed.

Columbus Day, never on Native America's list of favorite holidays, became somewhat tolerable as its significance diminished to little more than a good shopping day. But this next long year [1992] of Columbus hoopla will be tough to take amid the spending sprees and horn blowing to tout a five-century feeding frenzy that has left Native people and this red quarter of Mother Earth in a state of emergency. For Native people, this half millennium of land grabs and one-cent treaty sales has been no bargain.

D PRIMARY SOURCE

Anonymous

Contemporary with the Spanish conquest of the Americas, this illustration depicts a medicine man tending to an Aztec suffering from smallpox, which killed millions of Native Americans.



Document-Based QUESTIONS

1. Based on Source A, was the legacy of Columbus a positive or negative thing?
2. In what ways do Sources B and C agree about Columbus?
3. Which aspect of the legacy of Columbus does the illustration in Source D show?
4. If you had to construct a balance sheet on Columbus, would you come up with a positive or negative balance? On a poster board, make up a list of positive and negative elements, and display your chart in the classroom.



European Nations Settle North America

MAIN IDEA

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

WHY IT MATTERS NOW

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

TERMS & NAMES

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

SETTING THE STAGE Spain's successful colonization efforts in the Americas did not go unnoticed. Other European nations, such as England, France, and the Netherlands, soon became interested in obtaining their own valuable colonies. The Treaty of Tordesillas, signed in 1494, had divided the newly discovered lands between Spain and Portugal. However, other European countries ignored the treaty. They set out to build their own empires in the Americas. This resulted in a struggle for North America.

Competing Claims in North America

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

Explorers Establish New France The early French explorers sailed west with dreams of reaching the East Indies. One explorer was Giovanni da Verrazzano (VEHR•uh•ZAHN•noh), an Italian in the service of France. In 1524, he sailed to North America in search of a sea route to the Pacific. While he did not find the route, Verrazzano did discover what is today New York harbor. Ten years later, the Frenchman Jacques Cartier (kahr•TYAY) reached a gulf off the eastern coast of Canada that led to a broad river. Cartier named it the St. Lawrence. He followed it inward until he reached a large island dominated by a mountain. He named the island Mont Real (Mount Royal), which later became known as Montreal. In 1608, another French explorer, Samuel de Champlain, sailed up the St. Lawrence with about 32 colonists. They founded Quebec, which became the base of France's colonial empire in North America, known as **New France**.

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

TAKING NOTES

Clarifying Use a chart to record information about early settlements.

Name of Settlement	General Location
New France	
New Netherland	
Massachusetts Bay	

A Trading Empire France's North American empire was immense. But it was sparsely populated. By 1760, the European population of New France had grown to only about 65,000. A large number of French colonists had no desire to build towns or raise families. These settlers included Catholic priests who sought to convert Native Americans. They also included young, single men engaged in what had become New France's main economic activity, the fur trade. Unlike the English, the French were less interested in occupying territories than they were in making money off the land. **A**

MAIN IDEA

Summarizing

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

The English Arrive in North America

The explorations of the Spanish and French inspired the English. In 1606, a company of London investors received from King James a charter to found a colony in North America. In late 1606, the company's three ships, and more than 100 settlers, pushed out of an English harbor. About four months later, in 1607, they reached the coast of Virginia. The colonists claimed the land as theirs. They named the settlement **Jamestown** in honor of their king.

The Settlement at Jamestown The colony's start was disastrous. The settlers were more interested in finding gold than in planting crops. During the first few years, seven out of every ten people died of hunger, disease, or battles with the Native Americans.

Despite their nightmarish start, the colonists eventually gained a foothold in their new land. Jamestown became England's first permanent settlement in North America. The colony's outlook improved greatly after farmers there discovered tobacco. High demand in England for tobacco turned it into a profitable cash crop.

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

▼ Henry Hudson's ship arrives in the bay of New York on September 12, 1609.



The Puritans wanted to build a model community that would set an example for other Christians to follow. Although the colony experienced early difficulties, it gradually took hold. This was due in large part to the numerous families in the colony, unlike the mostly single, male population in Jamestown.

The Dutch Found New Netherland Following the English and French into North America were the Dutch. In 1609, Henry Hudson, an Englishman in the service of the Netherlands, sailed west. He was searching for a northwest sea route to Asia. Hudson did not find a route. He did, however, explore three waterways that were later named for him—the Hudson River, Hudson Bay, and Hudson Strait.

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

Although the Dutch company profited from its fur trade, it was slow to attract Dutch colonists. To encourage settlers, the colony opened its doors to a variety of peoples. Gradually more Dutch, as well as Germans, French, Scandinavians, and other Europeans, settled the area. **B**

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

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

The Struggle for North America

As they expanded their settlements in North America, the nations of France, England, and the Netherlands battled each other for colonial supremacy.

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

With the Dutch gone, the English colonized the Atlantic coast of North America. By 1750, about 1.2 million English settlers lived in 13 colonies from Maine to Georgia.

England Battles France The English soon became hungry for more land for their colonial population. So they pushed farther west into the continent. By doing so, they collided with France's North American holdings. As their colonies expanded, France and England began to interfere with each other. It seemed that a major conflict was on the horizon.

In 1754 a dispute over land claims in the Ohio Valley led to a war between the British and French on the North

MAIN IDEA

Contrasting

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

History *in* Depth

Pirates

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

Also patrolling the high seas were pirates. They attacked ships for their valuables and did not care what nation the vessels represented. One of the best-known pirates was Edward B. Teach, whose prominent beard earned him the nickname Blackbeard. According to one account, Blackbeard attempted to frighten his victims by sticking "lighted matches under his hat, which appeared on both sides of his face and eyes, naturally fierce and wild."





GEOGRAPHY SKILLBUILDER: Interpreting Maps

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

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

In North America, the British colonists, with the help of the British Army, defeated the French in 1763. The French surrendered their North American holdings. As a result of the war, the British seized control of the eastern half of North America.

Native Americans Respond

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

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

The groups did not live together in complete harmony. Dutch settlers fought with various Native American groups over land claims and trading rights. For the most part, however, the French and Dutch colonists lived together peacefully with their North American hosts.

MAIN IDEA

Analyzing Issues

Why were the Dutch and French able to coexist in relative peace with the Native Americans?

The same could not be said of the English. Early relations between English settlers and Native Americans were cooperative. However, they quickly worsened over the issues of land and religion. Unlike the French and Dutch, the English sought to populate their colonies in North America. This meant pushing the natives off their land. The English colonists seized more land for their population—and to grow tobacco.

MAIN IDEA

Identifying Problems

D Why did the issues of land and religion cause strife between Native Americans and settlers?

Religious differences also heightened tensions. The English settlers considered Native Americans heathens, people without a faith. Over time, many Puritans viewed Native Americans as agents of the devil and as a threat to their godly society. Native Americans developed a similarly harsh view of the European invaders. **D**

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

One of the bloodiest conflicts between colonists and Native Americans was known as King Philip's War. It began in 1675 when the Native American ruler **Metacom** (also known as King Philip) led an attack on colonial villages throughout Massachusetts. In the months that followed, both sides massacred hundreds of victims. After a year of fierce fighting, the colonists defeated the natives. During the 17th century, many skirmishes erupted throughout North America.

Natives Fall to Disease More destructive than the Europeans' weapons were their diseases. Like the Spanish in Central and South America, the Europeans who settled North America brought with them several diseases. The diseases devastated the native population in North America.

In 1616, for example, an epidemic of smallpox ravaged Native Americans living along the New England coast. The population of one tribe, the Massachusett, dropped from 24,000 to 750 by 1631. From South Carolina to Missouri, nearly whole tribes fell to smallpox, measles, and other diseases.

One of the effects of this loss was a severe shortage of labor in the colonies. In order to meet their growing labor needs, European colonists soon turned to another group: Africans, whom they would enslave by the million

SECTION

2

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

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

USING YOUR NOTES

2. What did these settlements have in common?

Name of Settlement	General Location	Reasons Settled
New France		
New Netherland		
Massachusetts Bay		

MAIN IDEAS

3. What was a basic difference between French and English attitudes about the land they acquired in North America?
4. What was the main result of the French and Indian War?
5. What were some of the results for Native Americans of European colonization of North America?

CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** What may have been one reason the English eventually beat the French in North America?
7. **DRAWING CONCLUSIONS** What need drove the English farther west into the North American continent?
8. **COMPARING** In what ways did the colonies at Jamestown and Massachusetts Bay differ?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** What were some of the grievances of Native Americans toward English colonists? Make a bulleted **list** of Native American complaints to display in the classroom.

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to research French Cajun culture in Louisiana. Make a poster displaying your findings.

INTERNET KEYWORD
Cajun



3

The Atlantic Slave Trade

MAIN IDEA

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

WHY IT MATTERS NOW

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

TERMS & NAMES

- Atlantic slave trade
- middle passage
- triangular trade

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

TAKING NOTES

Recognizing Effects Use a diagram like the one below to list effects of the Atlantic slave trade.

Consequences of the slave trade

I. in Africa

A.

B.

II. in the Americas

A.

B.

The Causes of African Slavery

Beginning around 1500, European colonists in the Americas who needed cheap labor began using enslaved Africans on plantations and farms.

Slavery in Africa Slavery had existed in Africa for centuries. In most regions, it was a relatively minor institution. The spread of Islam into Africa during the seventh century, however, ushered in an increase in slavery and the slave trade. Muslim rulers in Africa justified enslavement with the Muslim belief that non-Muslim prisoners of war could be bought and sold as slaves. As a result, between 650 and 1600, Muslims transported about 17 million Africans to the Muslim lands of North Africa and Southwest Asia.

In most African and Muslim societies, slaves had some legal rights and an opportunity for social mobility. In the Muslim world, a few slaves even occupied positions of influence and power. Some served as generals in the army. In African societies, slaves could escape their bondage in numerous ways, including marrying into the family they served.

The Demand for Africans The first Europeans to explore Africa were the Portuguese during the 1400s. Initially, Portuguese traders were more interested in trading for gold than for captured Africans. That changed with the colonization of the Americas, as natives began dying by the millions.

Europeans saw advantages in using Africans in the Americas. First, many Africans had been exposed to European diseases and had built up some immunity. Second, many Africans had experience in farming and could be taught plantation work. Third, Africans were less likely to escape because they did not know their way around the new land. Fourth, their skin color made it easier to catch them if they escaped and tried to live among others.

MAIN IDEA**Analyzing Motives**

A What advantages did Europeans see in enslaving Africans?

In time, the buying and selling of Africans for work in the Americas—known as the **Atlantic slave trade**—became a massive enterprise. Between 1500 and 1600, nearly 300,000 Africans were transported to the Americas. During the next century, that number climbed to almost 1.3 million. By the time the Atlantic slave trade ended around 1870, Europeans had imported about 9.5 million Africans to the Americas. **A**

Spain and Portugal Lead the Way The Spanish took an early lead in importing Africans to the Americas. Spain moved on from the Caribbean and began to colonize the American mainland. As a result, the Spanish imported and enslaved thousands more Africans. By 1650, nearly 300,000 Africans labored throughout Spanish America on plantations and in gold and silver mines.

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

Slavery Spreads Throughout the Americas

As the other European nations established colonies in the Americas, their demand for cheap labor grew. Thus, they also began to import large numbers of Africans.

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

African slaves were also brought to what is now the United States. In all, nearly 400,000 Africans were sold to Britain's North American colonies. Once in North America, however, the slave population steadily grew. By 1830, roughly 2 million slaves toiled in the United States.

History *in* Depth

Slavery

Slavery probably began with the development of farming about 10,000 years ago. Farmers used prisoners of war to work for them.

Slavery has existed in societies around the world. People were enslaved in civilizations from Egypt to China to India. The picture at the right shows slaves working in a Roman coal mine.

Race was not always a factor in slavery. Often, slaves were captured prisoners of war, or people of a different nationality or religion.

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



African Cooperation and Resistance Many African rulers and merchants played a willing role in the Atlantic slave trade. Most European traders, rather than travel inland, waited in ports along the coasts of Africa. African merchants, with the help of local rulers, captured Africans to be enslaved. They then delivered them to the Europeans in exchange for gold, guns, and other goods. **B**

As the slave trade grew, some African rulers voiced their opposition to the practice. Nonetheless, the slave trade steadily grew. Lured by its profits, many African rulers continued to participate. African merchants developed new trade routes to avoid rulers who refused to cooperate.

MAIN IDEA

Analyzing Issues

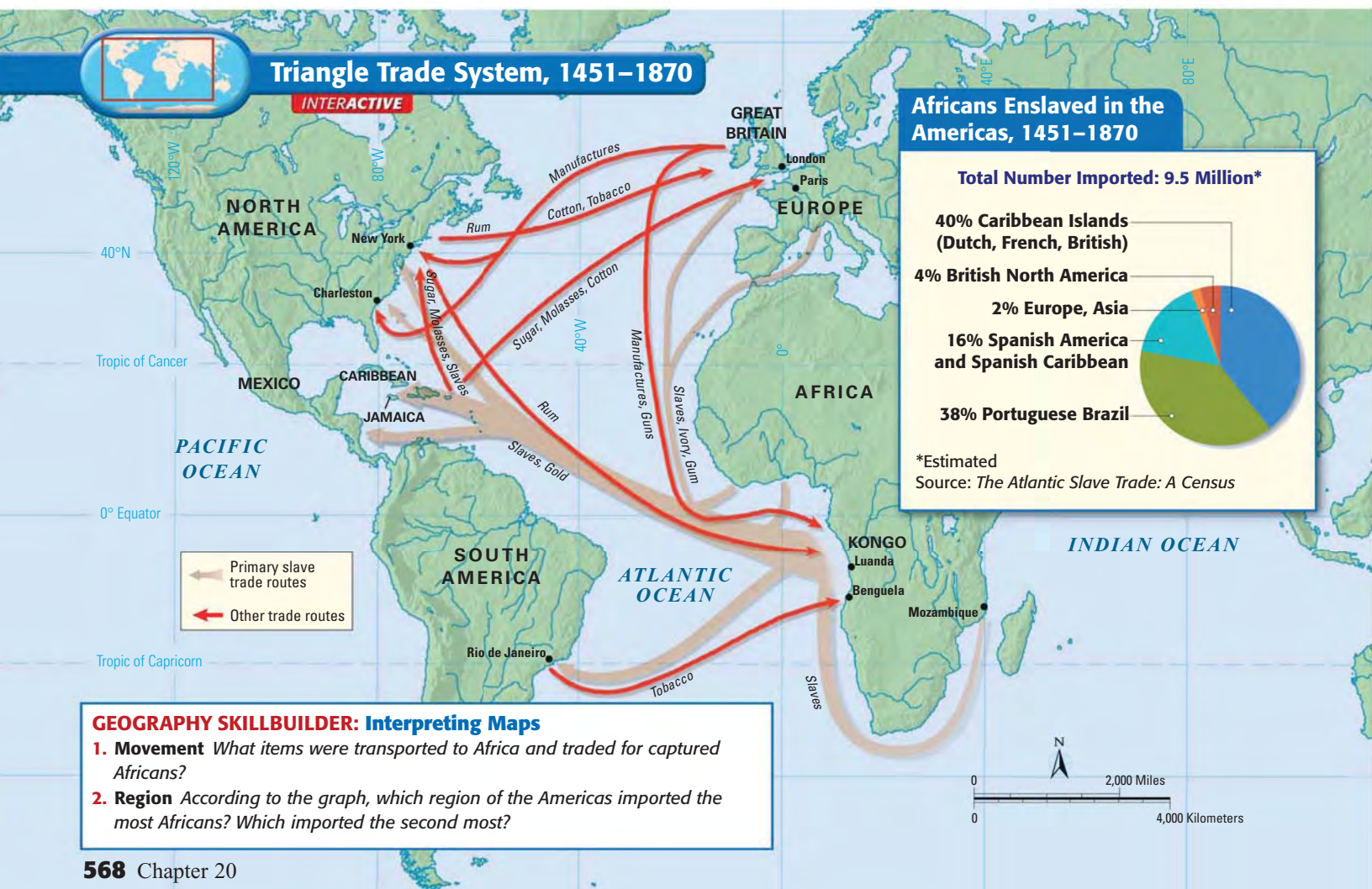
B Why did many African rulers participate in the Atlantic slave trade?

A Forced Journey

After being captured, African men and women were shipped to the Americas as part of a profitable trade network. Along the way, millions of Africans died.

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

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



> Analyzing Primary Sources

The Horrors of the Middle Passage

One African, Olaudah Equiano, recalled the inhumane conditions on his trip from West Africa to the West Indies at age 12 in 1762.

PRIMARY SOURCE

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

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



This diagram of a British slave ship shows how slave traders packed Africans onto slave ships in the hold below decks for the brutal middle passage.



DOCUMENT-BASED QUESTIONS

1. **Making Inferences** Why might the white men have forced Equiano to eat?
2. **Drawing Conclusions** What does the diagram of the slave ship suggest about conditions on board?

Various other transatlantic routes existed. The “triangular” trade encompassed a network of trade routes crisscrossing the northern and southern colonies, the West Indies, England, Europe, and Africa. The network carried a variety of traded goods.

The Middle Passage The voyage that brought captured Africans to the West Indies and later to North and South America was known as the **middle passage**. It was considered the middle leg of the transatlantic trade triangle. Sickening cruelty characterized this journey. In African ports, European traders packed Africans into the dark holds of large ships. On board, Africans endured whippings and beatings from merchants, as well as diseases that swept through the vessel. Numerous Africans died from disease or physical abuse aboard the slave ships. Many others committed suicide by drowning. Scholars estimate that roughly 20 percent of the Africans aboard each slave ship perished during the brutal trip.

Slavery in the Americas

Africans who survived their ocean voyage faced a difficult life in the Americas. Forced to work in a strange land, enslaved Africans coped in a variety of ways.

A Harsh Life Upon arriving in the Americas, captured Africans usually were auctioned off to the highest bidder. After being sold, slaves worked in mines or fields or as domestic servants. Slaves lived a grueling existence. Many lived on little food in small, dreary huts. They worked long days and suffered beatings. In much of the Americas, slavery was a lifelong condition, as well as a hereditary one.

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

Slaves also found ways to resist. They made themselves less productive by breaking tools, uprooting plants, and working slowly. Thousands also ran away.

Some slaves pushed their resistance to open revolt. As early as 1522, about 20 slaves on Hispaniola attacked and killed several Spanish colonists. Larger revolts occurred throughout Spanish settlements during the 16th century.

Occasional uprisings also occurred in Brazil, the West Indies, and North America. In 1739, a group of slaves in South Carolina led an uprising known as the Stono Rebellion. Uprisings continued into the 1800s.

Consequences of the Slave Trade

The Atlantic slave trade had a profound impact on both Africa and the Americas. In Africa, numerous cultures lost generations of their fittest members—their young and able—to European traders and plantation owners. In addition, countless African families were torn apart. Many of them were never reunited. The slave trade devastated African societies in another way: by introducing guns into the continent.

While they were unwilling participants in the growth of the colonies, African slaves contributed greatly to the economic and cultural development of the Americas. Their greatest contribution was their labor. Without their back-breaking work, colonies such as those on Haiti and Barbados may not have survived. In addition to their muscle, enslaved Africans brought their expertise, especially in agriculture. They also brought their culture. Their art, music, religion, and food continue to influence American societies.

The influx of so many Africans to the Americas also has left its mark on the very population itself. From the United States to Brazil, many of the nations of the Western Hemisphere today have substantial African-American populations. Many Latin American countries have sizable mixed-race populations.

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

SECTION

3

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Atlantic slave trade
- triangular trade
- middle passage

USING YOUR NOTES

2. What seems to have been the most important consequence? Explain.

Consequences of the slave trade

I. in Africa

A.

B.

II. in the Americas

A.

B.

MAIN IDEAS

3. What effect did the spread of Islam have on the slave trade?
4. How did enslaved Africans resist their bondage?
5. How did African slaves contribute to the development of the Americas?

CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** How was slavery in the Americas different from slavery in Africa?
7. **SYNTHESIZING** What does the percentage of enslaved Africans imported to the Caribbean Islands and Brazil suggest about the racial makeup of these areas?
8. **MAKING INFERENCES** Why do you think the slave trade flourished for so long?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Imagine you are an African ruler. Write a **letter** to a European leader in which you try to convince him or her to stop participating in the slave trade.

CONNECT TO TODAY MAKING A MAP

Research which of the original 13 colonies had the greatest numbers of slaves in the late 18th century. Then make a **map** of the colonies in which you show the numbers for each state.



The Columbian Exchange and Global Trade

MAIN IDEA

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

WHY IT MATTERS NOW

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

TERMS & NAMES

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

SETTING THE STAGE The colonization of the Americas dramatically changed the world. It prompted both voluntary and forced migration of millions of people. It led to the establishment of new and powerful societies. Other effects of European settlement of the Americas were less noticeable but equally important. Colonization resulted in the exchange of new items that greatly influenced the lives of people throughout the world. The new wealth from the Americas resulted in new business and trade practices in Europe.

The Columbian Exchange

The global transfer of foods, plants, and animals during the colonization of the Americas is known as the [Columbian Exchange](#). Ships from the Americas brought back a wide array of items that Europeans, Asians, and Africans had never before seen. They included such plants as tomatoes, squash, pineapples, tobacco, and cacao beans (for chocolate). And they included animals such as the turkey, which became a source of food in the Eastern Hemisphere.

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

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

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

TAKING NOTES

Recognizing Effects Use a chart to record information about the Columbian Exchange.

Food/ Livestock/ Disease	Place of Origin	Effect
Potato		
Horse		
Smallpox		

The Columbian Exchange

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

Frightening Foods

Several foods from the Americas that we now take for granted at first amazed and terrified Europeans. Early on, people thought the tomato was harmful to eat. One German official warned that the tomato “should not be taken internally.” In 1619, officials in Burgundy, France, banned potatoes, explaining that “too frequent use of them caused the leprosy.” In 1774, starving peasants in Prussia refused to eat the spud.

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

Raymond Sokolov

The Columbian Exchange



Patterns of Interaction

The Geography of Food: The Impact of Potatoes and Sugar

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

Connect to Today

1. Forming Opinions Have students work in small groups to pose and answer questions about the beneficial and harmful aspects of the Columbian Exchange.

See Skillbuilder Handbook, page R20.

2. Comparing and Contrasting Find out what major items are exchanged or traded between the United States and either Asia, Africa, or Europe. How do the items compare with those of the Columbian Exchange? Report your findings to the class.

A Spanish missionary in Mexico described the effects of smallpox on the Aztecs:

PRIMARY SOURCE

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

BERNARDINO DE SAHAGUN, quoted in *Seeds of Change*

Other diseases Europeans brought with them included influenza, typhus, malaria, and diphtheria. **A**

Global Trade

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

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

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

Joint-Stock Companies Another business venture that developed during this period was known as the **joint-stock company**. The joint-stock company worked much like the modern-day corporation, with investors buying shares of stock in a company. It involved a number of people combining their wealth for a common purpose.

Three Worlds Meet, 1492–1700

1492 (Europeans)

Columbus embarks on voyage.

1511 (Africans)

Africans begin working as slaves in the Americas.

1521 (Americans)

The Aztec Empire in Mexico is conquered by Hernando Cortés.

1533 (Americans)

The Inca Empire in South America falls to Francisco Pizarro.



1630 (Europeans)

Puritans establish the Massachusetts Bay Colony in North America.

1650 (Africans)

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

1675 (Americans)

Native Americans battle colonists in King Philip's War.

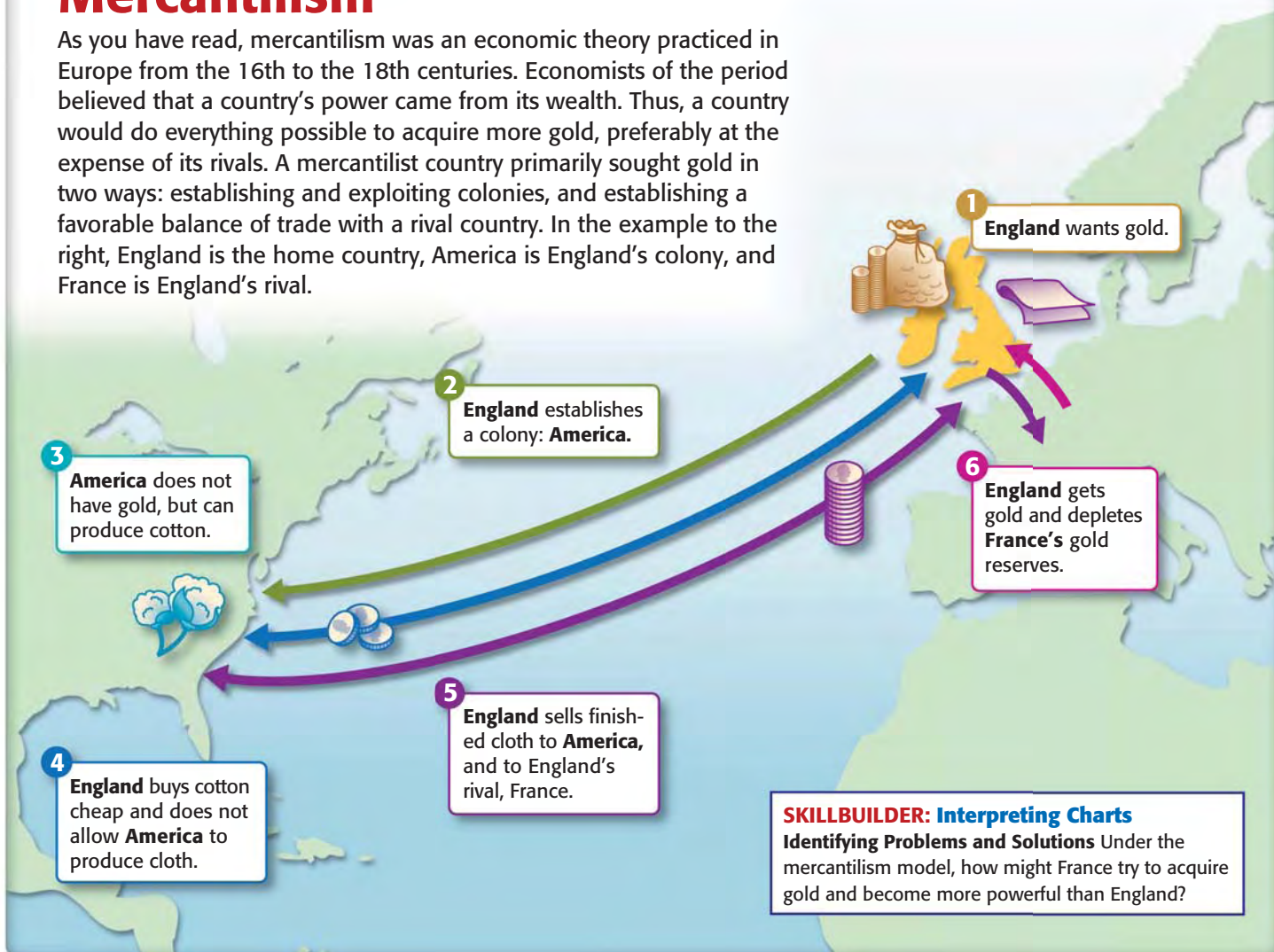
MAIN IDEA

Making Inferences

A Why is the Columbian Exchange considered a significant event?

Mercantilism

As you have read, mercantilism was an economic theory practiced in Europe from the 16th to the 18th centuries. Economists of the period believed that a country's power came from its wealth. Thus, a country would do everything possible to acquire more gold, preferably at the expense of its rivals. A mercantilist country primarily sought gold in two ways: establishing and exploiting colonies, and establishing a favorable balance of trade with a rival country. In the example to the right, England is the home country, America is England's colony, and France is England's rival.



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

MAIN IDEA

Making Inferences

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

The Growth of Mercantilism

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

Balance of Trade According to the theory of mercantilism, a nation could increase its wealth and power in two ways. First, it could obtain as much gold and silver as possible. Second, it could establish a **favorable balance of trade**, in which it sold more goods than it bought. A nation's ultimate goal under mercantilism was to become self-sufficient, not dependent on other countries for goods. An English author of the time wrote about the new economic idea of mercantilism:

PRIMARY SOURCE

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

THOMAS MUN, quoted in *World Civilizations*

MAIN IDEA

Summarizing

C What role did colonies play in mercantilism?

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

Economic Revolution Changes European Society The economic changes that swept through much of Europe during the age of American colonization also led to changes in European society. The economic revolution spurred the growth of towns and the rise of a class of merchants who controlled great wealth.

The changes in European society, however, only went so far. While towns and cities grew in size, much of Europe's population continued to live in rural areas. And although merchants and traders enjoyed social mobility, the majority of Europeans remained poor. More than anything else, the economic revolution increased the wealth of European nations. In addition, mercantilism contributed to the creation of a national identity. Also, as Chapter 21 will describe, the new economic practices helped expand the power of European monarchs, who became powerful rulers.

SECTION

4

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

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

USING YOUR NOTES

2. Which effect do you think had the greatest impact on history?

Food/ Livestock/ Disease	Place of Origin	Effect
Potato		
Horse		
Smallpox		

MAIN IDEAS

3. What were some of the food items that traveled from the Americas to the rest of the world?
4. What food and livestock from the rest of the world traveled to the Americas?
5. What were some of the effects on European society of the economic revolution that took place in the 16th and 17th centuries?

CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** Why were colonies considered so important to the nations of Europe?
7. **DRAWING CONCLUSIONS** Why might establishing overseas colonies have justified high profits for those who financed the colonies?
8. **COMPARING** What were some of the positive and negative consequences of the Columbian Exchange?
9. **WRITING ACTIVITY** **ECONOMICS** Do you think the economic changes in Europe during the era of American colonization qualify as a revolution? Why or why not? Support your opinions in a two-paragraph **essay**.

CONNECT TO TODAY MAKING A POSTER

Research one crop that developed in the Americas (such as corn or potatoes) and its impact on the world today. Show your findings in a **poster**.

Chapter 20 Assessment

TERMS & NAMES

For each term or name below, briefly explain its connection to the Atlantic world from 1492 to 1800.

1. conquistador
2. *encomienda*
3. Jamestown
4. French and Indian War
5. Atlantic slave trade
6. triangular trade
7. Columbian Exchange
8. mercantilism

MAIN IDEAS

Spain Builds an American Empire Section 1 (pages 553–560)

9. Why did Columbus set sail westward?
10. What were three goals of the Spanish in the Americas?
11. Why did Popé lead a rebellion against the Spanish?

European Nations Settle North America Section 2 (pages 561–565)

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

The Atlantic Slave Trade Section 3 (pages 566–570)

14. What factors led European colonists to use Africans to resupply their labor force?
15. What were the conditions on board a slave ship?
16. What were several ways in which enslaved Africans resisted their treatment in the Americas?

The Columbian Exchange and Global Trade Section 4 (pages 571–575)

17. Why was the introduction of corn and potatoes to Europe and Asia so significant?
18. What was the economic policy of mercantilism?

CRITICAL THINKING

1. USING YOUR NOTES

Use the chart to identify which nation sponsored each explorer and the regions he explored.

Explorer	Nation	Regions
Cabral		
Magellan		
Cartier		

2. DRAWING CONCLUSIONS

EMPIRE BUILDING What factors helped the Europeans conquer the Americas? Which was the most important? Why?

3. RECOGNIZING EFFECTS

ECONOMICS Explain the statement, “Columbus’s voyage began a process that changed the world forever.” Consider all the peoples and places American colonization affected economically.

4. COMPARING AND CONTRASTING

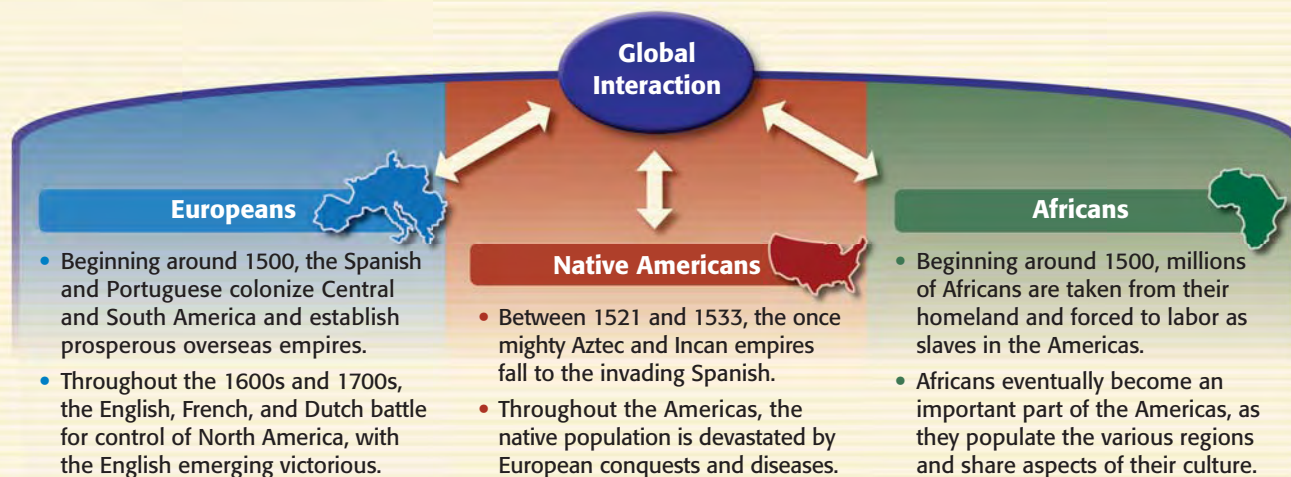
CULTURAL INTERACTION What might have been some of the differences in the Europeans’ and Native Americans’ views of colonization?

5. SYNTHESIZING

How did enslaved Africans help create the societies in the New World?

VISUAL SUMMARY

The Atlantic World



STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33

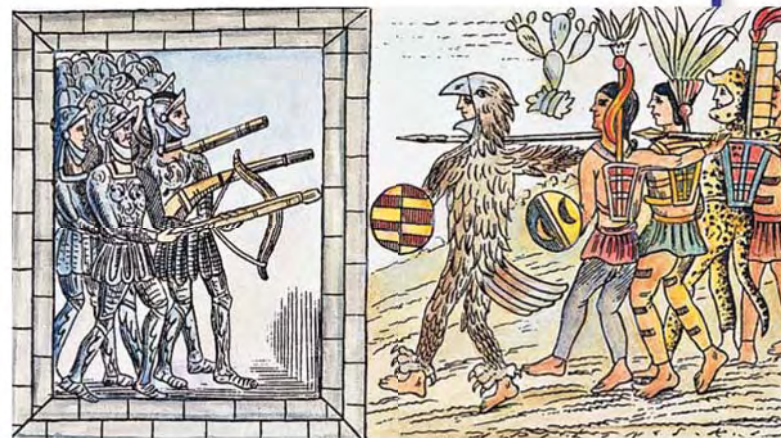
PRIMARY SOURCE

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

JOHN COTTON, from “God’s Promise to His Plantation”

- What do you think Native Americans might have said about Cotton’s statement that America was a “vacant place”?
 - agreed that the continent was largely empty
 - discussed development plans with him
 - pointed out that they inhabited the land
 - offered to sell the land to him
- How might the last part of Cotton’s statement have helped the Puritans justify taking land from the Native Americans?
 - Puritans could claim natives had wronged them.
 - Natives could claim Puritans had wronged them.
 - Puritans believed war was wrong in all circumstances.
 - Native Americans were willing to negotiate their grievances.

Use the Aztec drawing below and your knowledge of world history to answer question 3.



- How does the artist depict the clash of Aztec and Spanish cultures?
 - meeting to negotiate peace
 - meeting as warriors
 - engaging in a sports competition
 - meeting as friends

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

On page 552 you examined the choices some Native Americans faced during the invasion by Spanish conquistadors. Now that you have read the chapter, rethink the choice you made. If you chose to side with the Spaniards, would you now change your mind? Why? If you decided to fight with the Aztecs, what are your feelings now? Discuss your thoughts and opinions with a small group.

2. WRITING ABOUT HISTORY

An English colony would have looked strange and different to a Native American of the time. Write a **paragraph** describing an English colony of the 17th century. In your paragraph, provide details about the following:

- clothes
- food
- shelter
- weapons

INTEGRATED TECHNOLOGY

Participating in a WebQuest

Introduction The Columbian Exchange marked the beginning of worldwide trade. Imagine that you are an exporter of a product and want to know how tariffs will affect your sales in various countries.

Task Collect and organize data about a particular product, including how much of the product various countries import and the tariff each country imposes.

Process and Resources With a team of four other students, use the Internet to research your product. Internet keyword: *customs tariffs various countries*. Identify at least five countries that import the product. Organize your findings in a spreadsheet.

Evaluation and Conclusion How did this project contribute to your understanding of global trade? How do you think tariffs will affect demand for your product in each country?

Four Governments

In Unit 4, you studied how cultures around the world organized and governed themselves. The next six pages focus on four of those governments—the Incan Empire, Italian city-states, Tokugawa Japan, and the Ottoman Empire. How they functioned and the physical symbols they used to communicate their power are important themes. The chart below identifies some key characteristics of the four different governments, and the map locates them in time and place. Take notes on the similarities and differences between the four governments.

	Key Characteristics			
	Incan Empire	Italian City-States	Tokugawa Japan	Ottoman Empire
Title of Ruler	<ul style="list-style-type: none"> Inca 	<ul style="list-style-type: none"> varied by city: some had title of nobility, others of an elected position 	<ul style="list-style-type: none"> Shogun; emperor was a figurehead only 	<ul style="list-style-type: none"> Sultan
Ruling Structure	<ul style="list-style-type: none"> monarchical 	<ul style="list-style-type: none"> oligarchic 	<ul style="list-style-type: none"> militaristic 	<ul style="list-style-type: none"> bureaucratic
Basis of Authority	<ul style="list-style-type: none"> ruler believed to be descendant of the Sun god 	<ul style="list-style-type: none"> inheritance or social status supported by financial influence 	<ul style="list-style-type: none"> absolute loyalty and devoted service of samurai to their daimyo 	<ul style="list-style-type: none"> military power
Distinctive Feature of Government	<ul style="list-style-type: none"> Officials reported from the village level up to the king. Members of an ethnic group, or <i>mitimas</i>, were moved from their homes to other areas to increase agricultural output or put down rebellions. Children of Inca, local officials, and some others were taken to Cuzco for training. 	<ul style="list-style-type: none"> Power was in the hands of the ruling family or of a few wealthy families of bankers and merchants. Many cities had constitutions and elected assemblies with little power. 	<ul style="list-style-type: none"> Daimyo were the shogun's vassals and local administrators. Shogun controlled daimyo's marriage alliances and the number of samurai each had. To ensure cooperation, daimyo's families were held hostage at court while daimyos administered their home regions. 	<ul style="list-style-type: none"> Sultan owned everything of value (such as land and labor); his bureaucracy was in charge of managing and protecting it. Members of the bureaucracy derived status from the sultan but were his slaves along with their families. Heads of <i>millet</i>s governed locally.

SKILLBUILDER: Interpreting Charts

Drawing Conclusions How did the rulers of most of these governments keep themselves in power?



Monarchy in the Incan Empire, 1438–1535

The Incan monarchy was different from European monarchies. In the Incan Empire, all people worked for the state, either as farmers, or artisans making cloth, for example. Men also served as road builders, as messengers, or as soldiers. The state provided clothing, food, and any necessities in short supply. Every year, the amount of land every family had was reviewed to make sure it could produce enough food to live on.





Oligarchy in the Italian City-States, 1000–1870

Oligarchy is government by a small group of people. In Venice, citizens elected a great council, but real power was held by the senate, which made all decisions. Only members of 125 to 150 wealthy and cultured families were eligible for membership.



Militarism in Tokugawa Japan, 1603–1867

A militaristic government is run by the military. All those in power under the Tokugawa shoguns were samurai. As the samurais' work became more administrative than military, the Tokugawa rulers encouraged cultural pursuits such as poetry, calligraphy, and the tea ceremony to keep warlike tendencies in check.

EUROPE

ASIA

Mediterranean Sea

Sea of Japan

40°N

AFRICA

PACIFIC OCEAN

Bureaucracy in the Ottoman Empire, 1451–1922

A bureaucratic government is organized into departments and offices staffed by workers who perform limited tasks. Because of the size of the empire, the Ottoman bureaucracy required tens of thousands of civil servants. The empire also supported and encouraged the arts.



INDIAN OCEAN

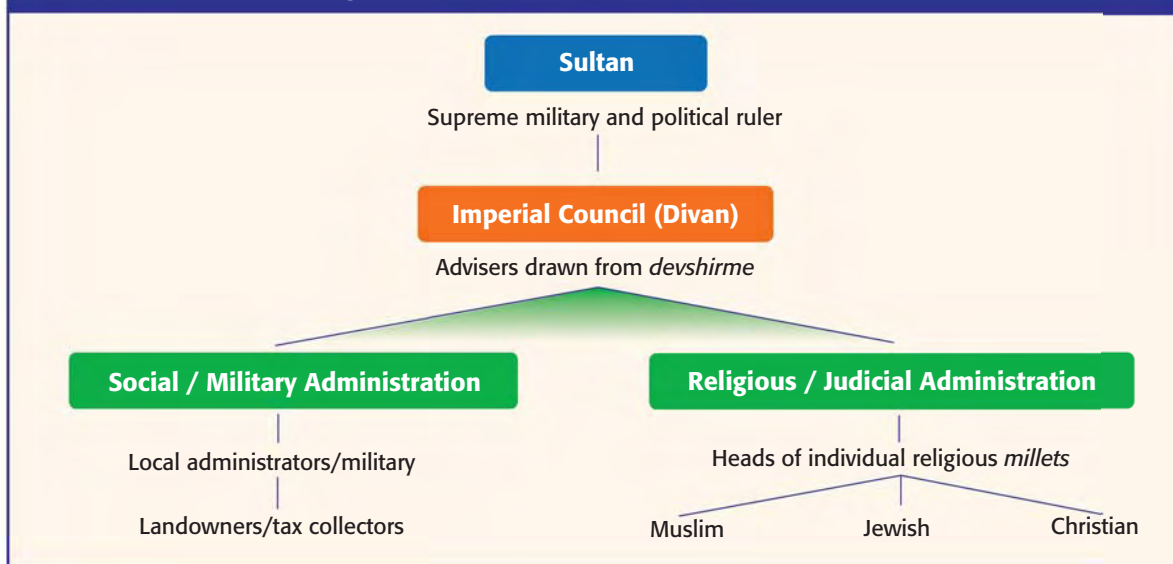
Comparing & Contrasting

1. In what ways did the Incan government resemble the Ottoman bureaucracy?
2. What similarities and differences were there in the way the sultans and shoguns controlled government officials?
3. What characteristic did the ruling class of the Italian city-states and Tokugawa Japan have in common?

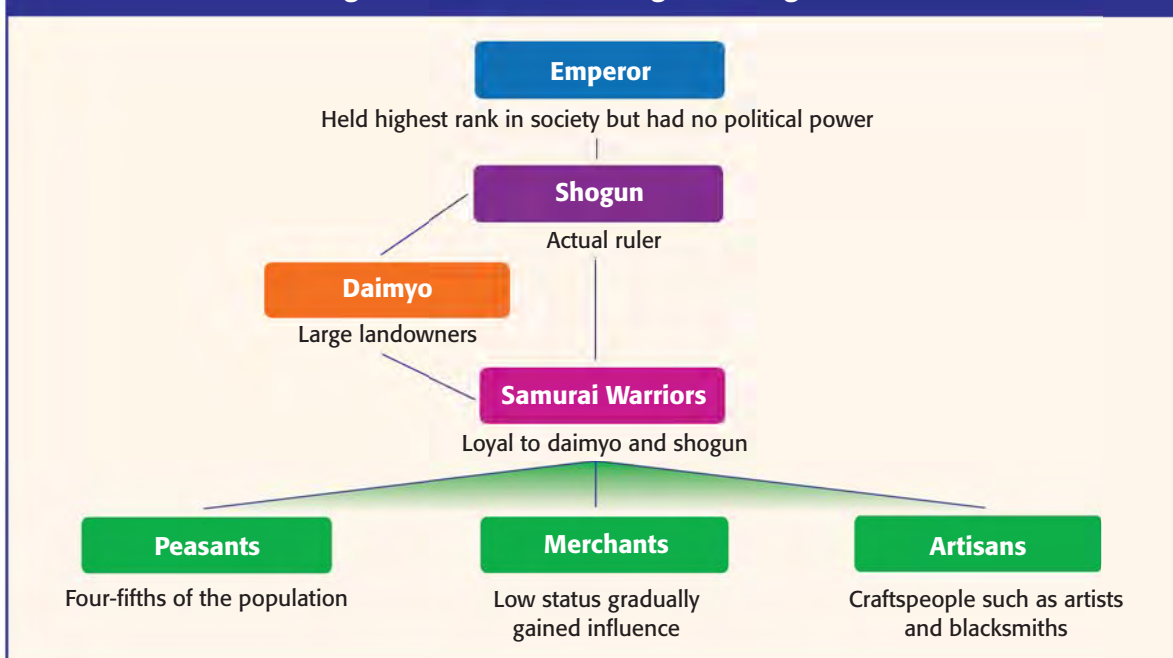
Structures of Government

All of the governments have officials at different levels with varying degrees of power and responsibility. Compare the governmental structure of the Ottoman bureaucracy with that of Tokugawa Shogunate's militaristic government using the charts below.

Organization of the Ottoman Government



Organization of the Tokugawa Shogunate



SKILLBUILDER: Interpreting Charts

- Clarifying** To whom were the heads of the millets answerable?
- Drawing Conclusions** How might the samurai's loyalty to his daimyo conflict with his loyalty to the shogun?

Artifacts of Power

The everyday objects used by members of government often serve a symbolic purpose. Note how the objects below communicated the rank and importance of the person who used them. Examine them and consider the effect they probably had on the people who saw them.



◀ Japanese Sword

Beautiful weapons and armor were symbols of status and power in Tokugawa Japan. Swords were the special weapons of the samurai, who were the only people allowed to carry arms. Daimyo had artisans make fine swords with expensively decorated hilts and scabbards for ceremonial occasions.



Italian Medici Pitcher ▲

As well as being great patrons of the fine arts, wealthy Italians surrounded themselves with luxurious practical objects. Even ordinary items, like a pitcher, were elaborately made of expensive materials.



◀ Incan Headdress

All of the people in the Incan Empire were required to wear the clothing of their particular ethnic group. The patterns on clothes and headdresses immediately identified a person's place of birth and social rank.

Comparing & Contrasting

1. How did the role of the sultan compare with the role of the Japanese emperor?
2. What message were expensive personal items meant to convey?
3. How does a household item like the pitcher differ from a sword or headdress as a symbol of power?

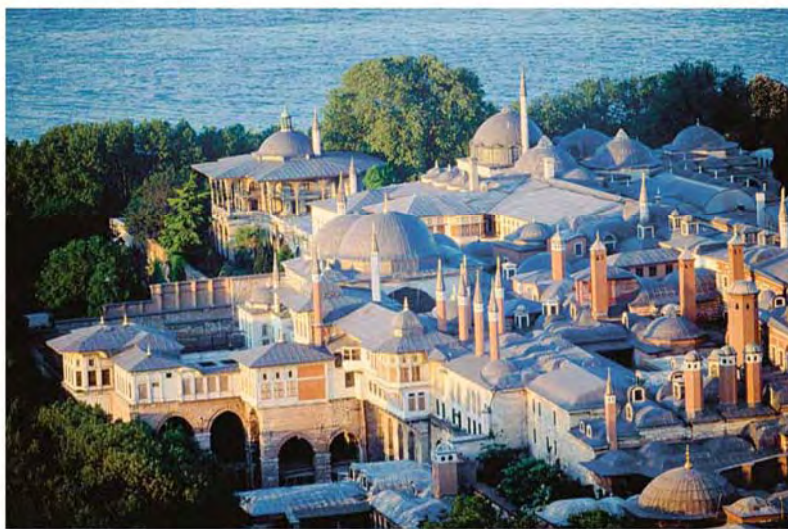


Architecture of Government

A ruler's castle or palace was a luxurious and safe home where he was surrounded by vassals who protected him. It was also a center of government where his administrators carried on their work under his supervision. Castles and palaces are a show of greatness. Large rooms that accommodate many guests demonstrate the ruler's authority over many people. Rich decorations display the ruler's wealth, refinement, and superior rank.

Japanese Palace ►

Osaka Castle was originally built by Toyotami Hideyoshi and has been rebuilt twice since then due to fire. It is surrounded by gardens, and the interior was known for its wall paintings and painted screens. During the Tokugawa period, the city of Osaka was a center of trade for agricultural and manufactured goods. The city was governed directly by the shoguns who owned the castle.



◄ Ottoman Palace

Topkapi Palace in modern Istanbul, Turkey, was the home of the Ottoman sultans. The buildings were built around several courtyards. Within the outer walls were gardens, a school for future officials, the treasury, and an arsenal. Elaborate paintings, woodwork, and tile designs decorated the walls and ceilings of rooms used by the sultan and his high officials.

Descriptions of Government

The following passages were written by writers who were reflecting not only on the past, but also on places and events they had personally witnessed.

PRIMARY SOURCE

Machiavelli

In this excerpt from *The Discourses*, Italian writer Niccolò Machiavelli discusses six types of government—three good and three bad.

[T]he three bad ones result from the degradation of the other three. . . . Thus monarchy becomes tyranny; aristocracy degenerates into oligarchy; and the popular government lapses readily into licentiousness [lack of restraint].

[S]agacious legislators . . . have chosen one that should partake of all of them, judging that to be the most stable and solid. In fact, when there is combined under the same constitution a prince, a nobility, and the power of the people, then these three powers will watch and keep each other reciprocally in check.

DOCUMENT-BASED QUESTION

Why does Machiavelli think a combined government is the best type of government?

INTERACTIVE



PRIMARY SOURCE

Garcilaso de la Vega

This description of government administration comes from Garcilaso's history of the Inca.

[Local administrators] were obliged each lunar month to furnish their superiors . . . with a record of the births and deaths that had occurred in the territory administered by them. . . .

[E]very two years . . . the wool from the royal herds was distributed in every village, in order that each person should be decently clothed during his entire life. It should be recalled that . . . the people . . . possessed only very few cattle, whereas the Inca's and the Sun's herds were . . . numerous. . . . Thus everyone was always provided with clothing, shoes, food, and all that is necessary in life.

DOCUMENT-BASED QUESTION

What and how did the Incan authorities provide for the common people's needs?

INTERACTIVE

Comparing & Contrasting

1. How do Osaka Castle and Topkapi Palace project the importance of their owners? Explain.
2. Does Machiavelli favor a system of government that would provide directly for people's needs? Explain.

EXTENSION ACTIVITY

Use the library to get some additional information about the government structure of the Incan Empire and Renaissance Venice. Then draw an organizational chart for each of those governments like the charts on page 580.