

# Cultures Meet

Unit

2



## START WITH THE STANDARDS

### California History-Social Science Standards

- 5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.
- 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- 5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

## The Big Idea



### COOPERATION AND CONFLICT

Europeans came to the Americas to find riches, build settlements, and bring their religion to others.

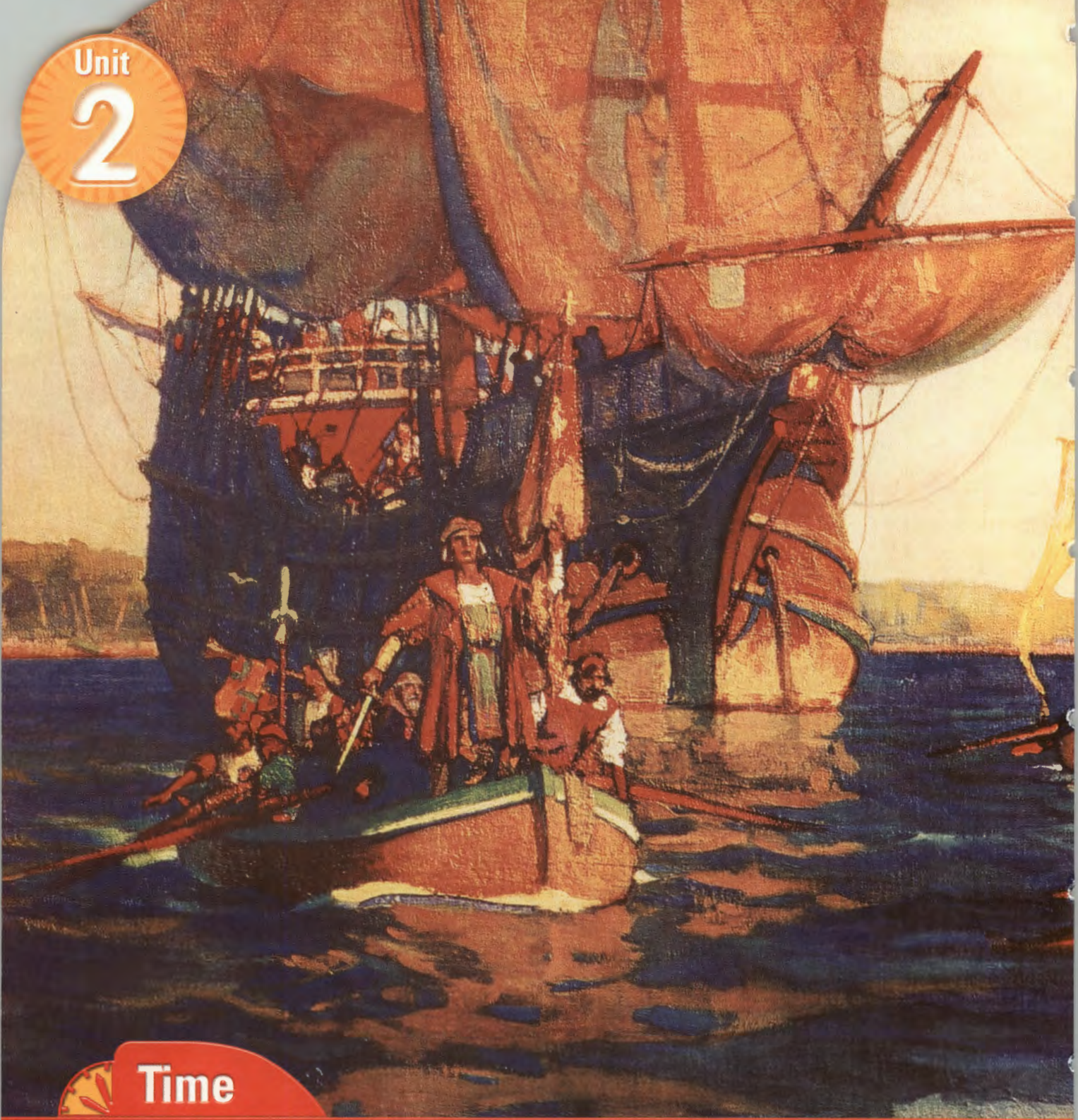
#### What to Know

- ✓ Why did Europeans begin to explore different areas of the world?
- ✓ What explorers led key expeditions and what routes did they follow?
- ✓ How did European explorations impact American Indians?

#### Show What You Know

- ★ Unit 2 Test
- ✍ Writing: A Persuasive Advertisement
- 🎨 Unit Project: A Museum of Exploration





## Time

## Cultures Meet

• **1418** Prince Henry opens a navigation school in Portugal, p. 112

• **1492** Christopher Columbus claims land in the Americas for Spain, p. 116

1400

1450

1500

## At the Same Time



• **1450** Johannes Gutenberg develops a new printing press



• **1506** The Italian artist Leonardo da Vinci paints the *Mona Lisa*



# Cultures Meet



**1610** Spain establishes a settlement at Santa Fe, p. 157

**1620** English Pilgrims settle the Plymouth Colony, p. 170

**1550**

**1542** Juan Rodríguez Cabrillo explores the coast of Alta California

**1600**

**1565** Spain sets up the first European settlement in the Philippines

**1650**

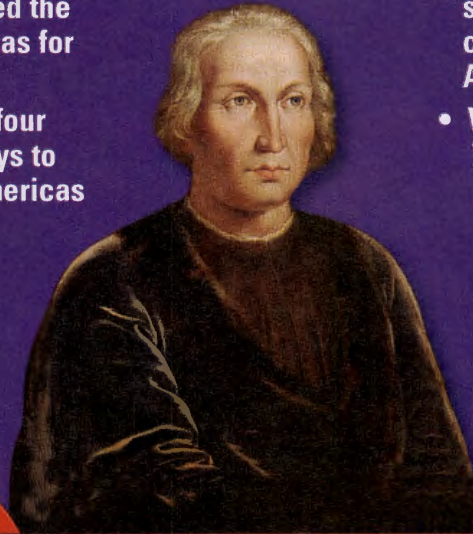
**1632** Work on the Taj Mahal begins in India



## Christopher Columbus

1451–1506

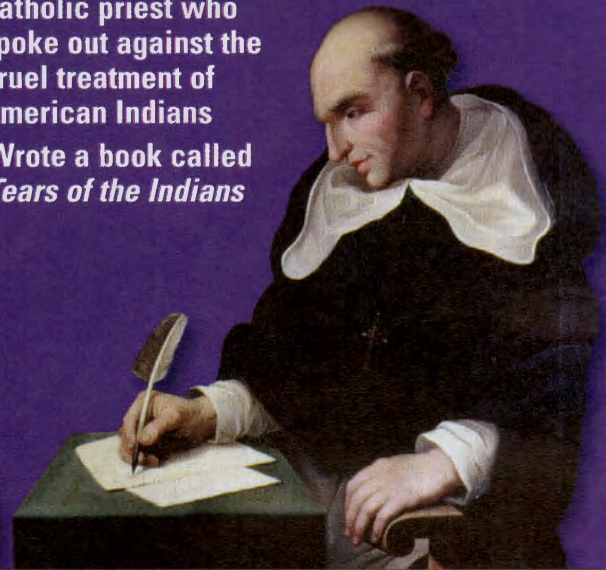
- Italian sailor who explored the Americas for Spain
- Made four journeys to the Americas



## Bartolomé de Las Casas

1484–1566

- Catholic priest who spoke out against the cruel treatment of American Indians
- Wrote a book called *Tears of the Indians*



## People

1450

1500

1550

1451 • Christopher Columbus

1506

1484 • Bartolomé de Las Casas

1566

1503? • Estevanico

1539

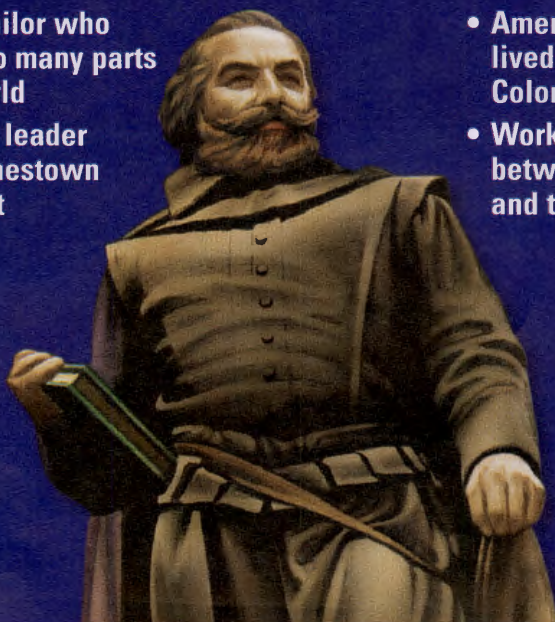
1510 • Francisco Vázquez de Coronado

1554

## John Smith

1580–1631

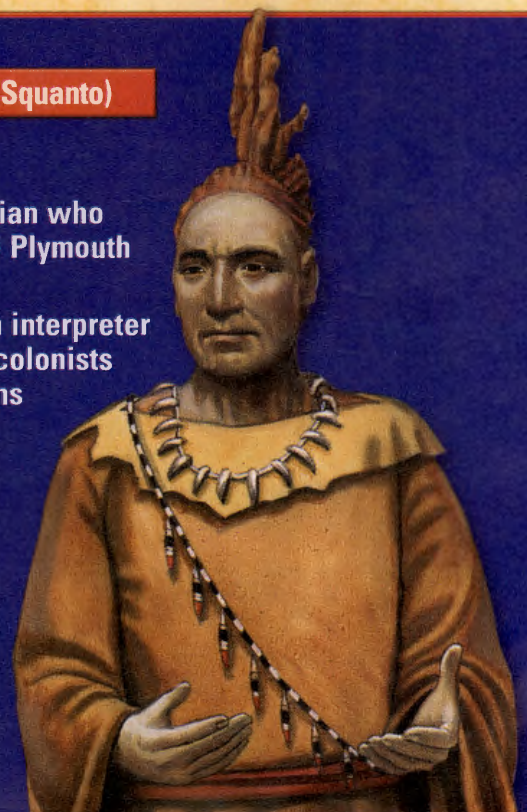
- English sailor who traveled to many parts of the world
- Served as leader of the Jamestown settlement



## Tisquantum (Squanto)

1585?–1622

- American Indian who lived near the Plymouth Colony
- Worked as an interpreter between the colonists and the Indians

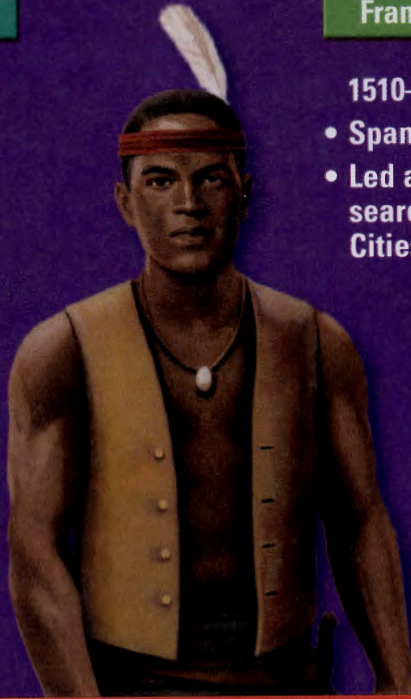




### Estevanico

1503?–1539

- Enslaved African who took part in several Spanish explorations
- Learned to speak several American Indian languages



### Francisco Vázquez de Coronado

1510–1554

- Spanish explorer
- Led an expedition in search of the Seven Cities of Gold



1600

1650

1700

1580 • John Smith 1631

1585? • Tisquantum (Squanto) 1622

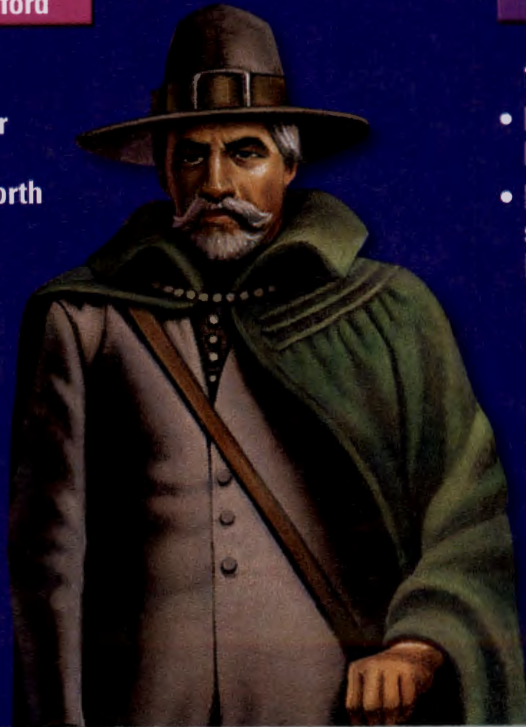
1590 • William Bradford 1657

1595? • Pocahontas 1617

### William Bradford

1590–1657

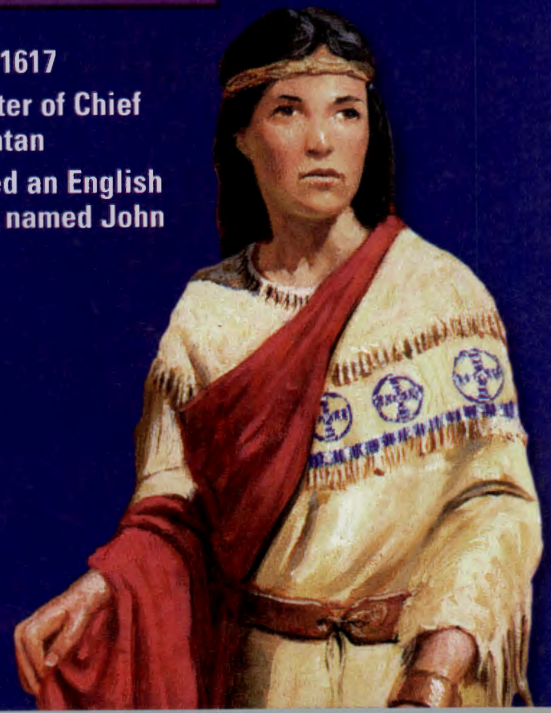
- English leader who led the Pilgrims to North America
- Served as governor of the Plymouth Colony



### Pocahontas

1595?–1617

- Daughter of Chief Powhatan
- Married an English settler named John Rolfe





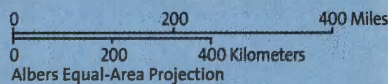


PACIFIC OCEAN



At the Same Time

Chumash Indian cultural region







The *Mayflower* arrives, in Massachusetts



Jamestown settlement, in Virginia



Mission Nombre de Dios, in Florida

- French
- Spanish
- English
- FOX Name of American Indian Tribe



# Reading Social Studies



## Main Idea and Details

The **main idea** is the most important idea of a paragraph or passage.  
**Details** give more information about the main idea.

### Why It Matters

When you identify and understand the main idea and details, you can better understand what you read.

#### Main Idea

The most important idea of a paragraph or passage

#### Details

Facts about the  
main idea

Facts about the  
main idea

Facts about the  
main idea

- ✓ The main idea is often given at the beginning of a piece of writing.
- ✓ In a long article, each paragraph has a main idea and details. The whole article also has a main idea and details.

### Practice the Skill

Read the paragraphs, and identify details that support the main idea.

#### Main Idea

The Taino were American Indians who lived on islands in the Caribbean Sea.

#### Details

They grew crops, fished, and hunted. They were peaceful people.

Another American Indian group that lived on islands in the Caribbean Sea was the Carib people. Like the Taino, the Carib also farmed, hunted, and fished. Unlike the Taino, the Carib were warlike. They were expert navigators who traveled long distances in large canoes.



## Apply What You Learned



**Main Idea and Details** Read the paragraphs, and answer the questions.

### Americans and Europeans Meet

The Taino were among the first Americans to meet European explorers. They were friendly and generous. Christopher Columbus wrote about them, "When you ask for something, they never say no. To the contrary, they offer to share with anyone."\*

Taino men spent much of their time fishing. They went to sea in canoes, some of which were as big as ships. They used spears to catch big fish and nets to catch smaller ones. The men also hunted small animals.

The women grew manioc, a plant that they used to make flour for bread. They also grew sweet potatoes, corn, and cotton. Women used cotton to make hammocks. A hammock makes an ideal bed for sleeping outdoors in a hot climate because it is cool. It also keeps the

sleepers off the ground and away from snakes.

Taino children played and gathered food. They ate sea grapes, birds' eggs, and even snails. Many children had pet dogs and parrots. They also played a ball game that was a little like soccer.

The Taino's lives were not completely carefree. Their life spans must have been short, because about half of all the Taino people were children. Also, the Taino had warlike neighbors, the Carib people, who lived on nearby islands.

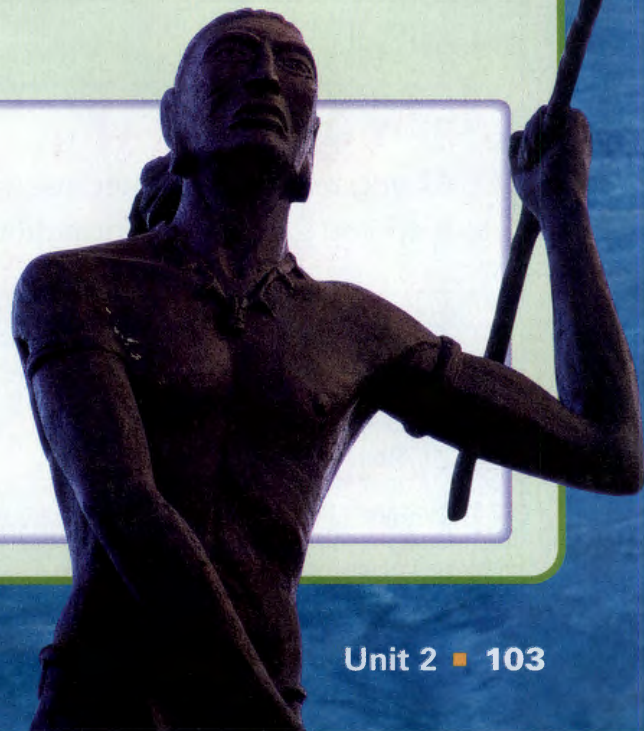
Although the Taino welcomed the Europeans, the meeting turned out to be disastrous for them. The Europeans killed many Taino and made slaves of many more. Still more died of European diseases. Soon, the peaceful Taino had been wiped out.



### Main Idea and Details

1. What is the main idea of the first paragraph?
2. What main point does the third paragraph make about how Taino women spent their time?
3. What details explain the idea that although the Taino were peaceful, they faced dangers?

\*Christopher Columbus. *The Four Voyages of Christopher Columbus*. Penguin Books, 1992.





# Study Skills

## USE VISUALS

Visuals can help you better understand and remember what you read.

- ▶ **Photographs, illustrations, diagrams, charts, and maps are different kinds of visuals.**
- ▶ **Visuals often show information that appears in the text, but they show it in a different way.**
- ▶ **Many visuals have titles, captions, or labels that help readers understand what is shown.**

✓	What kind of visual is shown? _____
✓	What does the visual show? _____
✓	How does the visual relate to the chapter, lesson, skill lesson, or feature you are reading? _____
✓	How does the visual help you better understand the subject of what you are reading? _____

## Apply As You Read

As you read this chapter, use visuals and the visual checklist to help you gain new information from the text.



California History-Social Science  
Standards, Grade 5

- 5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.  
5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.



# The Age of Exploration

# 3



► Replicas of Christopher Columbus's ships



**Start  
with a  
Journal**

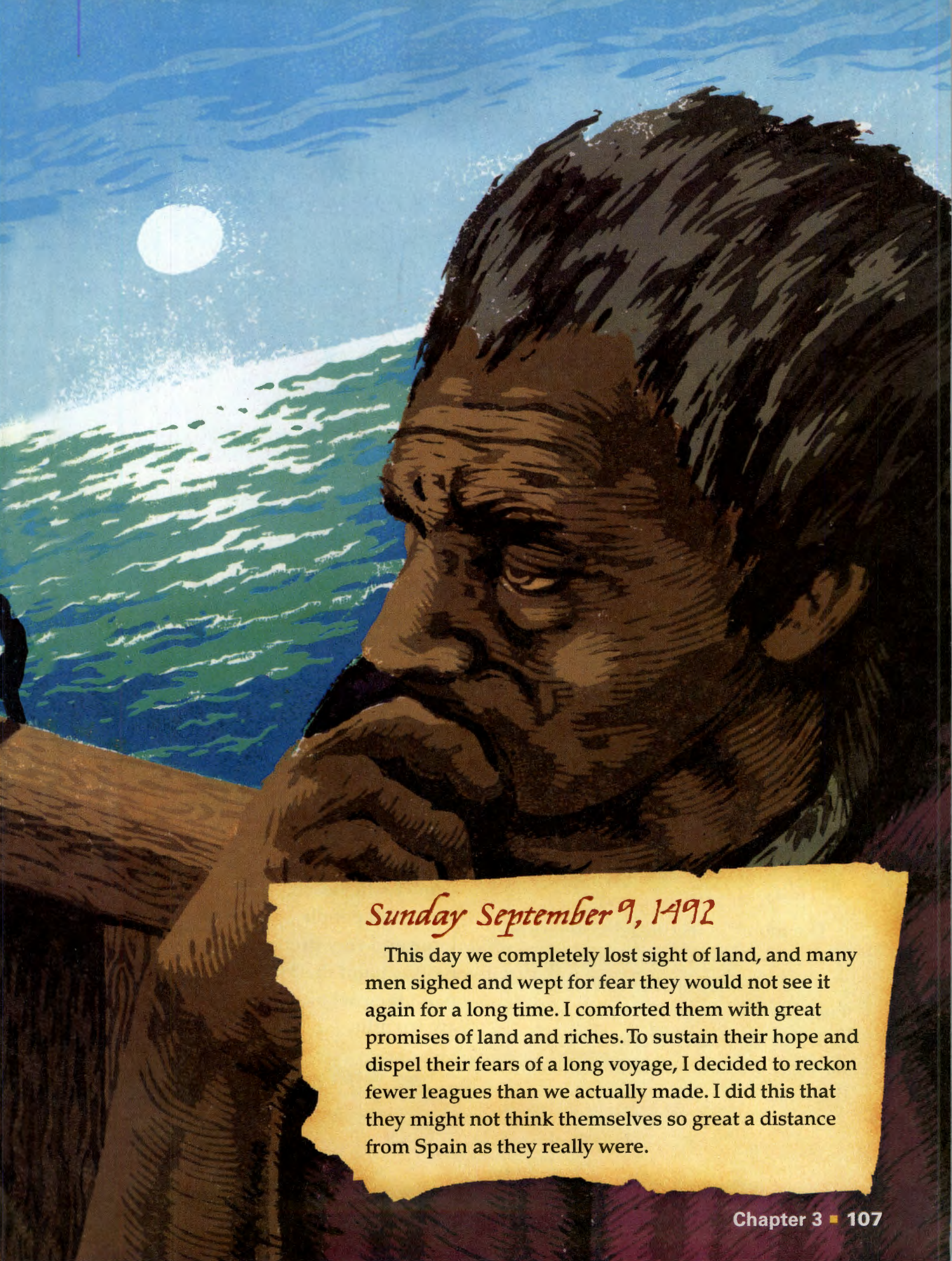


# *The Log of Christopher Columbus*

*selections by Steve Lowe  
illustrated by Robert Sabuda*

In 1492 most Europeans thought the world was only as big as the continents of Europe, Asia, and Africa. No one knew what existed beyond the Atlantic Ocean. However, some people wanted to find out. The Italian explorer Christopher Columbus believed that if he traveled west, he could reach Asia. Facing the unknown, he and his crew set sail in hopes of finding a new trade route and riches. What they found was an entirely different land. During the journey, Columbus kept a record of daily events. Read now a few entries from his log.





### *Sunday September 9, 1492*

This day we completely lost sight of land, and many men sighed and wept for fear they would not see it again for a long time. I comforted them with great promises of land and riches. To sustain their hope and dispel their fears of a long voyage, I decided to reckon fewer leagues than we actually made. I did this that they might not think themselves so great a distance from Spain as they really were.





### Thursday October 11, 1492

About 10 o'clock at night, while standing on the sterncastle, I thought I saw a light to the west. It looked like a little wax candle bobbing up and down. . . . I am the first to admit that I was so eager to find land that I did not trust my own senses, so I called for Pedro Gutierrez, the representative of the King's household, and asked him to watch for the light. After a few moments, he too saw it.

### Friday October 12, 1492

The moon, in its third quarter, rose in the east shortly before midnight. . . . Then, at two hours after midnight, the *Pinta* fired a cannon. . . . I hauled in all sails but the mainsail and lay-to till daylight. The land is about 6 miles to the west.

### Friday October 12, 1492

At dawn . . . I went ashore in the ship's boat. I unfurled the royal banner. After a prayer of thanksgiving I ordered the captains of the *Pinta* and the *Niña* . . . to bear faith and witness that I was taking possession of this island for the King and Queen. . . . To this island I gave the name *San Salvador*. . . .

No sooner had we concluded the formalities of taking possession of the island than people began to come to the beach. . . . They are very well-built people. . . their eyes are large and very pretty. . . . Many of the natives paint their faces . . . others paint their whole bodies. . . . They are friendly. . . .

sterncastle a building or structure on a ship raised above the deck, at the rear of the ship

lay-to rested



## Response Corner

- 1 Why do you think Columbus kept a private log of the miles the ships actually traveled?
- 2 Write a paragraph about how Columbus might have viewed the people he encountered.

*Tuesday November 27, 1492*

As I went along the river it was marvelous to see the forests and greenery, the very clear water, the birds, and the fine situation, and I almost did not want to leave the place. I told the men with me that, in order to make a report to the Sovereigns of the things they saw, a thousand tongues would not be sufficient to tell it, nor my hand to write it, for it looks like an enchanted land.

**sovereigns** the king  
and queen





# Lesson

# 1

## Time

1400

1650

1450

Johannes Gutenberg develops a new printing press

1492

Christopher Columbus lands at San Salvador

# Exploration and Technology

**YOU ARE THERE**

It is the winter of 1470 in your small village in Spain. Flames crackle in the fireplace as your father reads aloud from a book. The words describe a faraway land in Asia called Cathay. It is a place of amazing inventions and wealthy rulers.

An explorer named **Marco Polo** wrote these words long ago. Now, thanks to the spread of the printing press, many Europeans are reading Polo's book for the first time. As you listen, you dream of sailing to Asia and finding adventure and riches.

► Marco Polo wrote about Asia in *The Travels of Marco Polo*.



## WHAT TO KNOW

Why did Europeans begin to look for a sea route to Asia?

- ✓ Explain the reasons for European exploration.
- ✓ Identify the technology that made ocean exploration possible.

## VOCABULARY

- technology** p. 111
- navigation** p. 112
- expedition** p. 112
- empire** p. 113
- entrepreneur** p. 114
- cost** p. 114
- benefit** p. 114
- Reconquista** p. 115

## PEOPLE

- Marco Polo
- Prince Henry
- Christopher Columbus
- King Ferdinand
- Queen Isabella

## PLACES

- Portugal
- Spain
- San Salvador

## MAIN IDEA AND DETAILS

California Standards

HSS 5.2, 5.2.1, 5.2.2





► Gutenberg's printing press used small metal pieces, each with a raised letter or number. Ink was spread over the pieces, and a large screw was turned to press them onto paper.

## A Rush of New Ideas

In the 1400s, Europeans entered into a new age of learning, science, and art. Historians call this time of new ideas the Renaissance (REH•nuh•sahns), which means "rebirth." It began in Italy and then spread to Portugal, Spain, France, England, and other European countries.

Johannes Gutenberg helped with this spread of ideas by developing a printing press in the 1450s. Before this time, most books were hand-written. The new printing press made books faster.

One of the most popular books during the Renaissance was *The Travels of Marco Polo*. Written almost 200 years earlier, this book described Marco Polo's voyage to Cathay, as China was then called. Europeans were amazed when they read

about Chinese inventions, such as gunpowder and the compass—a tool for finding directions.

European merchants were interested in the great wealth Marco Polo described. They wanted to buy and then resell Asian goods such as silks and spices. Soon, traders from Europe began traveling the long, difficult land routes to Asia.

At the time, no Europeans had traveled to Asia by sea. They had no maps that showed the world accurately. Sailors also lacked the **technology**, the scientific knowledge and tools, needed for such a long trip. Sailors and scientists began working to solve these obstacles, or problems.

**READING CHECK** **MAIN IDEA AND DETAILS**  
What obstacles prevented Europeans from sailing to Asia?



# The World Awaits

Prince Henry of Portugal helped solve some of these problems by starting a school of navigation. **Navigation** is the science of planning and following a route. The aim of his school was to improve ships, maps, and navigational technology.

At the school, sailors learned how to sail a new kind of ship, the caravel. Compared to other ships, the caravel was more seaworthy. This long, narrow ship could carry more cargo, sail quickly over long distances, and could move in any direction.

Mapmakers at Prince Henry's school read the journals of early explorers. They found descriptions of bodies of water and land shapes and used these details to draw up new, more accurate maps.

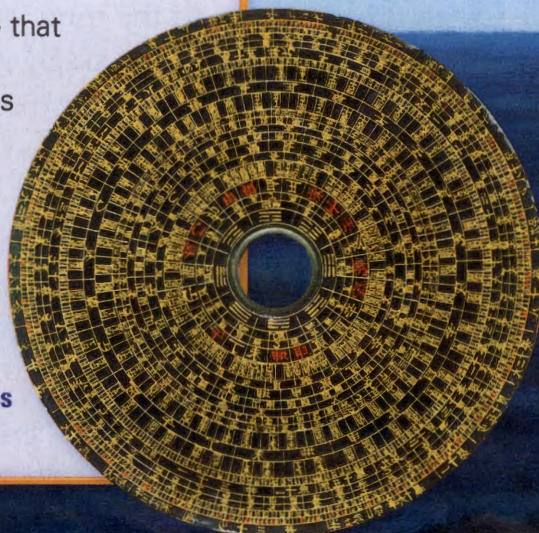
## Cultural Heritage

### Asian Technology

Chinese ideas and inventions changed the lives of Europeans. For example, gunpowder was unknown to Europe until contact was made with China. The Chinese used gunpowder in fireworks and rockets. In Europe, gunpowder led to the making of new weapons.

Some historians believe that the compass was also a Chinese invention that was passed on to Europeans. Compasses helped sailors tell in which direction they were sailing.

► Tools such as this compass made sailing easier.



To keep their ships on the right course, sailors used navigational tools. Prince Henry hired scientists to improve two of these tools—the compass and the astrolabe. Sailors used the compass to help them make a rough estimate of their longitude, or their distance east or west of a location. They used the astrolabe to calculate the positions of the sun, moon, and stars. This information helped sailors to determine latitude, or their distance north or south of the equator.

All these and other developments made ocean exploration possible. In search of a sea route to Asia, dozens of Portuguese ships made **expeditions**, or trips taken with the goal of exploring. Prince Henry believed that the most direct sea route to Asia from Europe would be to sail south around Africa and then east across the Indian Ocean. Eventually, the Portuguese did find this route.

Europeans had known about Asia through trade and Marco Polo's writings. Traders had long been using the Silk Road—a series of land routes between China and Italy. At this time, Europeans referred to all of Asia as "the Indies."



Europeans also traveled to Africa. They traded with merchants in North African cities such as Gao (GOW), Timbuktu (tim•buhk•TOO), and Jenné (jeh•NAY). These cities were the centers of rich empires. An **empire** is a collection of lands ruled by the nation that conquered them.

Since the rest of the continents lie much farther away from Europe, Europeans did not even suspect that these continents existed. Nor did they know that people there had built large civilizations. In South America,

► Caravels were smaller, lighter, and faster than other ships of the time.

the Inca Empire ruled over as many as 12 million people. In Central America, the Aztec Empire covered 80,000 square miles of present-day Mexico. As many as 5 million people lived under the rule of the Aztecs. In North America, there were American Indians from the Pacific coast to the Atlantic coast.

**READING CHECK** **MAIN IDEA AND DETAILS**

**What were the aims of Prince Henry's school of navigation?**







► The information for this world map came from Ptolemy (TAH•luh•mee), a Greek astronomer who lived in the A.D. 100s. Republished in 1482, the map shows only Europe, Africa, and Asia.

## The Business of Exploring

In many European countries, most sailors thought the only way to reach Asia was to sail east. However, some people thought Asia could be reached by sailing west across the Atlantic. One of them was an Italian sailor who had already sailed along the coasts of Europe and Africa. The sailor's name was **Christopher Columbus**. He believed that sailing west across the Ocean Sea, as the Atlantic Ocean was then known, was a more direct route to Asia than sailing around Africa. But he could not prove it

until he had the money for a ship, a crew, and supplies.

Explorers had to be **entrepreneurs** (ahn•truh•pruh•NERZ) as well as sailors. They organized and ran their expeditions like an entrepreneur sets up and manages a business. Often, explorers had to persuade others that the **cost**, or effort made to gain something, of an expedition was worth the risk. Ships and supplies were expensive, and there were many risks. For example, a ship could be lost at sea or fail to find anything of value.

However, the **benefit**, or reward gained, was the chance of finding riches worth many times the cost. This would



more than repay the expenses paid by the trip's supporters.

Finding a ruler to pay for Columbus's trip would not be easy. His idea of sailing west seemed risky. No one knew how far west Asia was. The first person Columbus asked for money was King John II of Portugal, Prince Henry's nephew. The king was not interested in Columbus's idea and turned him down. By sailing around Africa, the Portuguese had already found a sea route to Asia from Europe.

Three years later, in 1485, Columbus asked Spain's monarchs, **King Ferdinand** and **Queen Isabella**, to support his plan. Ferdinand and Isabella were Catholic, and at the time, they were focused on fighting a war to push all Muslim people out of Spain. This movement to

make Spain all Catholic was called the **Reconquista** (ray•kohn•KEES•tah). Under the Reconquista, Muslims had to stop following their Islamic religion and become Catholic or leave the country. By 1492, Ferdinand and Isabella had claimed all of the land the Muslims once held in Spain. They had also forced many thousands of Jews to leave Spain.

When Spain was united under one religion, Columbus again asked Ferdinand and Isabella to support his voyage. He promised the monarchs great wealth and new lands. Columbus also said that he would take the Catholic religion to the people of Asia. The king and queen agreed to support his plan.

**READING CHECK** **MAIN IDEA AND DETAILS**

**How did Columbus persuade the king and queen of Spain to support his expedition?**

► This painting shows Christopher Columbus asking King Ferdinand and Queen Isabella of Spain to support his expedition.





# Two Worlds Meet

**TIME** 1492

**PLACE** San Salvador

On August 3, 1492, Columbus and a crew of 90 sailors sailed from Spain on three ships—the *Niña* (NEEN•yuh), the *Pinta* (PEEN•tuh), and the *Santa María*. More than two months later, he and his crew were still at sea, facing many obstacles, or hardships. Often, fierce storms battered their ships. When there was no wind to fill the sails, they sometimes drifted for days. The sailors grew restless and homesick.

Eventually, they began to notice a change in the weather. Then they saw birds flying south. Columbus changed course, hoping to follow the birds to land.

The night of October 11, 1492, was a good night for sailing. A strong wind

pushed the ships from behind. The moon was behind them, too, shining like a lantern on the sea in front of them. In the early morning hours of October 12, the sailors finally saw their goal—land!

All three ships anchored off an island that Columbus named **San Salvador**. He claimed the island and other islands he visited for Spain. Columbus believed he had reached Asia and was now in the Indies, so he called the people he met on the island *Indians*.

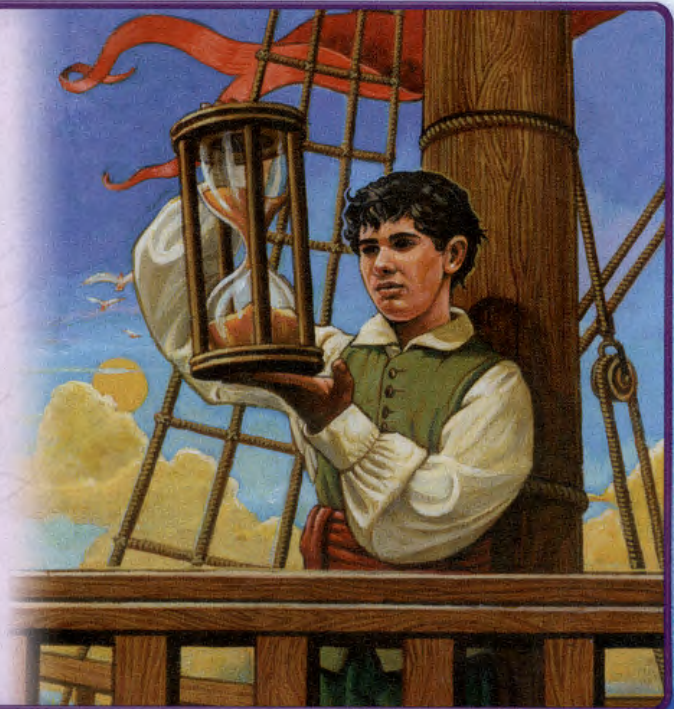
The people Columbus met were members of the Taino (TY•noh) tribe. The Tainos welcomed Columbus and his men, but the Europeans were disappointed not to find any Asian silk or spices. Columbus did collect a few gold items and some of the islands' animals and plants. Before leaving for Spain, he also took several Tainos.

## Children IN HISTORY

### Diego Bermúdez

Some of the sailors on Columbus's expedition were as young as 12. That was the age of Diego Bermúdez when he sailed on the *Santa María* in 1492. Diego was a page, which was the lowest rank on a ship. Pages did the jobs that most sailors did not want to do, like cooking, cleaning, and keeping track of the time. Diego kept track of the time by using an hourglass. It was actually a half hourglass. Every 30 minutes, when the sand had all fallen to the bottom of the glass, Diego rang a bell and yelled out a short prayer. This let everyone know what time it was.

**Make It Relevant** What jobs do you have to do at home or at school?






When Columbus and his men returned to Spain, they were treated like heroes. They had crossed the Atlantic Ocean and returned home. When King Ferdinand and Queen Isabella saw the gold, animals, plants, and people from the Indies, they paid for another expedition. The Spanish rulers made it clear that the reasons for this second expedition were to find more riches, start settlements in the Indies, and convert the Indians to the Catholic religion.

**READING CHECK** **MAIN IDEA AND DETAILS**  
What obstacles did Columbus and his crew face?



## Summary


In the 1400s, stories of riches in Asia made sailors eager to explore. New ships and tools made exploration possible. While most explorers looked eastward for a route to Asia, Columbus sailed west and reached land across the Atlantic Ocean.

## REVIEW

-  Why did Europeans begin to look for a sea route to Asia?
- Explain how **technology** helped improve **navigation**.
- What did Columbus find on his 1492 voyage?

### CRITICAL THINKING

-  What were the advantages and disadvantages of sailing west to Asia?
- Why did Columbus need to think like an entrepreneur?
-  **Draw a Chart** Imagine that you are a ruler who has been asked to give money for an expedition. Draw a chart that lists the costs and the benefits of supporting an expedition.

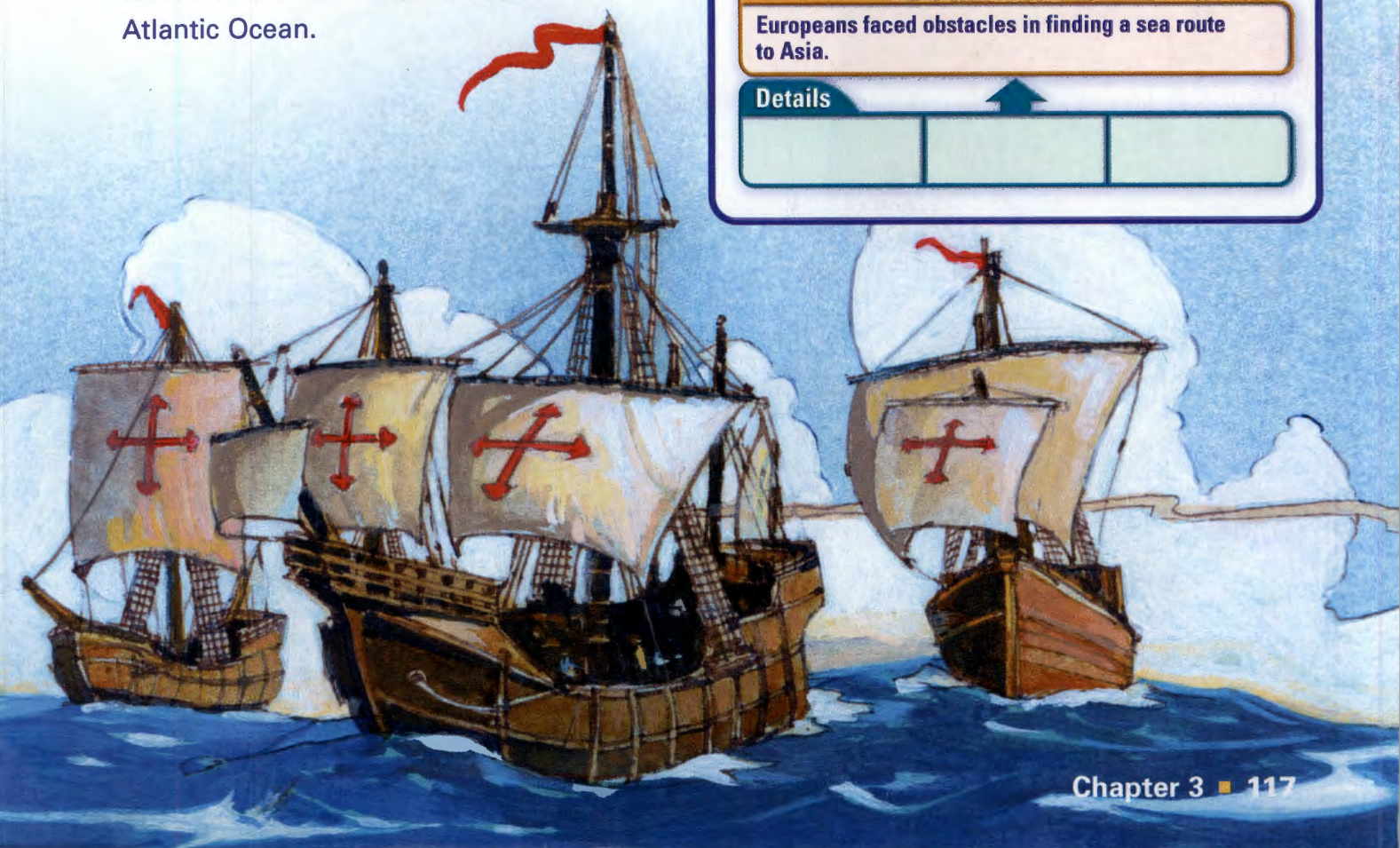
-  **MAIN IDEA AND DETAILS**  
On a separate sheet of paper, copy and complete the graphic organizer below.

#### Main Idea

Europeans faced obstacles in finding a sea route to Asia.

#### Details

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## Navigational Tools

Navigational tools allowed sailors to explore far-away lands and still find their way back home. With most of these tools, sailors used the sun, moon, and stars to determine location. In the 1400s, European navigators used the astrolabe to measure latitude. The compass was also used, but it was not always reliable. By the 1700s, more accurate tools were developed, including the sextant and the chronometer.

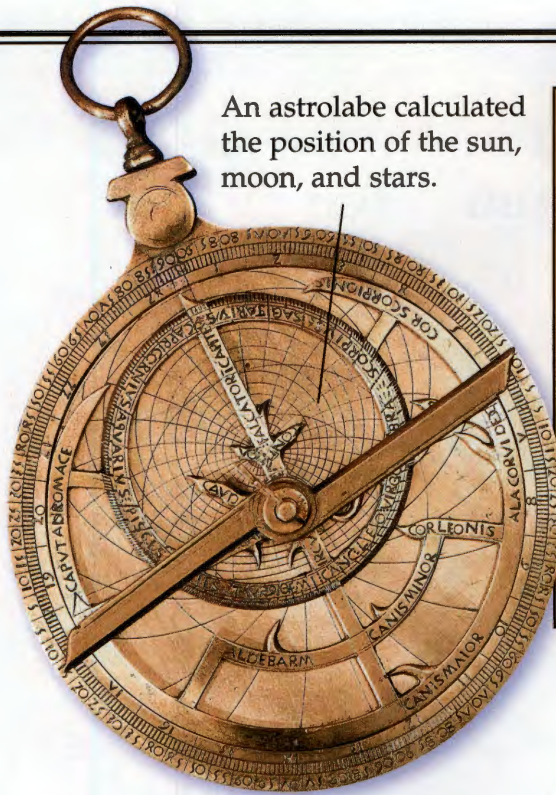


This compass has a map showing towns and cities in northern Europe.



A chronometer kept very accurate time and was used to measure the positions of certain stars based on the time.





An astrolabe calculated the position of the sun, moon, and stars.

**ANALYSIS SKILL**

## Analyze Artifacts

- 1 Which tool do you think was the most effective for navigation? Explain your answer.
- 2 How do you think sextants were used?
- 3 Which of these tools do you think sailors use today?



Visit PRIMARY SOURCES at [www.harcourtschool.com/hss](http://www.harcourtschool.com/hss)



Sextants (right) were used to determine the altitude, or the height above the horizon, of the sun or stars. This map of the world was created by Abraham Ortelius in 1574.





1497

Caboto reaches  
Newfoundland

1513

Balboa sights  
the Pacific  
Ocean

1522

The Magellan expedition  
completes a voyage  
around the world**WHAT TO KNOW**

Why did Europeans explore the Americas, and what did they find?

- ✓ Describe the aims, obstacles, and accomplishments of early explorers.
- ✓ Trace the routes of the explorers and identify the areas they claimed.

**VOCABULARY**

**isthmus** p. 123

**treaty** p. 125

**PEOPLE**

Giovanni Caboto  
Amerigo Vespucci  
Vasco Núñez de Balboa  
Ferdinand Magellan

**PLACES**

England  
Newfoundland  
Philippine Islands

**MAIN IDEA  
AND DETAILS**

California  
Standards

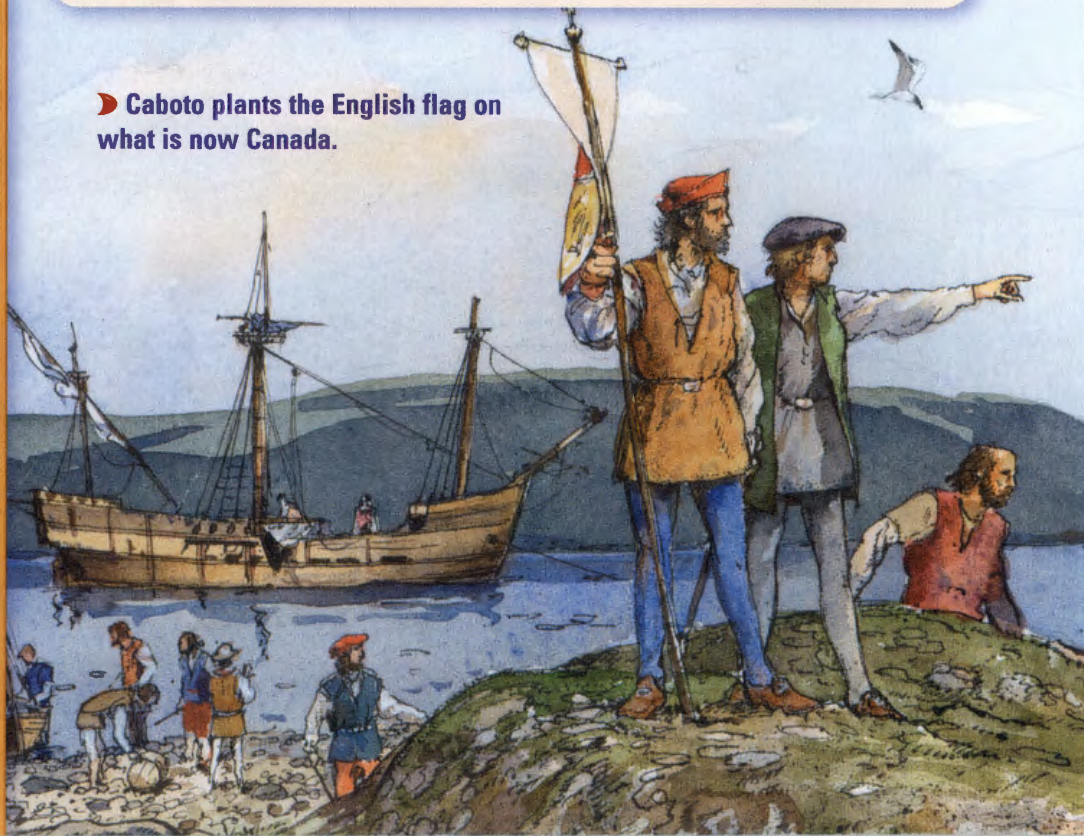
HSS 5.2, 5.2.2, 5.2.3, 5.2.4

# A Changing World

## YOU ARE THERE

It is June 1497, and you have been at sea for more than a month. You signed up for this journey in England after hearing about Columbus's successful expeditions. However, now you are beginning to have second thoughts. Fog surrounds your ship, and almost everyone on board looks worried. "This cold air chills me to the bone," says a crew member. You squint to try to see through the fog, but it is no use. Whatever is out there remains a mystery.

► Caboto plants the English flag on what is now Canada.







► Caboto sailed to present-day Newfoundland.

## Caboto's Expedition

After his first voyage, Columbus returned to the Indies three times. He never found riches, but he did prove the possibility of sailing across the Atlantic. Soon after Columbus's return, most European monarchs wanted to send their own ships to the Indies. They were determined to claim new lands, expand their power, and discover riches.

In **England**, King Henry VII heard of Columbus's success for Spain. The king paid an Italian sailor named **Giovanni Caboto** (kah•BOH•toh), whom the English called John Cabot, to lead an expedition. King Henry's aim was for Caboto's expedition to help England compete for land and wealth.

In May 1497, Caboto and a crew of 18 sailed west on a course far north of

Columbus's original route. After a long, slow journey, they reached land on June 24. After stepping ashore, Caboto claimed the land for England. He then sailed south along the coast for some distance before returning to England. Years later, Caboto's son Sebastian described the place: "It is a very sterile [lonely] land. There are in it many white bears, and very large stags like horses. . . ."\*

When Caboto returned to England, he said he had found China. Caboto, like Columbus, thought he had been to Asia. Many people today believe Caboto actually reached the coast of present-day Newfoundland, now a part of Canada.

### READING CHECK **MAIN IDEA AND DETAILS**

**What was the aim of King Henry VII when he paid for Caboto's expedition?**

\*Sebastian Cabot, 1544 map notes. *North American Exploration* by Michael Golay and John S. Bowman. John Wiley & Sons, Inc., 2003.



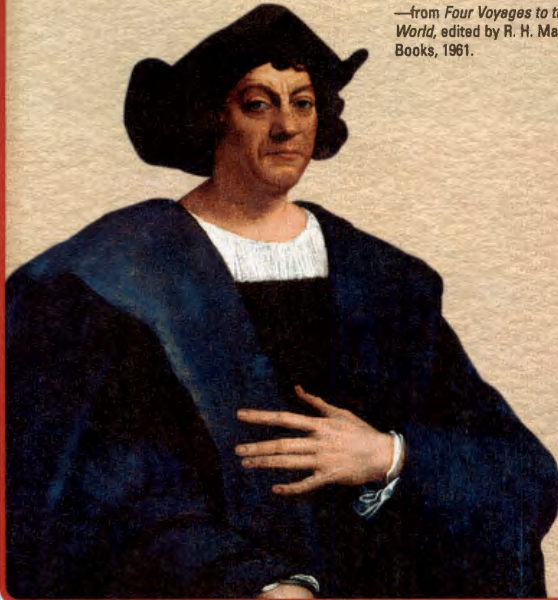


Explorers had different views about their expeditions to the Americas.

### Christopher Columbus Italian explorer who sailed for Spain

"I ought to be judged as a captain sent from Spain to the Indies . . ."

—from *Four Voyages to the New World*, edited by R. H. Major. Corinth Books, 1961.



### Amerigo Vespucci Italian explorer who sailed for Spain and Portugal

"I have found a continent . . . more populous and more full of animals than our Europe, or Asia, or Africa . . ."

—from *The Letters of Amerigo Vespucci*, edited by Clements R. Markham. Burt Franklin, 1960.



#### It's Your Turn

**ANALYZE SKILL** **Analyze Points of View** Summarize each explorer's viewpoint on his expedition.

## A New Map of the World

Not everyone believed that Columbus and Caboto had found Asia. **Amerigo Vespucci** (veh•SPOO•chee) of Italy aimed to find out for himself. In 1499, he sailed to a place just south of where Columbus had landed. Two years later, Vespucci sailed on an expedition down the coast of South America.

Vespucci looked for signs that he had reached Asia, but he could find none. In the areas he explored he did not find any large cities or wealthy rulers. Also, the places he saw did not fit Marco Polo's descriptions of Asia. Vespucci began to think that maybe Earth was larger than most people thought. If so, that would

mean Asia was farther away from Europe than Columbus believed.

Vespucci came to realize that he, Columbus, and Caboto had found a continent previously unknown to Europeans. In 1507, a German mapmaker named Martin Waldseemüller (VAHLT•zay•mool•er) published a world map that included this continent. He named it for Amerigo Vespucci, calling it America. The land on this new map stood for the present-day continent of South America. Later, the use of the word *America* was also applied to the land known today as the continent of North America.

**READING CHECK** **MAIN IDEA AND DETAILS**  
What was Vespucci's main accomplishment?



# Reaching the Pacific

After Vespucci's voyages, other explorers sailed around the mysterious "new" lands, but none could find China. It seemed more and more likely that Vespucci had been right. Still, Europeans could not be sure they were *not* in Asia. They wondered what these lands could be if they were not a part of Asia.

The Spanish explorer **Vasco Núñez de Balboa** (NOON•yays day bahl•BOH•uh) answered that question. Balboa was one of the first Europeans to settle in the Americas. He had set up a farm on the island of Hispaniola (ees•pah•NYOH•lah), but he was not a good farmer and soon owed money to many people. Instead of paying them, he escaped from

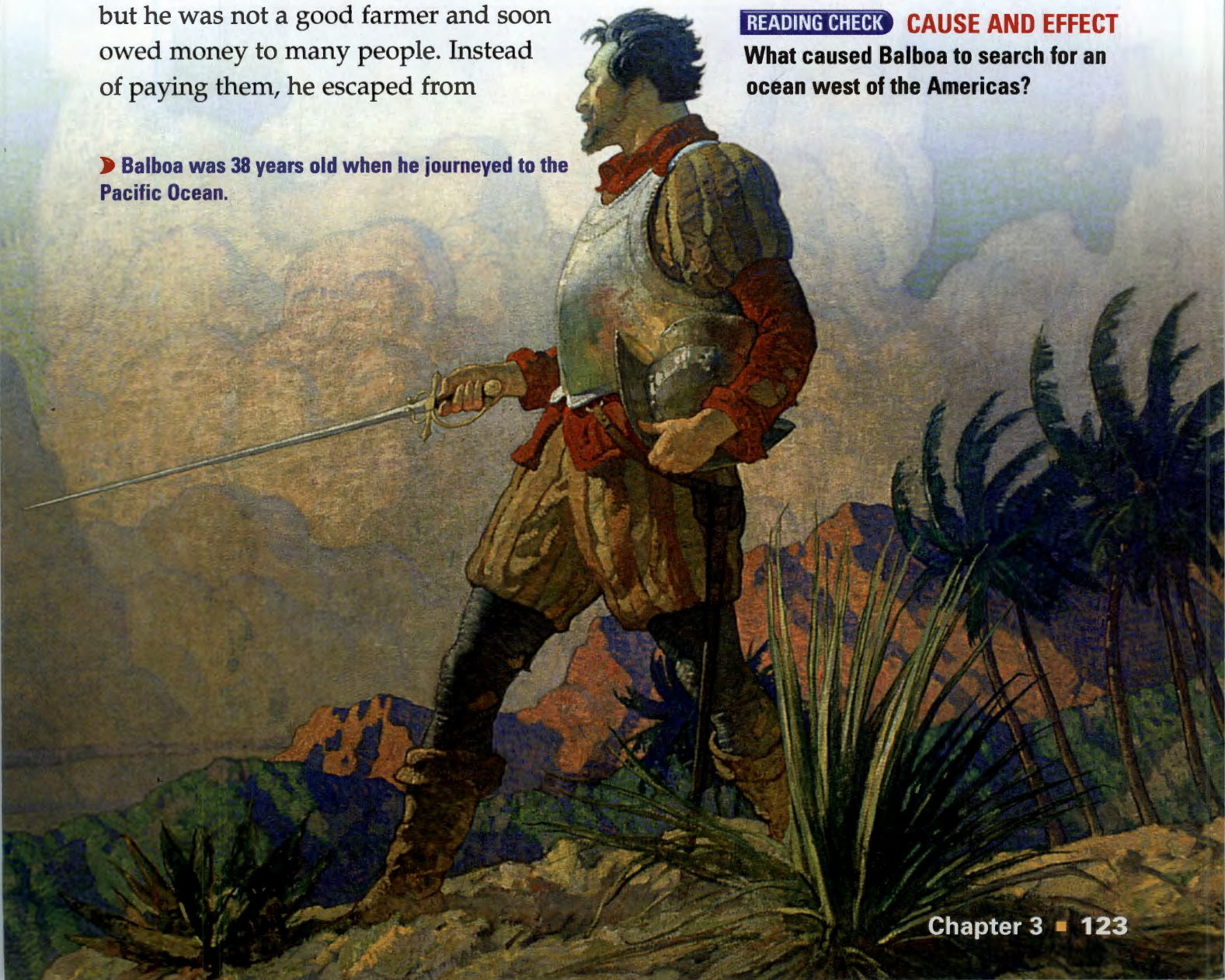
► **Balboa was 38 years old when he journeyed to the Pacific Ocean.**

Hispaniola by hiding in a barrel on a ship bound for what is now Colombia. There, he met the survivors of a failed Spanish settlement and helped them settle in what is now the country of Panama.

While searching for gold in the region, Balboa met a group of Indians who told him about a vast ocean to the west. In 1513, Balboa and some other explorers hiked west across the Isthmus of Panama, which connects the continents of North America and South America. An **isthmus** is a strip of land that connects two large land areas. Eventually, Balboa's group reached a huge ocean known today as the Pacific Ocean.

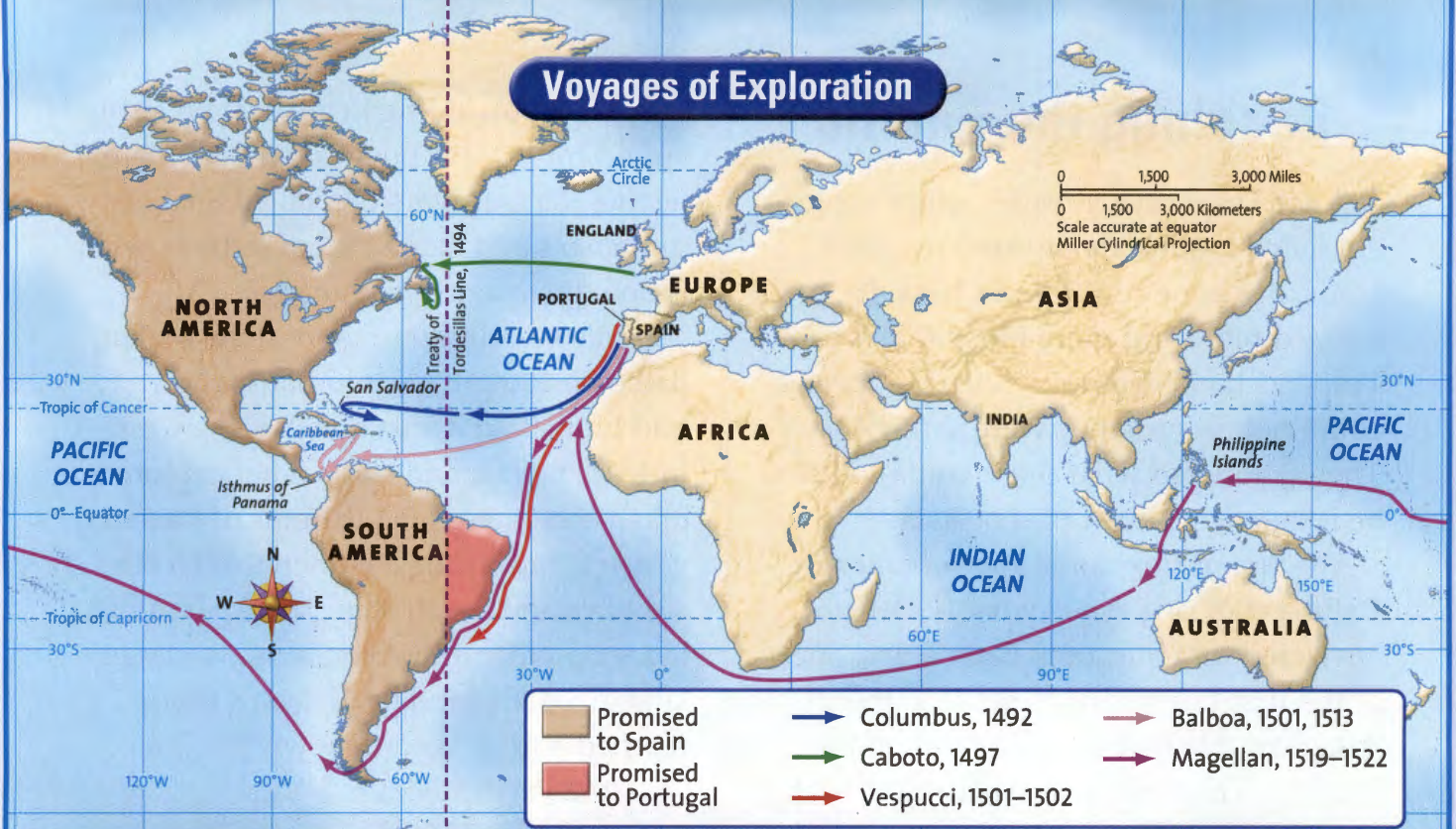
## READING CHECK CAUSE AND EFFECT

**What caused Balboa to search for an ocean west of the Americas?**





## Voyages of Exploration



Columbus



Caboto



Vespucci



Balboa



Magellan

### ANALYSIS SKILL Analyze Maps

**Movement** Which explorer sailed across the Pacific Ocean?

## A New View of the World

With the aim of finding a western route to Asia, the Portuguese explorer **Ferdinand Magellan** (muh•JEH•luhn) also proved Vespucci was right. In 1519, Magellan left Spain with five ships and about 250 sailors. They sailed to present-day Brazil. After passing through a waterway at the tip of South America, the sailors found themselves in the same

ocean that Balboa had seen. Magellan named it the *Pacific*, which means “peaceful,” because its waters seemed still compared with those of the Atlantic.

Magellan expected to cross the Pacific in a few days, but it took more than three months. Many sailors died of hunger and illness. Magellan himself was killed in a battle in the **Philippine Islands**, 500 miles off the coast of southeastern Asia. Despite the obstacles, one ship made it back to Spain in 1522. The sailors onboard were the first to travel around the world.



As more expeditions were organized, more lands were claimed. Often, the same land was claimed by more than one country. The Catholic rulers of Spain and Portugal asked Catholic Church leaders to settle such a case. In 1493, Church leaders drew a line on a map through the Atlantic Ocean. Portugal was promised the land to the east of the line, and Spain was promised the land to the west.

In 1494, Spain and Portugal signed the Treaty of Tordesillas. A **treaty** is an agreement between countries. In this treaty, Spain and Portugal agreed to move the dividing line farther west. This change gave Portugal the land that would become part of the country of Brazil.

**READING CHECK** **MAIN IDEA AND DETAILS**

What did Magellan's expedition accomplish?

**Summary**

After Columbus's voyages, rulers were eager to pay for trips across the Atlantic. Explorers such as Caboto, Vespucci, Balboa, and Magellan explored many different areas. Spain and Portugal divided the Americas between themselves.

► One side of this gold coin shows King Ferdinand and Queen Isabella (left).



**REVIEW**

1. Why did Europeans explore the Americas, and what did they find?
2. Use the term **treaty** to explain how Spain and Portugal divided lands in the Americas.
3. What two oceans did explorers cross when they sailed west from Europe to Asia?

**CRITICAL THINKING**

4. **ANALYSIS SKILL** How did the relative location of what is now Brazil affect Portugal's claims in the Americas?
5. **ANALYSIS SKILL** What were the causes of European expeditions across the Atlantic Ocean?

6. **Make an Explorers Table** Make a table that lists the name of each explorer in this lesson and the area that person explored. Then use your table and the map on page 124 to trace their routes and describe the distances they traveled.

7. **MAIN IDEA AND DETAILS**

On a separate sheet of paper, copy and complete the graphic organizer below.

**Main Idea**

**Details**

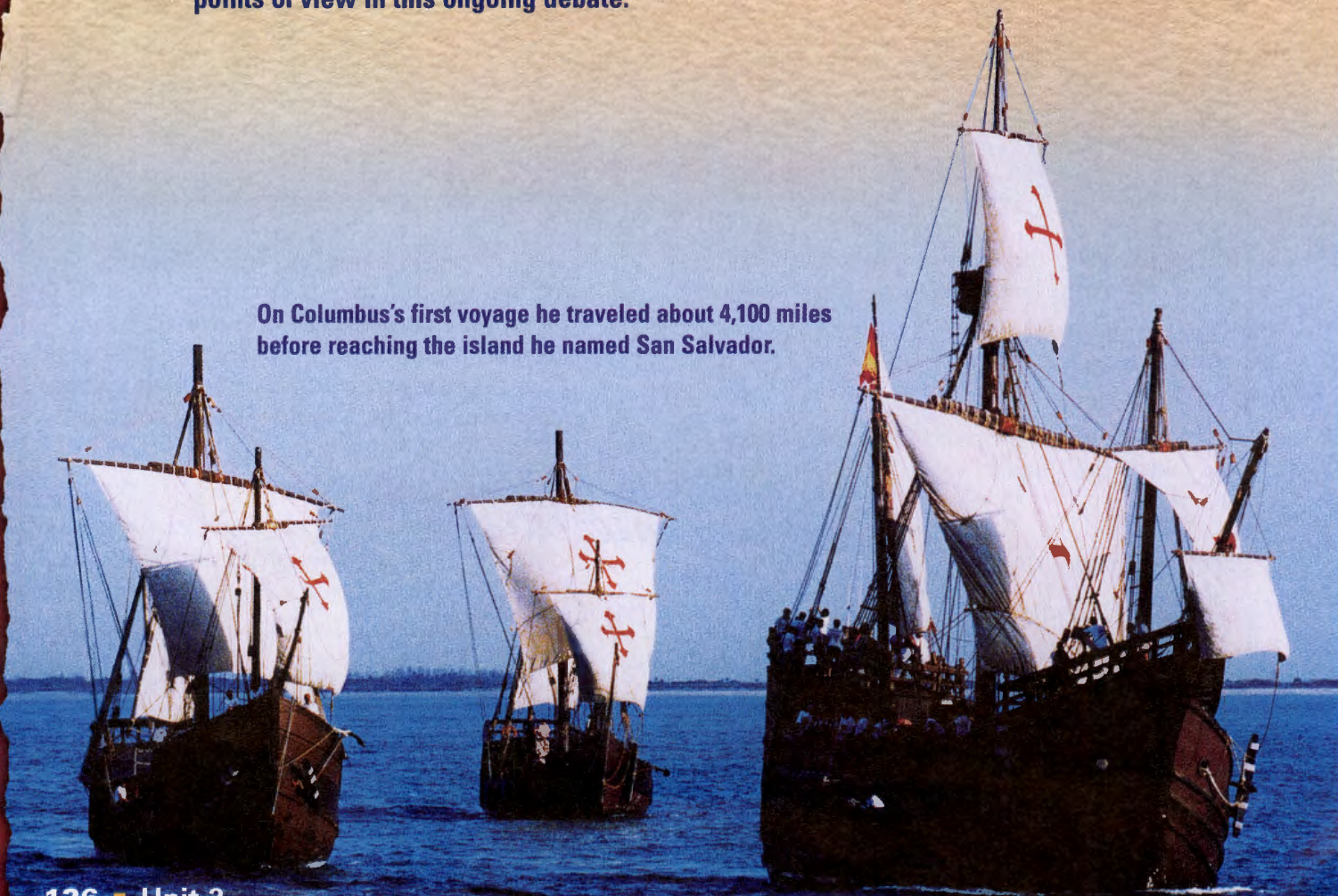
Vespucci sails to South America.	Balboa reaches the Pacific Ocean.	Magellan sails west to Asia.
----------------------------------	-----------------------------------	------------------------------



## Christopher Columbus's Voyages

**T**here is no question that the four voyages of Columbus changed the world. However, the exact impact and meaning of these historical events are debated even today. Some see Columbus as a heroic figure—a man of courage, curiosity, and daring. Others see him as one who brought great hardship to people who meant him no harm. Here are different points of view in this ongoing debate.

On Columbus's first voyage he traveled about 4,100 miles before reaching the island he named San Salvador.





## In Their Own Words



RUSSELL MEANS

*Russell Means*, an American Indian leader, writing about Columbus's treatment of Indians

“Columbus' arrival was a disaster from the beginning . . . he immediately began the enslavement . . . of the Indian peoples of the Caribbean islands.”

— from an article in the *Denver Post*. October 12, 1991.

*Robert S. McElvaine*, a teacher and author, writing about Columbus's voyages

“The major long-term significance of Columbus' voyage is that it led to the mixing of the people of the world on an unprecedented scale and set in motion the process of making what would become the United States the most ethnically diverse society the world has known.”

— from an article in the *Los Angeles Times*. October 12, 1992.



ROBERT S.  
MCELVAINE

*Kathleen Deagan*, a teacher and author, writing about the effect of Columbus's voyages on the Indians

“Regardless of how many Taínos were living in Hispaniola when Columbus arrived, the stunning reduction in their numbers was the most shocking immediate repercussion [effect] of European contact.”

— from *Columbus's Outpost Among the Taínos*. Yale University Press, 2002.



KATHLEEN DEAGAN

### It's Your Turn



**Analyze Points of View** Work with a classmate to summarize the point of view held by each writer. Decide how each writer views Columbus's voyages.

**Make It Relevant** Why do you think people have different points of view on Christopher Columbus and his voyages?



1513

Ponce de León  
reaches Florida

1521

Cortés destroys  
the Aztec capital

1539

De Soto begins his  
exploration of Florida**WHAT TO KNOW**

Why did the Spanish explore and conquer large areas of the Americas?

- ✓ Describe the aims, obstacles, and accomplishments of Spanish explorers.
- ✓ Trace the routes of Spanish explorers and identify their claims.

**VOCABULARY**

**grant** p. 129

**conquistador** p. 129

**reform** p. 133

**Reformation** p. 133

**Counter-Reformation** p. 133

**missionary** p. 133

**PEOPLE**

Juan Ponce de León

Hernando Cortés

Estevanico

Francisco Coronado

Hernando de Soto

Martin Luther

**PLACES**

Florida

Mexico City

New Spain

**MAIN IDEA AND DETAILS**

California  
Standards

HSS 5.2, 5.2.1, 5.2.2, 5.2.3

# Spanish Explorations

## YOU ARE THERE

You trudge through the thick forest, waving the flies away from your face. The air is hot and humid, and your heavy armor seems to be getting even heavier with each step. Your commander has announced that he is seeking a “fountain of youth.” The idea seems foolish to you, but you know it would be unwise to argue. As you near a clearing, a soldier in front orders everyone to stop. Your group has just come face to face with a group of American Indians.

➤ Spanish explorer Juan Ponce de León led the first European expedition to Florida.



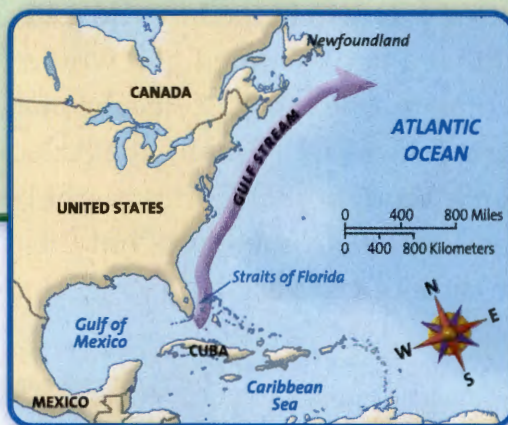




## GEOGRAPHY

### The Gulf Stream

Ponce de León became one of the first explorers to experience the Gulf Stream, one of the strongest ocean currents in the world. A current is a faster-flowing part of a body of water. The Gulf Stream starts in the Gulf of Mexico and flows through the Straits of Florida. It then travels north in the Atlantic Ocean. Spanish treasure ships returning from North America followed the Gulf Stream to get back to Europe faster.



## Juan Ponce de León

**TIME** 1513

**PLACE** Florida

Once Spain had claimed land in the Americas, more Spanish explorers and soldiers soon sailed there. Some wanted to find adventure and riches. Others wanted to win national glory and to convert the American Indians to Christianity. To encourage the explorers, the monarch of Spain offered large sums of money, called **grants**, to those who would lead expeditions. These Spanish explorers and soldiers became known as **conquistadors** (kahn•KEES•tah•dawrz), or “conquerors.”

**Juan Ponce de León** (POHN•say day lay•OHN) had sailed with Columbus on his second voyage and later helped conquer Puerto Rico. From the Indians who lived there, he had heard about an island to the north called Bimini (BIH•muh•nee). He also may have heard that the island

had a so-called Fountain of Youth, which supposedly made old people young again.

In 1513, Ponce de León set out to find Bimini. Instead, he landed in what is now the state of **Florida**. He named the land *La Florida*, Spanish for “flowery,” and claimed it for Spain. Though Ponce de León never found the Fountain of Youth, he was the first Spanish explorer to set foot on land that became part of the United States.

#### READING CHECK **MAIN IDEA AND DETAILS**

**What was Ponce de León searching for when he reached Florida?**



## Early Conquistadors

In 1519, Spain sent **Hernando Cortés** to find gold in the land of the Aztecs. Cortés landed in what is now Mexico with about 650 soldiers. Cortés and his men marched west from the coast toward the Aztec capital, Tenochtitlán (tay•nohch•teet•LAHN). Along the way, they met Indians who disliked the Aztecs' harsh rule. The Indians gave food to the Spanish and even agreed to help them fight the Aztecs. Malintzin, an Indian woman who spoke the Aztec language, translated for the Spanish.

Cortés was also helped by the Aztecs' belief that a light-skinned god would one day come to rule them. Motecuhzoma (moh•tay•kwah•SOH•mah), the Aztec emperor, thought that Cortés might be this god and welcomed him, but this peace did not last very long.

Cortés took Motecuhzoma prisoner, and fighting broke out between the Spaniards and the Aztecs. The Aztecs were fierce fighters, but they did not have horses or guns like the Spanish. Many Aztecs also died from diseases accidentally brought over by the soldiers. By 1521, Cortés had conquered the Aztecs. On the ruins of Tenochtitlán, the Spanish built **Mexico City**, which became a major center in Spain's new empire in the Americas.

After Cortés found wealth among the Aztecs, the Spanish looked elsewhere for more riches. The Spanish leaders in Mexico City heard an American Indian story about cities made of gold. To see whether the story was true, they sent a priest named Marcos de Niza (day NEE•sah) on an expedition. De Niza brought an African slave, named **Estevanico** (es•tay•vahn•EE•koh), who was familiar with the Southwest. During

### Spanish Conquistador and Aztec Warrior

#### Analyze Illustrations

A Spanish conquistador (left) had stronger weapons than an Aztec warrior (right).

- 1 Harquebus, a gun invented in the 1400s
  - 2 Armor made of steel
  - 3 Horse
  - 4 Wooden club
  - 5 Armor made of quilted leather
  - 6 Wood shield with feather fringe
- ❖ How might conquistadors on horses have had advantages over Aztec warriors on foot?





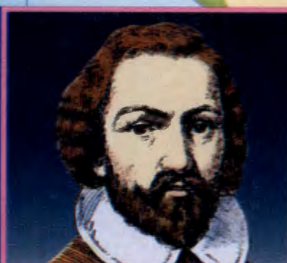
## Conquistadors in North America



Ponce de León



Cortés



Cabrillo



Coronado



De Soto

### ANALYSIS SKILL Analyze Maps

**Movement** Which conquistador traveled through part of what is now the southwestern area of the United States?

the expedition, Estevanico was killed by Zuni Indians. De Niza, however, returned and said he had seen a golden city.

After hearing Marcos de Niza's story, **Francisco Vázquez de Coronado** (kawr•oh•NAH•doh) set out in 1540 with about 300 Spaniards, several Africans, and more than 1,000 American Indians to find the mysterious cities. Coronado and his men explored lands in what is now

the southwestern United States. In all their travels, they did not find any gold. Coronado arrived back in Mexico City with no riches, but he had claimed lands for Spain. The Spanish lands in what are today Mexico, the southwestern United States, and Florida came to be known as **New Spain**.

**READING CHECK** **MAIN IDEA AND DETAILS**  
What was the aim of Coronado's expedition?



## De Soto in the Southeast

Spanish conquistador **Hernando de Soto** (day SOH•toh) helped conquer the Inca Empire in Peru, and his success there made him rich. He believed Florida might have rich empires like the Inca. De Soto wanted the wealth and glory that would come from defeating those empires.

In 1539, de Soto and 600 men sailed from Cuba and landed near Tampa Bay. They then traveled through every state that is now part of the southeastern United States. On their journey, they became the first Europeans to see the Mississippi River.

De Soto and his soldiers met many American Indians during this expedition, and these encounters often ended in brutal battles. One of the worst took place in Alabama. There, the Spanish fought

the Mobile tribe. A Spanish soldier who witnessed the battle wrote later that the number of Indians killed may have been as high as 11,000. The Spanish lost many of their supplies during the fighting. Afterward, many of de Soto's men either starved to death or ran away.

In 1542, de Soto died of a fever. The soldiers buried him in the Mississippi River and made their way to Mexico. When the expedition ended in September 1543, only about 300 survived out of the 600 men who started the journey.

Although de Soto and his soldiers found no gold, they claimed much land for Spain. By this time, Spanish claims covered much of the southern half of what is now the United States.

**READING CHECK** **MAIN IDEA AND DETAILS**  
What part of what is now the United States did de Soto explore and claim?

► In addition to soldiers, Hernando de Soto's expedition included a diverse group of priests, farmers, and Indian scouts.





# Missionaries to America

While the conquistadors were exploring the Americas, many changes were sweeping through Europe. Some people began to question the power of the Catholic Church. At the time, the Church forced people to obey its rules and to pay taxes. It even had its own court, which could punish people for disagreeing with Church rules and teachings.

A German priest named **Martin Luther** began to call openly for **reforms**, or changes, in the Catholic Church. This period of reforms is called the **Reformation**. Luther was forced out of the Church, but he gained many supporters. Those who protested the actions of Catholic leaders became known as Protestants. They began new churches, including the Lutheran Church.

The Catholic Church made some changes, but it also tried to keep its power through efforts that are called the **Counter-Reformation**. The Church banned books that went against its teachings, and it used its court to punish people who protested Catholic rules and beliefs.

During the Counter-Reformation, the Catholic Church concentrated on spreading its power to the Americas. Church leaders wanted to gain new followers and share in the wealth of the lands claimed by European countries. To help accomplish this, the Church sent religious teachers, or **missionaries**, to convert the American Indians to the Catholic religion.

Shortly after arriving in the Americas, missionaries held ceremonies for large numbers of American Indians to make







► Saint Ignatius founded the Jesuits, a Catholic group whose main activity became missionary work.

them Catholic. It was not until later that the missionaries actually began teaching them about Catholic beliefs. Some missionaries forced the American Indians to accept Christianity and to work for them. Others helped them by providing food and health care. While many American Indians did keep their traditional religions, others were forced to change how they lived and worshipped.


**READING CHECK** **MAIN IDEA AND DETAILS**

What was the main result of the Counter-Reformation in the Americas?

**Summary**


Spanish conquistadors such as Juan Ponce de León, Hernando Cortés, Francisco Coronado, and Hernando de Soto explored and claimed large areas of the Americas for Spain. Missionaries brought Catholic beliefs to the American Indians.


**REVIEW**

1.  Why did the Spanish explore and conquer large areas of the Americas?
2. Describe the effects of the **Counter-Reformation** on the Americas.
3. What lands made up the Spanish empire in the Americas known as New Spain?

**CRITICAL THINKING**

4. **ANALYSIS SKILL** What were some effects of Spanish exploration of the Americas?
5. **ANALYSIS SKILL** Why do you think the Spanish built Mexico City on the site of the Aztec capital?

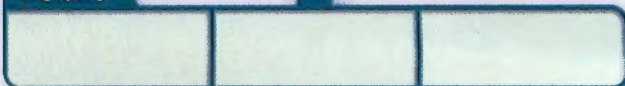
6.  **Write a Travelogue** Imagine that you are traveling with one of the explorers discussed in this lesson. Write a travelogue describing what you have seen and the people you have met.

7.  **MAIN IDEA AND DETAILS**  
On a separate sheet of paper, copy and complete the graphic organizer below.

**Main Idea**

The Spanish had aims for exploring and settling in the Americas.

**Details**





# Estevanico

Biography

Trustworthiness

Respect  
Responsibility  
Fairness  
Caring  
Patriotism

Estevanico was not a Spaniard. He was an African who had been sold into slavery. He never led an expedition, but he may have walked across more of North America than any other explorer of his time.

Estevanico and his owner survived a disastrous Spanish expedition to Florida. Later, a Spanish commander in Mexico City chose Estevanico and another man to look for the Seven Cities of Gold. The commander must have trusted Estevanico's



Estevanico saw much of North America.

ability to survive in the wilderness. He also trusted Estevanico to return and to give a true report of what he had found.

Estevanico was not an explorer by choice. As a slave, he had to go where his owner sent him. But he had much freedom in the wilderness. He had learned from other explorers how to use plants to cure some

illnesses, and many Indians respected him as a medicine man. Estevanico did not survive his journey to find the Seven Cities of Gold. Still, his name is remembered today, along with those of the many other explorers who traveled through North America.

## Why Character Counts

❖ How did Estevanico's actions show that he was trustworthy?

### Bio Brief

1503

Born 1503?

1528 Estevanico joins the Narváez expedition

1539

Died 1539

1539 Estevanico is killed on an expedition to find the Seven Cities of Gold

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## Distinguish Fact from Opinion

### ► WHY IT MATTERS

Recognizing fact and opinion helps you understand what you read. A **fact** is a statement that can be proved or checked. A fact is true for everyone. An **opinion** is a statement that tells what a person feels or believes. An opinion is held by one person or one group.

### ► WHAT YOU NEED TO KNOW

Here are some ways in which you can check to see whether a statement is a fact:

- See whether the statement is true in your own experience and in other people's experiences. *On a sunny day, the*

*sky is blue.* You know that this is a fact because you and others have seen the sky as it looks this way.

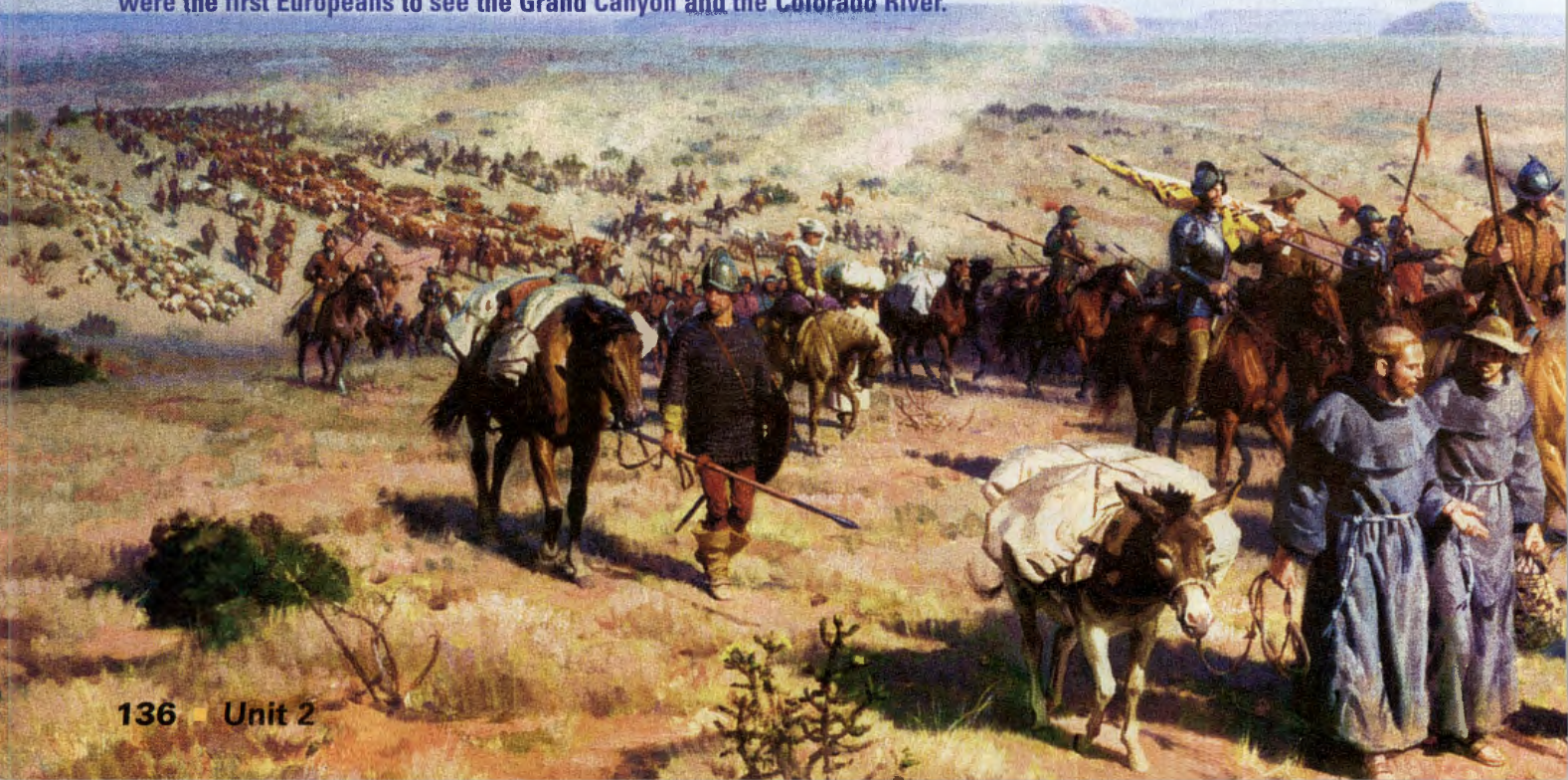
- Check trusted sources of information, such as an encyclopedia, an atlas, or another source.

Opinions cannot be proved or checked. An opinion may seem true to the person who holds it, but other people may have different opinions. Here is an example:

- Fact: It is snowing.
- Opinion: The weather is terrible.
- Opinion: The weather is beautiful.

Some statements contain clues that they are opinions. The words *I believe, I feel,*

- Many historians believe that members of Francisco Coronado's expedition were the first Europeans to see the Grand Canyon and the Colorado River.





or *in my opinion* often begin an opinion statement. Words such as *best*, *worst*, *wonderful*, and *terrible* are often clues to opinion statements.

Writers often combine facts and opinions. Readers must pay close attention to notice the difference. Think about this sentence: *We went to Yellowstone National Park, the most beautiful place in the West.* The first part of the sentence is a fact, but the second part is an opinion.

Not every statement is either a fact or an opinion. For example, the statement *Los Angeles is in Canada* is not a fact because it is not true.

### **PRACTICE THE SKILL**

Now read these sentences from Coronado's report to the leader who sent him on his expedition. Decide whether each sentence states an

opinion, a fact, or both. If a sentence contains both a fact and an opinion, tell which part is which.

- 1 "The food which they eat in this country is corn, of which they have a great abundance."
- 2 "They make the best corn cakes I have ever seen anywhere, and this is what everybody normally eats."
- 3 "They have the very best arrangement and machinery for grinding that was ever seen."
- 4 "They have very good salt in crystals, which they bring from a lake a day's journey distant from here."\*

### **APPLY WHAT YOU LEARNED**

Write three facts that you have learned in this chapter. Then write three opinions about what you learned.

\*Coronado's Report to Viceroy Mendoza, 1540. *History of Hawikuh* by Frederick W. Lodge. Ward Ritchie Press, 1937.





1524

Verrazano searches for the Northwest Passage

1534

Cartier begins to explore the St. Lawrence River

1610

Hudson explores Hudson Bay

# Other Nations Explore

## WHAT TO KNOW

Why did Europeans explore North America, and what did they find?

- ✓ Describe the aims, obstacles, and accomplishments of European explorers.
- ✓ Trace the routes of early explorers and identify the areas they claimed in what is now the United States.

## VOCABULARY

**Northwest Passage** p. 139

**mutiny** p. 143

## PEOPLE

Giovanni da Verrazano

Jacques Cartier

Henry Hudson

## PLACES

Newfoundland

St. Lawrence River

Holland

Hudson Bay



## MAIN IDEA AND DETAILS



California Standards

HSS 5.2, 5.2.1, 5.2.2, 5.2.3

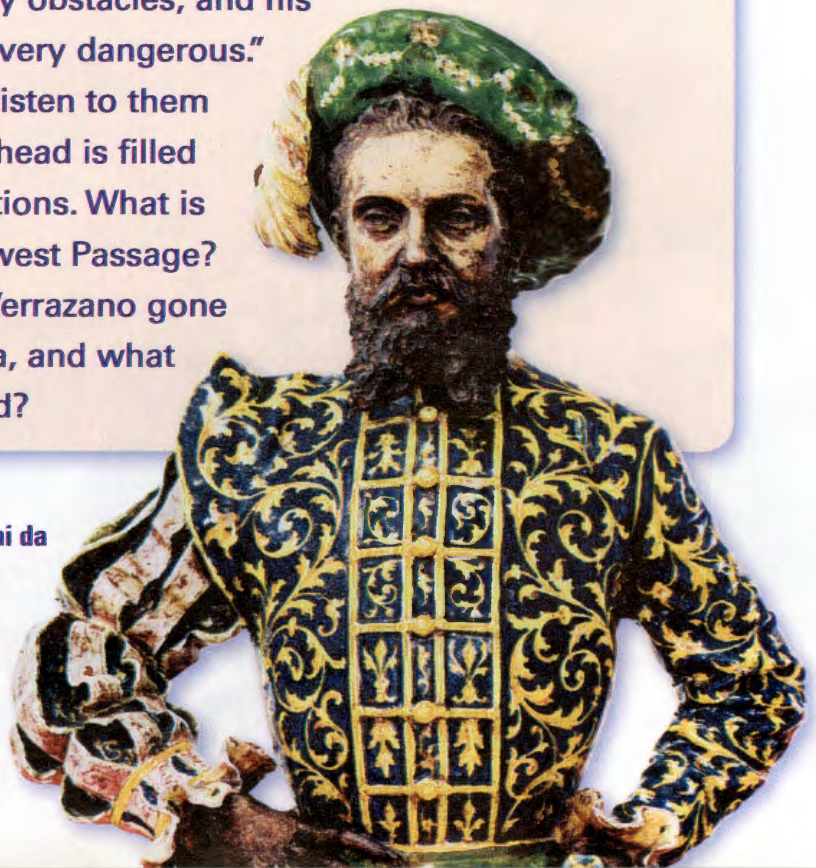
## YOU ARE THERE

“Verrazano (ver•uh•ZAH•noh) will find it!” your father says as he slaps the dinner table with delight. It is 1524, and your family lives in Paris, France. “His aim is to get across America to Asia, and he will make it. The French will control the world’s richest trade route, and we’ll all be rich!”

“Yes, if Verrazano finds the Northwest Passage,” your mother says, cutting a slice of bread. “But he faces many obstacles, and his voyage is very dangerous.”

As you listen to them talk, your head is filled with questions. What is the Northwest Passage? Why has Verrazano gone to America, and what will he find?

► Giovanni da Verrazano







Hudson



Verrazano



Cartier



**ANALYSIS SKILL Analyze Maps**

- ◆ **Place** Which waterways did Hudson explore?
- ◆ **Movement** What places did Cartier pass through?

## The Northwest Passage

In the early 1500s, Spain became a vast and extremely rich empire. Spanish ships returned with treasure chests full of gold and silver from conquests in Mexico and South America. Expeditions were adding huge sections of the Americas to Spain's land claims. The rulers of other European countries believed that if they could find a shortcut to the riches of Asia, they might gain wealth and power, too.

The route followed by Magellan's expedition around South America to

Asia was long and dangerous. Many thought that Asia might be reached more easily by sailing through or around North America. This belief led explorers to search for a route they called the **Northwest Passage**. The first country to find this waterway between Europe and Asia would control a valuable new trade route. The search for the Northwest Passage began in the 1500s and lasted for hundreds of years.

**READING CHECK** **MAIN IDEA AND DETAILS**  
**Why did European explorers want to find the Northwest Passage?**



# Verrazano and Cartier

The French king, Francis I, was one of the many European rulers who wanted to find the Northwest Passage through North America. In 1524, he sent an Italian sailor, **Giovanni da Verrazano**, to find it.

Verrazano set sail in January 1524 and landed on the coast of what is now North Carolina in early March. Verrazano then sailed farther north along the Atlantic coast, sailing into several bays and rivers while searching for a waterway that led to Asia. Along his route, Verrazano met American Indians. He wrote that the Narragansett Indians were friendly, but when he met the Abenaki Indians he found it difficult to communicate with them.

Verrazano did not sail any farther north than **Newfoundland**. He wrote:

“My intention [aim] on this voyage was to reach Cathay and the extreme eastern coast of Asia, but I did not expect to find such an obstacle of new land as I have found.”\*

Verrazano made two more voyages to the Americas to try to find a water route to Asia. On these voyages, he searched the coastlines of North America and South America but still found no passage.

Ten years after Verrazano’s expedition, King Francis sent the French navigator **Jacques Cartier** (ZHAK kar•TYAY) to look for the Northwest Passage. The king also told Cartier to search for gold. Between 1534 and 1541, Cartier made three voyages to North America. On his first voyage, he reached the mouth of the **St. Lawrence River** and claimed all the land around it for France.

\*Giovanni da Verrazano to Francis I, *North American Exploration* by Michael Golay and John S. Bowman. John Wiley & Sons, Inc., 2003.

► Jacques Cartier reported seeing many beavers and otters along the Saint Lawrence River. This interested traders in Europe, where furs could be sold for high prices.





On Cartier's second voyage, he traveled up the St. Lawrence River. During the trip, he wrote that he saw "fish in appearance like horses."\* These were not fish, but actually walrus. The expedition inland went as far as what is now Montreal. Instead of the Pacific, however, Cartier reached river rapids. No boat could pass the fast-moving water, and he had to turn back.

\*Jacques Cartier, *The Voyage of Jacques Cartier* edited by Henry P. Biggar. University of Toronto Press, 1993.

In 1541, Cartier visited the St. Lawrence River again but was never able to find the Northwest Passage. In search of gold, he sailed up the river past what is now Quebec, but he found nothing and returned to France. However, the expeditions that Cartier made added to European knowledge of North America.

**READING CHECK** **MAIN IDEA AND DETAILS**

**What were the aims of Cartier's expeditions?**

**FAST FACT**

When Cartier left North America to return to France, he took a supply of corn that was given to him by the Iroquois. Many Europeans had never seen corn before.





## Exploring North America

1520

- **1524** Giovanni da Verrazano explores what is now New York Bay

1570

- **1535** Jacques Cartier explores what is now Canada

1620

- **1609** Henry Hudson meets with American Indians in what is now New York



**ANALYZE SKILL** **Analyze Time Lines** It took several hundred years for Europeans to explore all of North America.

❖ Did Cartier explore what is now Canada before or after Hudson explored New York?

## Hudson's Voyages

By the 1600s, exploration was big business. No longer were kings and queens the only ones trying to increase their wealth and power by paying for these expeditions. European trading companies also began sending explorers to look for the Northwest Passage. Their aim was to establish trade routes so that they could buy and then resell Asian goods.

An English explorer named **Henry Hudson** made four voyages in search of the Northwest Passage. A company in England paid for his first two expeditions. In 1608, on his first voyage, Hudson reached an island east of

Greenland. He then sailed farther north through the Arctic Ocean but failed to find the Northwest Passage.

For his third voyage, Hudson was hired by the Dutch East India Company to find the Northwest Passage. On this expedition, he sailed to the Hudson River in what is today New York. Hudson spent a month exploring the river, which he named for himself. He claimed the whole Hudson River valley for the Dutch rulers in **Holland**.

An English company paid for Hudson's final voyage in 1610. He sailed along the northern coast of North America to the bay that also carries his name, **Hudson Bay**. Hudson claimed the land around the



bay for England. He spent three months exploring the huge bay, located in east central Canada, north of present-day Ontario and Quebec.

By November, Hudson's ship was frozen in the ice, and after a cold winter and much suffering, his crew **mutinied**, or rebelled. They set Hudson and eight others adrift in a small boat. The men were never seen again.


**READING CHECK** **MAIN IDEA AND DETAILS**  
Hudson claimed land for what two countries?

## Summary




Explorers of North America hoped to find both riches and the Northwest Passage to Asia. Cartier and Hudson claimed lands for the countries that sent them. However, the Northwest Passage was not found.

► Hudson lands on the coast of North America.

## REVIEW

-  Why did Europeans explore North America, and what did they find?
- Use the word **mutiny** to describe the last voyage of Henry Hudson.
- Why did Cartier and Hudson explore so far to the north?
- Why did some trading companies send explorers to North America?

### CRITICAL THINKING

-  **ANALYZE SKILL** What were the costs and benefits of Hudson's expeditions?
-  **Draw a Picture** Research what the flags of Spain, England, France, and Holland looked like in 1600. Draw each flag and label it.
-  **FOCUS SKILL** **MAIN IDEA AND DETAILS**  
On a separate sheet of paper, copy and complete the graphic organizer below.

### Main Idea

### Details

Explorers did not know American Indian languages.

Cartier's boat could not pass rapids.

Hudson's crew mutinied.





## Use an Elevation Map

### WHY IT MATTERS

Different maps provide different kinds of information. If you want to know how high or how low the land is, you need to use an elevation (eh•luh•VAY•shuhn) map. **Elevation** is the height of the land in relation to sea level. Elevation was important for early explorers to consider. Changes in elevation can affect the amount of time, food, or rest required to complete an expedition.

### WHAT YOU NEED TO KNOW

The elevation of land is measured from sea level, usually in feet or meters. The elevation of land at sea level is 0 feet. Find sea level on Drawing A. The lines on this drawing of a mountain are contour

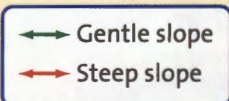
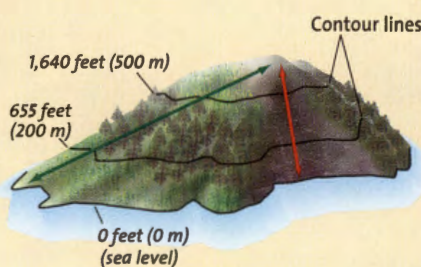
lines. A **contour line** connects all points of equal elevation. Find the contour line for 1,640 feet on Drawing A. This line connects all the points on the mountain that are 1,640 feet above sea level.

Drawing B shows the mountain as you would see it from above. On the steeper side of the mountain, the contour lines are closer together. On the less-steep side, the lines are farther apart.

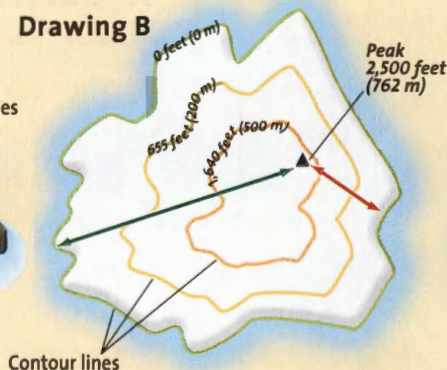
On Drawing C, color is added between the contour lines. A key is used instead of labels on the drawing. The key shows that every place in green is between sea level and 655 feet. The border between green and yellow on the map is a contour line for 655 feet. The borders between the other colors are also contour lines.

### Reading Contour Lines

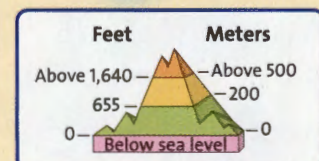
Drawing A



Drawing B



Drawing C







## Cartier's Route, 1535



Most elevation maps use only a few important contour lines, with colors added between the lines. Look at the elevation map of North America on this page. Notice that this map does not show exact elevations. Instead, the key shows the range of elevation that each color stands for. On this map, green is used for land in the range between sea level and 655 feet.

### ► PRACTICE THE SKILL

Use the map to answer the following questions.

- 1 What is the elevation of the land where Montreal is located?
- 2 What change in elevation would

Cartier have seen if he traveled north from Montreal?

- 3 What range of elevations is shown by the color yellow?

### ► APPLY WHAT YOU LEARNED

**ANALYSIS SKILL** Imagine that you have been asked to retrace Cartier's expedition and to keep a record of your experiences. Using the map above, describe changes in elevation along the way. How might these changes affect the progress of the expedition?



Practice your map and globe skills with the **GeoSkills CD-ROM**.



1400

1500



**1492**  
Columbus lands at San Salvador



**1513**  
Balboa sights the Pacific Ocean

## Reading Social Studies

The **main idea** is the most important thought in a text.  
The **details** give more information that supports the main idea.



### Main Idea and Details

Complete this graphic organizer to show that you understand the main idea and supporting details about European explorations of the Americas. A copy of this graphic organizer appears on page 34 of the Homework and Practice Book.

## The Age of Exploration

### Main Idea

Europeans explored and claimed lands in the Americas.

### Details

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## California Writing Prompts

**Write a Persuasive Letter** Imagine that you are an explorer who wants to go on an expedition. Write a letter to persuade a king or queen to pay for your expedition. Be sure to describe the benefits your expedition will deliver.

**Write a Report** Write a report about the Northwest Passage. Explain what it was and why Europeans hoped to find it. Also describe some explorers who searched for it.





**1539**  
De Soto begins exploring the Southeast



**1610**  
Hudson explores the Atlantic coast

## Use Vocabulary

Identify the term that correctly matches each definition.

- a sum of money or other payment given for a specific purpose
- a trip taken with the goal of exploring
- an agreement between two or more nations
- a rebellion against the leader of one's group
- a person who sets up and runs a business

**expedition**, p. 112  
**entrepreneur**, p. 114  
**treaty**, p. 125  
**grant**, p. 129  
**mutiny**, p. 143

## Use the Time Line

**ANALYSIS SKILL** Use the chapter summary time line above to answer these questions.

- How many years after Columbus reached San Salvador did Balboa see the Pacific?
- Did Hudson's expedition take place before or after de Soto's?

## Apply Skills

### Distinguish Fact from Opinion

- Choose one of the explorers you read about in this chapter. Write two statements to express your opinions about that explorer. Then write two facts to support each opinion.

## Recall Facts

Answer these questions.

- What kinds of new technology enabled Europeans to explore the world?
- What was the main goal of the earliest explorers who reached the Americas?
- What European nations had claimed land in North America by 1610?
- What part of North America did the French explore?

Write the letter of the best choice.

- What was Coronado searching for in the Southwest?
  - the Northern Passage
  - the Seven Cities of Gold
  - the Fountain of Youth
  - the Indies
- Which European explorer named Florida?
  - Christopher Columbus
  - Juan Ponce de León
  - Giovanni da Verrazano
  - Amerigo Vespucci

## Think Critically

- ANALYSIS SKILL** How did the Spanish Reconquista affect Columbus's expedition?
- ANALYSIS SKILL** What were some of the costs and benefits of Coronado's expedition?



# Study Skills

## USE A K-W-L CHART

A K-W-L chart can help you focus on what you already know about a topic and what you want to learn about it.

- ▶ Use the K column to list what you know about a topic.
- ▶ Use the W column to list what you want to learn about the topic.
- ▶ Use the L column to list what you have learned about the topic from your reading.

### Building the First Colonies

K-What I Know	W-What I Want to Learn	L-What I Learned
<ul style="list-style-type: none"><li>• People from Spain built settlements in North America.</li><li>• _____</li></ul>	<ul style="list-style-type: none"><li>• How did they build settlements?</li><li>• What challenges did the settlers face?</li><li>• _____</li></ul>	<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li></ul>

## Apply As You Read

Complete your own K-W-L chart as you read this chapter.



California History-Social Science  
Standards, Grade 5

- 5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.
- 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- 5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.