



CHAPTER

13

The Age of Exploration 1500–1800

Section 1 Exploration and Expansion

Section 2 The Atlantic Slave Trade

Section 3 Colonial Latin America

MAKING CONNECTIONS

How are the Americas linked to Africa?

The demand for enslaved Africans increased dramatically after Europeans began to settle in the Americas. The Cape Coast Castle in Ghana, shown in this photo, is one of the forts where enslaved Africans were held until ships arrived to take them to the Americas. This fort could hold about 1,500 slaves usually locked in dark, crowded dungeons for many weeks. Today, the Cape Coast Castle contains a museum that allows people to learn about slavery. In this chapter you will learn about the exploration of new lands and its global impact.

- Why might people want to visit the Cape Coast Castle?
- Does slavery occur in any parts of the world today?



EUROPE AND THE AMERICAS ►



1500
Pedro Cabral
lands in
South
America

1520
Ferdinand Magellan
sails into the
Pacific Ocean



1500

1600

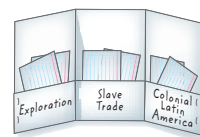
THE WORLD ►

1568
Japan's unification
begins

1632
Building of Taj
Mahal begins



FOLDABLES™ Study Organizer



Describing As you read, take notes on exploration, slave trade, and colonial Latin America on quarter sheets of paper. Organize your notes in a three-pocket book.

1663

Canada becomes a French colony

1787

Northwest Ordinance bans slavery in the Northwest Territory of the United States

1794

Congress bans slave trade between U.S. and foreign countries

1700

1722

Rule of Emperor Kangxi of China ends

1800



History  **ONLINE**

Chapter Overview—Visit glencoe.com to preview Chapter 13.

Exploration and Expansion

GUIDE TO READING

The BIG Idea

Competition Among Countries

Europeans began exploring the world in the 1400s, and several nations experienced economic heights through worldwide trade.

Content Vocabulary

- conquistadors (p. 434)
- Columbian Exchange (p. 436)
- encomienda (p. 435)

Academic Vocabulary

- overseas (p. 430)
- percent (p. 432)

People and Places

- Hernán Cortés (p. 431)
- Ferdinand Magellan (p. 432)
- Portugal (p. 432)
- John Cabot (p. 433)
- Vasco da Gama (p. 432)
- Amerigo Vespucci (p. 433)
- Melaka (p. 432)
- Montezuma (p. 434)
- Christopher Columbus (p. 432)
- Francisco Pizarro (p. 435)
- Cuba (p. 432)

Reading Strategy

Organizing Information As you read, use a chart like the one below to list the explorers and lands explored by each European nation.

	Explorers	Lands Explored
Portugal		
Spain		
England		
France		
Netherlands		

On a quest for “God, glory, and gold,” the Portuguese and Spanish led the way in exploring new worlds. Setting sail to the east, the Portuguese eventually gained control of the Spice Islands. In the west, Portugal and Spain each claimed new lands in the Americas. By the end of the sixteenth century, however, the Dutch, French, and English began competing with the Portuguese and Spanish for these new lands and the riches they held.

Motives and Means

MAIN IDEA Europeans began to explore distant lands, motivated by religious zeal and the promise of gold and glory.

HISTORY & YOU Recall that Isabella and Ferdinand of Spain sought religious unity for their country. Read to learn how religious zeal also played a part in the European quest for riches in other lands.

The dynamic energy of Western civilization between 1500 and 1800 was most apparent when Europeans began to expand into the rest of the world. First Portugal and Spain, then later the Netherlands, England, and France, all rose to new economic heights through their worldwide trading activity.

For almost a thousand years, Europeans had mostly remained in one area of the world. At the end of the fifteenth century, however, they set out on a remarkable series of **overseas** journeys. What caused them to undertake such dangerous voyages to the ends of the Earth?

Europeans had long been attracted to Asia. In the late thirteenth century, Marco Polo had traveled with his father and uncle to the Chinese court of the great Mongol ruler Kublai Khan. He had written an account of his experiences, known as *The Travels*. Many, including Christopher Columbus, read the book and were fascinated by the exotic East. In the fourteenth century, conquests by the Ottoman Turks reduced the ability of westerners to travel by land to the East. People then spoke of gaining access to Asia by sea.

Economic motives loom large in European expansion. Merchants, adventurers, and state officials had high hopes of expanding trade, especially for the spices of the East. The spices, which were needed to preserve and flavor food, were very expensive after Arab middlemen shipped them to Europe. Europeans also had hopes of finding precious metals. One Spanish adventurer wrote that he went to the Americas to “to give light to those who were in darkness, and to grow rich, as all men desire to do.”



EUROPEAN VOYAGES OF DISCOVERY



This statement suggests another reason for the overseas voyages: religious zeal. Many people shared the belief of **Hernán Cortés**, the Spanish conqueror of Mexico, that they must ensure that the natives were “introduced into the holy Catholic faith.”

There was a third motive as well. Spiritual and secular affairs were connected in the sixteenth century. People like Cortés wanted to convert the natives to Christianity; but grandeur, glory, and a spirit of adventure also played a major role in European expansion.

“God, glory, and gold,” then, were the chief motives for European expansion, but what made the voyages possible? By the mid-1400s, European monarchies had increased their power and their resources and could focus beyond their borders. Europeans had also reached a level of technology that enabled them to make regular voyages beyond Europe. A new global age was about to begin.

✓ Reading Check **Explaining** What does the phrase “God, glory, and gold” mean?



A Race for Riches

MAIN IDEA Portuguese and Spanish explorers took the lead in discovering new lands.

HISTORY & YOU Does your vehicle have a navigational system? Read to learn how the early explorers found new lands.

At the end of the 1400s, Europeans sailed out into the world in new directions. Portuguese ships took the lead when they sailed southward along the West African coast. Spain soon followed with the dramatic voyages of Christopher Columbus to the Americas.

Portuguese Explorers

Portugal took the lead in European exploration. Beginning in 1520, under the sponsorship of Prince Henry the Navigator, Portuguese fleets began probing southward along the western coast of Africa. There, they discovered a new source of gold. The southern coast of West Africa thus became known to Europeans as the Gold Coast.

Portuguese sea captains heard reports of a route to India around the southern tip of Africa. In 1488 Bartholomeu Dias rounded the tip, called the Cape of Good Hope. Later, **Vasco da Gama** went around the cape and cut across the Indian Ocean to the coast of India. In May of 1498, he arrived off the port of Calicut. There he took on a cargo of spices. After returning to Portugal, da Gama made a profit of several thousand **percent**. Is it surprising that da Gama's voyage was the first of many along this route?

Portuguese fleets returned to the area to take control of the spice trade from the Muslims. In 1509 Portuguese warships defeated a combined fleet of Turkish and Indian ships off the coast of India. A year later, Admiral Afonso de Albuquerque (AL-buh-KUR-kee) set up a port at Goa, on the western coast of India.

The Portuguese then began to range more widely for the source of the spice trade. Soon, Albuquerque sailed into **Melaka**, a thriving spice trade port, on the Malay Peninsula. Having Melaka would

destroy Arab control of the spice trade and provide the Portuguese with a way station on the route to the Moluccas, then known as the Spice Islands.

From Melaka, the Portuguese launched expeditions to China and the Spice Islands. There they signed a treaty with a local ruler for the purchase and export of cloves to the European market. This treaty established Portuguese control of the spice trade. However, the Portuguese had a limited empire of trading posts on the coasts of India and China. The Portuguese had neither the power, the people, nor the desire to colonize the Asian regions.

Guns and seamanship made the Portuguese the first successful European explorers. Heavily armed, their fleets were able to defeat local naval and land forces. Later, however, the Portuguese would be no match for other European forces—the English, Dutch, and French.

Spanish Explorers

Educated Europeans knew the world was round but had no idea of its circumference, the size of the Asian continent, or that another continent lay to the west between Europe and Asia. While the Portuguese sailed eastward through the Indian Ocean, the Spanish sailed westward across the Atlantic Ocean to find the route to Asia.

Convinced that the Earth's circumference was not as great as others thought, **Christopher Columbus** believed he could reach Asia by sailing west instead of east around Africa. Columbus persuaded Queen Isabella of Spain to finance an exploratory expedition. In October 1492 he reached the Americas, where he explored the coastline of **Cuba** and the island of Hispaniola.

Columbus believed he had reached Asia. After three voyages, he had still not found a route through the outer islands to the Asian mainland. In his four voyages, Columbus reached all the major Caribbean islands and Honduras in Central America—all of which he called the Indies.

Another important explorer to Spain was **Ferdinand Magellan**. Magellan persuaded the king of Spain to finance his voyage to Asia through the Western



Hemisphere. He set sail in September 1519 down the coast of South America in search of a sea passage through America. In October 1520 Magellan passed through a waterway (later called the Strait of Magellan) into the Pacific Ocean. The fleet reached the Philippines, but Magellan was killed by the native peoples there. Although only one of his ships returned to Spain, Magellan is still remembered as the first person to circumnavigate the globe.

New Lands to Explore

The voyages of the Portuguese and Spanish had opened up new lands to exploration. Both Spain and Portugal feared that the other might claim some of its newly discovered territories. They resolved their concerns with the Treaty of Tordesillas, signed in 1494. The treaty called for a line of demarcation extending from north to south through the Atlantic Ocean and the easternmost part of the South American continent. Unexplored territories east of the line would be controlled by Portugal,

and those west of the line by Spain. This treaty gave Portugal control over its route around Africa, and it gave Spain rights to almost all of the Americas.

Soon, government-sponsored explorers from many countries joined the race to the Americas. A Venetian seaman, **John Cabot**, explored the New England coastline of the Americas for England. The Portuguese sea captain Pedro Cabral landed in South America in 1500. **Amerigo Vespucci** (veh•SPOO•chee), a Florentine, went along on several voyages. His letters describing the lands he saw led to the use of the name America (after Amerigo) for the new lands.

Europeans called these lands the New World although they already had flourishing civilizations made up of millions of people when the Europeans arrived. The Americas were, of course, new to the Europeans, who quickly saw opportunities for conquest and exploitation.



Reading Check Explaining Why did the Spanish and Portuguese sign the Treaty of Tordesillas?

SCIENCE, TECHNOLOGY, & SOCIETY

Technology and Exploration

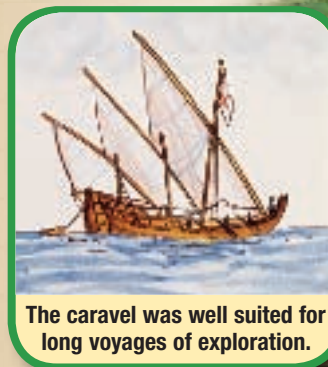
How did early European explorers make their way across the Atlantic Ocean in the 1400s and 1500s? They relied upon several new and improved inventions, as well as technology borrowed from other cultures.

The caravel was a faster ship design invented by the Portuguese, which made long voyages of exploration possible. Its triangular (lateen) sails allowed explorers to sail against the wind. Europeans learned to use lateen sails from the Arabs. The caravel design included a large cargo hold.

At the same time, cartography (the art and science of map-making) had advanced to the point where Europeans had fairly accurate maps. European sailors used the astrolabe, an invention of Greek astronomers, to plot their latitude using the sun or stars. The magnetic compass, invented in China, also helped sailors to chart a course across the ocean.

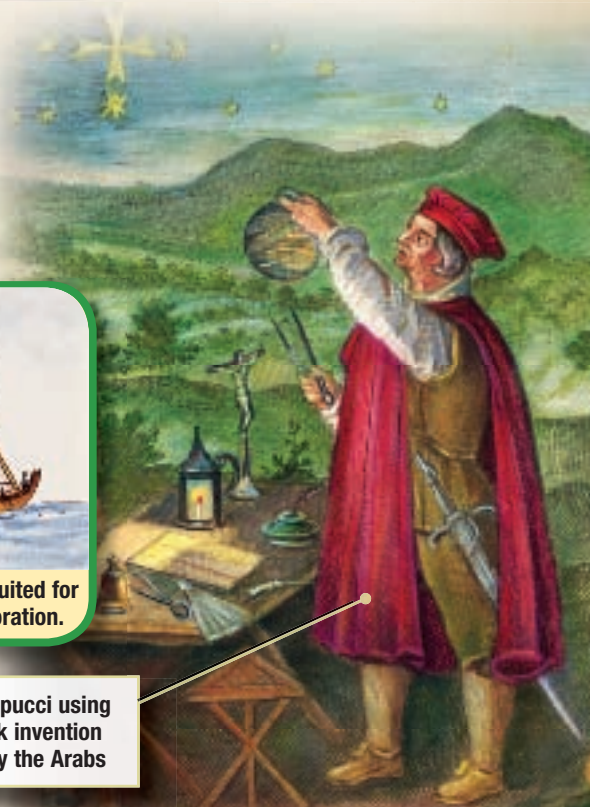
CRITICAL THINKING SKILLS

1. **Analyzing Visuals** How did the caravel's design help European explorers?
2. **Synthesizing** What were the sources of the technology used by early European explorers?



The caravel was well suited for long voyages of exploration.

Explorer Amerigo Vespucci using an astrolabe, a Greek invention that was improved by the Arabs





The Spanish Empire

MAIN IDEA The great Aztec and Inca civilizations succumbed to the Spanish.

HISTORY & YOU How did the Romans treat their conquered peoples? Read how the Spanish conquered the Aztec and Inca.

The Spanish conquerors of the Americas—known as **conquistadors**—were individuals whose firearms, organizational skills, and determination brought them incredible success. With their people and resources, the Spanish established an overseas empire quite different from the Portuguese trading posts.

Aztec Civilization Destroyed

For a century, the Aztec ruled much of central Mexico from the Gulf of Mexico to the Pacific coasts. Most local officials

accepted the authority of the Aztec king in Tenochtitlán. In the region of Tlaxcala to the east, however, the local lords wanted greater independence. Areas that had never been conquered wanted to remain free of the Aztec.

In 1519, a Spanish force under the command of Hernán Cortés landed at Veracruz, on the Gulf of Mexico. Cortés marched to Tenochtitlán with a small body of troops (550 soldiers and 16 horses). As he went, he made alliances with city-states that had tired of the oppressive rule of the Aztec. Particularly important was the alliance with Tlaxcala.

In November, Cortés arrived at Tenochtitlán and was welcomed by the Aztec monarch **Montezuma** (also spelled Moctezuma). The Aztec were astounded to see the unfamiliar sight of men on horseback and firearms, cannon, and steel swords. These weapons gave the Spanish a great advantage in fighting the Aztec.

CONNECTING TO THE UNITED STATES

MIGRATION AND DIVERSITY

National Citizenship Day swearing-in ceremony for new citizens on Ellis Island, New York ▼

Since the time of exploration, the United States has become a land of immigrants. Over the centuries, people from around the world, including Europeans, Africans, Latin Americans, and Asians, have settled in the United States and have added to the country's unique collective culture. Although each group's reason for coming to the United States has differed, each has helped create its diverse society.

- Although Native Americans were the first inhabitants of the United States, they make up less than one percent of the total U.S. population.
- Immigration to the United States continues today. In 2004, 11.7 percent of the total U.S. population was foreign-born.



1. **Identifying** Which ethnic groups have influenced American culture?
2. **Assessing** What impact has immigration had on U.S. history?



Eventually, tensions arose between the Spaniards and the Aztec. The Spanish took Montezuma hostage and began to pillage the city. In the fall of 1520, one year after Cortés had first arrived, the local population revolted and drove the invaders from the city. Many of the Spanish were killed.

The Aztec soon experienced new disasters, however. As one Aztec related, “But at about the time that the Spaniards had fled from Mexico, there came a great sickness, a pestilence, the smallpox.” With no natural immunity to European diseases, many Aztec fell sick and died. Meanwhile, Cortés received fresh soldiers from his new allies; the state of Tlaxcala alone provided 50,000 warriors. After four months, the city surrendered.

The forces of Cortés leveled pyramids, temples, and palaces and used the stones to build government buildings and churches for the Spanish. The rivers and canals were filled in. The magnificent city of Tenochtitlán was no more. During the next 30 years, the Spanish expanded their control to all of Mexico.

Conquest of the Inca

The Inca Empire was still flourishing when the first Spanish expeditions arrived in the central Andes. In December 1530, **Francisco Pizarro** landed on the Pacific coast of South America with only a small band of about 180 men. However, like Cortés, Pizarro brought steel weapons, gunpowder, and horses. The Inca had seen none of these.

The Inca Empire also experienced an epidemic of smallpox. Like the Aztec, the Inca had no immunities to European diseases. Smallpox soon devastated entire villages. Even the Inca emperor was a victim.

When the emperor died, his two sons each claimed the throne. This led to a civil war. Atahualpa, one of the sons, defeated his brother’s forces. Taking advantage of the situation, Pizarro captured Atahualpa. With their stones, arrows, and light spears, Inca warriors provided little challenge to the charging Spanish horses, guns, and cannons.

After executing Atahualpa, Pizarro and his soldiers, aided by their Inca allies,

marched on Cuzco and captured the Inca capital. By 1535, Pizarro had established a new capital at Lima for a new colony of the Spanish Empire.

The Columbian Exchange

By 1550, much territory in Mexico, Central America, and South America had been brought under Spanish control. (The Portuguese took over Brazil, which fell on their side of the line of demarcation.) Already by 1535, the Spanish had created a system of colonial administration in their new American empire.

Queen Isabella declared Native Americans (then called Indians, after the Spanish word *Indios*, “inhabitants of the Indies”) to be her subjects. She granted to Spanish settlers in the Americas the **encomienda**. This was the right of landowners to use Native Americans as laborers.

The holders of an *encomienda* were supposed to protect the Native Americans, but Spanish settlers were far from Spain and largely ignored their government. Native Americans were put to work on sugar plantations and in the gold and silver mines. Few Spanish settlers worried about protecting them.

Forced labor, starvation, and especially disease took a fearful toll on Native American lives. With little natural resistance to European diseases, the native peoples were ravaged by smallpox, measles, and typhus. Many of them died. Hispaniola, for example, had a population of 250,000 when Columbus arrived. By 1538, only 500 Native Americans had survived. In Mexico, the population dropped from 25 million in 1500 to 1 million in 1630.

In the early years of the conquest, Catholic monks converted and baptized hundreds of thousands of Native Americans. With the arrival of the missionaries came parishes, schools, and hospitals—all the trappings of a European society. Native American social and political structures were torn apart and replaced by European systems of religion, language, culture, and government.

As the Spanish and Native Americans married and had families, they created a new people with roots in both cultures.



TURNING POINT

THE COLUMBIAN EXCHANGE AND INTERNATIONAL TRADE

One of the major goals of European exploration and expansion was to gain wealth. Following the ideas of mercantilism (see Section 2), European nations sought to build wealth by increasing their exports of goods and their imports of precious metals and raw materials. When Columbus landed in the Americas and established a colony for Spain, he took the first step in creating an immense trade network. Ultimately international trade in the 1500s and 1600s opened the door to a world economy.

The exchange of plants and animals between Europe and the Americas—known as the Columbian Exchange—had far-reaching effects on the world's cultures. Diseases brought by Europeans killed a large number of Native Americans. Elsewhere in the world, new food crops from the Americas supported population growth, changed tastes, and created new markets.



A ship departs from the port of Lisbon, Portugal, for Brazil in 1562. Trade between European nations and their colonies in the New World had profound effects on the entire world.

Spanish explorer Hernán Cortés meets with the Aztec monarch Montezuma. Native Americans had never seen horses before meeting the Spanish. The Spanish likewise learned about many native plants and animals from the Aztec.



CRITICAL THINKING SKILLS

1. **Identifying** How did mercantilism relate to European exploration?
2. **Synthesizing** In what ways did the voyages of Columbus mark a turning point in world history?

Some aspects of the indigenous culture survive. In Mexico, the Nahua Indians, descendants of the Aztec, weave on the same kind of loom used by the Aztec.

Spanish conquests in the Americas affected not only the conquered but also the conquerors. Colonists established plantations and ranches to raise sugar, cotton, vanilla, livestock, and other products introduced to the Americas for export to Europe. While Europeans were bringing horses, cattle, and wheat to the Americas, agricultural products native to the Americas, such as

potatoes, cocoa, corn, tomatoes, and tobacco, were shipped to Europe. The exchange of plants and animals between Europe and the Americas—known as the **Columbian Exchange**—transformed economic activity in both worlds. Potatoes, for example, became a basic dietary staple in some areas of Europe. By enabling more people to survive on smaller plots of land, a rapid increase in population was made possible.

✓ Reading Check **Identifying** What products were sent from the Americas to Europe?

European Rivals

MAIN IDEA The Portuguese and Spanish found new rivals in the Dutch, French, and English for trading rights and for new lands.

HISTORY & YOU What if someone set up and operated a concession stand just beyond your school's property during a championship basketball game? Read to learn how European countries competed for trading rights and for new lands.

By the end of the sixteenth century, several new European rivals had begun to challenge the Portuguese and Spanish. At the beginning of the seventeenth century, an English fleet landed on the northwestern coast of India and established trade relations with the people there. The first Dutch fleet arrived in India in 1595. Shortly after, the Dutch formed the East India Company and began competing with both the English and the Portuguese for Indian Ocean trade.

The Dutch also formed their own West India Company to compete with the Spanish and Portuguese in the Americas. Although it made some inroads in Portuguese Brazil and the Caribbean, the company's profits were less than its expenditures.

In the early seventeenth century Dutch settlements were established on the North American continent. The colony of New Netherland stretched from the mouth of the Hudson River as far north as Albany, New York. Modern names such as Staten Island, Harlem, and the Catskill Mountains remind us that it was the Dutch who initially settled the Hudson River valley.

During the seventeenth century, the French colonized parts of what is now Canada and Louisiana. In 1608 Samuel de Champlain founded Quebec, the first permanent French settlement in the Americas. Meanwhile, English settlers were founding Virginia and the Massachusetts Bay Colony.

After 1660, however, rivalry with the English and the French (who had also become active in North America) brought the fall of the Dutch commercial empire in the Americas. In 1664 the English seized the colony of New Netherland from the Dutch and renamed it New York. The Dutch West India Company soon went bankrupt.

By the end of the seventeenth century, the English had established control over most of the eastern seaboard of North America. They had also set up sugar plantations on several Caribbean islands. Nevertheless, compared to the enormous empire of the Spanish in Latin America, the North American colonies still remained of minor importance to the English economy.

✓ Reading Check **Identifying** Which century marked the beginning of English rivalry with Spain and Portugal for trading rights in India?

SECTION

1

REVIEW

Vocabulary

1. **Explain** the significance of: overseas, Hernán Cortés, Portugal, Vasco da Gama, percent, Melaka, Christopher Columbus, Cuba, Ferdinand Magellan, John Cabot, Amerigo Vespucci, conquistadors, Montezuma, Francisco Pizarro, *encomienda*, Columbian Exchange.

Main Ideas

2. **Identify** the motives for European exploration. Use a web diagram like the one below to list the motives.



3. **Explain** why the Portuguese were the first successful European explorers.
4. **Define** the *encomienda* system. What effect did this system have on the Native American populations?

Critical Thinking

5. **The BIG Idea Making Generalizations** What forces came together in the mid-1400s that made the European age of exploration possible?
6. **Evaluating** What impact did European technology, food, and disease have on the Americas? How did the Columbian Exchange affect the Americas and Europe?
7. **Analyzing Visuals** Why do you think there is a cross on the table in the portrait of Amerigo Vespucci on page 433?

Writing About History

8. **Descriptive Writing** Imagine you are an Aztec residing in Tenochtitlán when Cortés arrives. Write a journal entry describing the Spanish—their clothing, weapons and horses.

History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to glencoe.com and click Study Central.



Is It New World or Old World?

The ingredients in foods enjoyed today come from all over the world. The geographic origins of these foods, however, might come as a surprise. For example, tomatoes, which are associated with Italian cuisine, originated in the Americas. Food crops and animals native to one part of the world rarely existed in another part of the world until the voyages of Christopher Columbus. His voyages triggered one of the most significant events in world history—the Columbian Exchange—an extensive exchange of plants and animals between the Old and New Worlds.

New World



Maize (corn)



Tomatoes



Cacao
(chocolate)



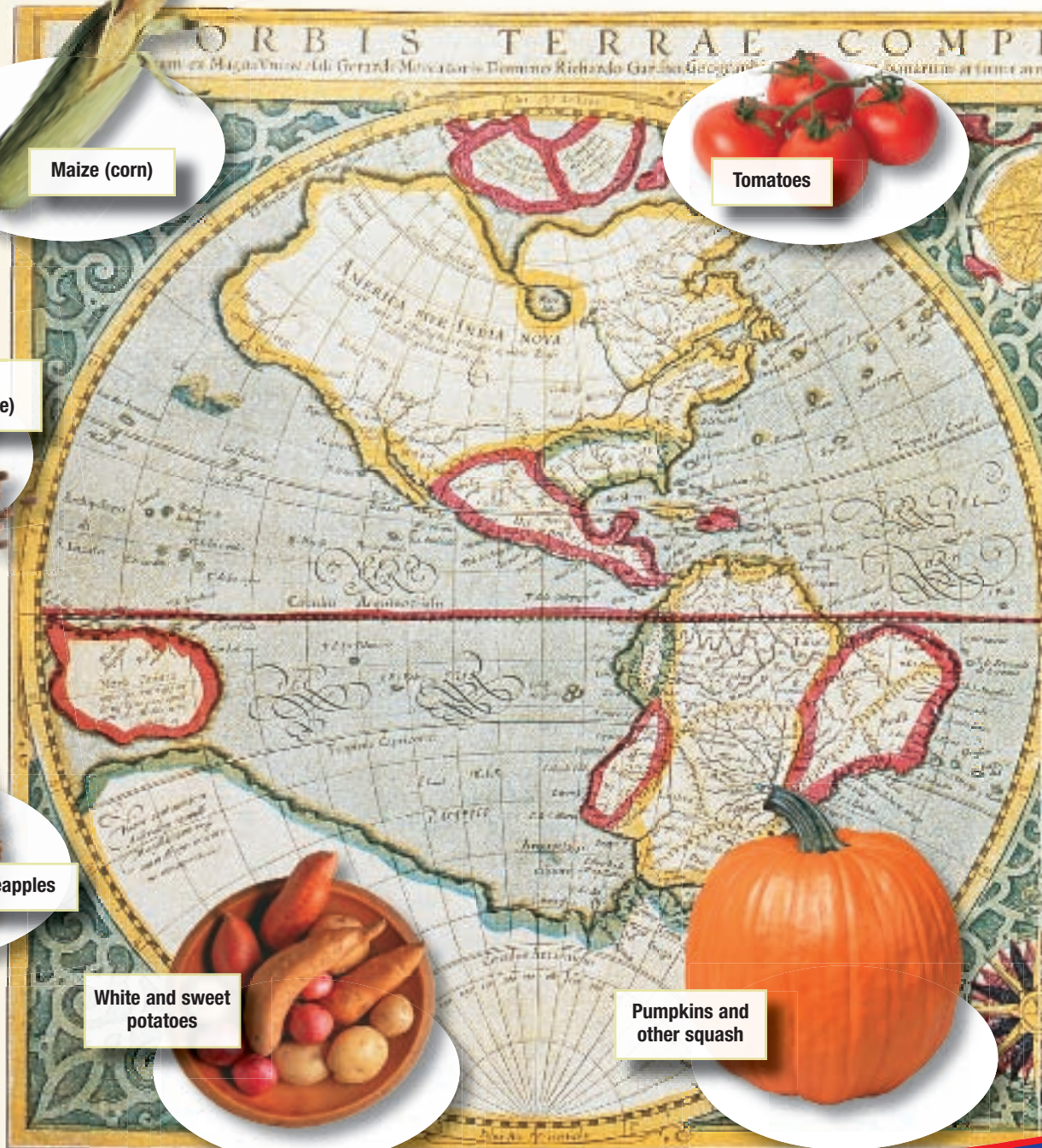
Pineapples



White and sweet
potatoes



Pumpkins and
other squash





Old World



Cattle



Horses



Peaches and pears



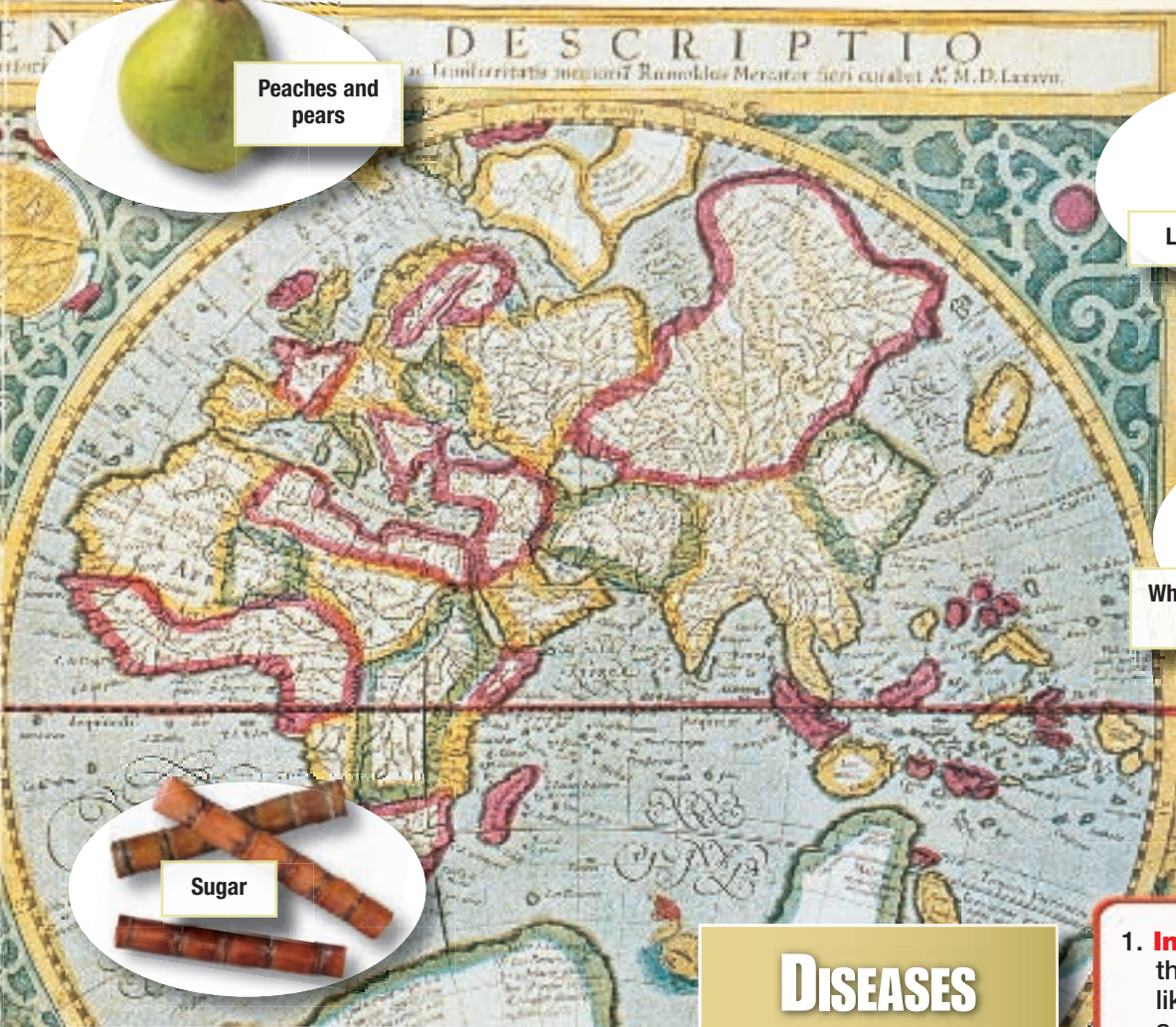
Lettuce



Wheat, barley, oats, rye, and rice



Sugar



DISEASES

Plants and animals were not the only things that were exchanged between Europe, Africa, Asia, and the Americas. People traveling from the Old World to the New World also brought with them many infectious diseases. These diseases included chicken pox, measles, smallpox, malaria, flu, and the common cold. Because people in the New World had not had previous exposure to these diseases, they were not immune to their devastating effects.

ANALYZING VISUALS

1. **Inferring** What do you think it might have been like to see for the first time a completely unfamiliar animal, such as a horse or cow?
2. **Comparing** What infectious diseases are people worried about being exposed to today? What are the geographic origins of these diseases?

The Atlantic Slave Trade

GUIDE TO READING

The BIG Idea

Human Rights European expansion affected Africa with the dramatic increase of the slave trade.

Content Vocabulary

- colony (p. 440)
- mercantilism (p. 440)
- balance of trade (p. 440)
- subsidies (p. 440)
- plantations (p. 441)
- triangular trade (p. 442)
- Middle Passage (p. 442)

Academic Vocabulary

- transportation (p. 440)
- primary (p. 441)

People and Places

- King Afonso (p. 442)
- Benin (p. 443)

Reading Strategy

Determining Cause and Effect As you read, use a table like the one below to identify economic and political factors that caused the slave trade to be profitable. List the economic and political effects of the trade.

Economic/Political Factors	Economic/Political Effects

As the number of European colonies increased, so did the volume and area of European trade. An Atlantic slave trade also began. Altogether, as many as 10 million enslaved Africans were brought to the Americas between the early 1500s and the late 1800s. Not until the late 1700s did European feeling against slavery begin to grow.

Trade, Colonies, and Mercantilism

MAIN IDEA The slave trade increased as enslaved Africans were brought to the Americas.

HISTORY & YOU Have you seen movies about slavery? Read to learn how the slave trade became part of the triangular trade pattern.

In less than 300 years, the European age of exploration changed the world. In some areas, such as the Americas and the Spice Islands, it led to the destruction of local civilizations and the establishment of European colonies. In others, such as Africa and mainland Southeast Asia, it left native regimes intact but had a strong impact on local societies and regional trade patterns. European expansion affected Africa with the dramatic increase of the slave trade, which played an important part in European trade.

The increase in the volume and area of European trade as a result of European expansion was a crucial factor in producing a new age of commercial capitalism. This is one of the first steps in the development of the world economy. The nations of Europe were creating trading empires.

Led by Portugal and Spain, European nations established many trading posts and colonies in the Americas and the East. A **colony** is a settlement of people living in a new territory, linked with the parent country by trade and direct government control.

Colonies played a role in the theory of **mercantilism**, a set of principles that dominated economic thought in the seventeenth century. According to mercantilists, the prosperity of a nation depended on a large supply of bullion, or gold and silver. To bring in gold and silver payments, nations tried to have a favorable **balance of trade**. The balance of trade is the difference in value between what a nation imports and what it exports over time. When the balance is favorable, the goods exported are of greater value than those imported.

To encourage exports, governments stimulated industries and trade. They granted **subsidies**, or payments, to new industries and improved **transportation** systems by building roads, bridges,



ATLANTIC SLAVE TRADE, 1500s–1600s



Geography SKILLS

1. **Location** What part of Africa was the greatest source of enslaved people? Why?
2. **Human-Environment Interaction** What is the connection between the slave trade and the triangular trade?

and canals. They placed high tariffs, or taxes, on foreign goods to keep them out of their own countries. Colonies were considered important both as sources of raw materials and markets for finished goods.

The Slave Trade

Traffic in enslaved people was not new. As in other areas of the world, slavery had been practiced in Africa since ancient times. In the 1400s, it continued at a fairly steady level.

The **primary** market for enslaved Africans was Southwest Asia where most served as domestic servants as in some European countries like Portugal. The demand for enslaved Africans changed dramatically with the discovery of the Americas in the 1490s and the planting of sugarcane there.

Cane sugar was introduced to Europe from Southwest Asia during the Crusades of the Middle Ages. **Plantations**, or large agricultural estates, were established in the 1500s along the coast of Brazil and on Caribbean islands to grow sugarcane.



Growing cane sugar demands much labor. The small Native American population, much of which had died of diseases imported from Europe, could not provide the labor needed. Thus, enslaved Africans were shipped to Brazil and the Caribbean to work on plantations.

Growth of the Slave Trade

In 1518 a Spanish ship carried the first enslaved Africans directly from Africa to the Americas. During the next two centuries, the trade in enslaved people grew dramatically and became part of the **triangular trade** that connected Europe, Africa and Asia, and the American continents. European merchant ships carried European manufactured goods, such as guns and cloth, to Africa where they were traded for enslaved people. The enslaved Africans were then shipped to the Americas and sold. European merchants then bought tobacco, molasses, sugar, and raw cotton in the Americas and shipped them back to Europe.

**History
ONLINE**

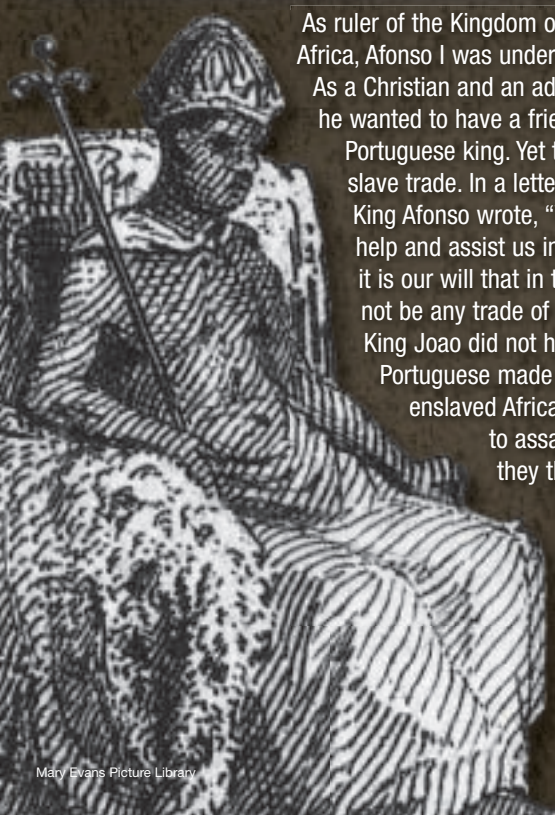
Student Web Activity—

Visit glencoe.com and complete the activity about the Age of Exploration.

PEOPLE *in* HISTORY

King Afonso I

c. 1456–c. 1545 African king



As ruler of the Kingdom of Congo in west central Africa, Afonso I was under the control of Portugal. As a Christian and an admirer of European culture, he wanted to have a friendly relationship with the Portuguese king. Yet the two differed about the slave trade. In a letter to King Joao III of Portugal, King Afonso wrote, “We beg of Your Highness to help and assist us in this matter . . . because it is our will that in these Kingdoms there should not be any trade of slaves nor outlet for them.” King Joao did not honor Afonso’s request. The Portuguese made more and more raids for enslaved Africans and even attempted to assassinate King Afonso when they thought he was hiding gold from them. **What was the relationship between King Afonso and King Joao?**

An estimated 275,000 enslaved Africans were exported during the 1500s. In the 1600s, the total climbed to over 1 million and jumped to 6 million in the 1700s. Altogether, as many as 10 million enslaved Africans were brought to the Americas between the early 1500s and the late 1800s.

One reason for these astonishing numbers was the high death rate. The journey of enslaved people from Africa to the Americas became known as the **Middle Passage**, the middle portion of the triangular trade route. Many enslaved Africans died on the journey. Those who arrived often died from diseases to which they had little or no immunity.

Death rates were higher for newly arrived enslaved Africans than for those born and raised in the Americas. The new generation gradually developed at least a partial immunity to many diseases. Owners, however, rarely encouraged their enslaved people to have children. Many slave owners, especially on islands in the Caribbean, believed that buying a new enslaved person was less expensive than raising a child from birth to working age.

Sources of Enslaved Africans

Before Europeans arrived in the 1400s, most enslaved persons in Africa were prisoners of war. Europeans first bought enslaved people from African merchants at slave markets in return for gold, guns, or other European goods. Local slave traders first obtained their supplies of enslaved persons from nearby coastal regions. As demand grew, they had to move farther inland to find their victims.

Local rulers became concerned about the impact of the slave trade on their societies. In a letter to the king of Portugal in 1526, **King Afonso** of Congo (Bakongo) said, “so great is the corruption that our country is being completely depopulated.”

Europeans and other Africans, however, generally ignored such protests. Local rulers who traded in enslaved people viewed the slave trade as a source of income. Many sent raiders into defenseless villages.



Reading Check **Describing** Describe the purpose and path of the triangular trade.

Effects of the Slave Trade

MAIN IDEA The slave trade led to depopulation, increased warfare, and devastation for many African states.

HISTORY & YOU Have you seen the TV miniseries *Roots*? Read to learn about the devastating effect of the slave trade on Benin.

The effects of the slave trade varied from area to area. Of course, it always had tragic effects on the lives of individual victims and their families. The slave trade led to the depopulation of some areas, and it deprived many African communities of their youngest and strongest men and women.

The desire of slave traders to provide a constant supply of enslaved persons led to increased warfare in Africa. Coastal or near-coastal African chiefs and their followers, armed with guns acquired from the trade in enslaved people, increased their raids and wars on neighboring peoples.

Only a few Europeans lamented what they were doing to traditional African societies. One Dutch slave trader remarked:

PRIMARY SOURCE

"From us they have learned strife, quarrelling, drunkenness, trickery, theft, unbridled desire for what is not one's own, misdeeds unknown to them before, and the accursed lust for gold."

—*Africa in History: Themes and Outlines* rev. ed., Basil Davidson, 1991

The slave trade had a devastating effect on some African states. The case of **Benin** (buh•NEEN) in West Africa is a good example. A brilliant and creative society in the 1500s, Benin was pulled into the slave trade.

As the population declined and warfare increased, the people of Benin lost faith in their gods, their art deteriorated, and human sacrifice became more common. When the British arrived there at the end of the 1800s, they found a corrupt and brutal place. It took years to discover the brilliance of the earlier culture destroyed by slavery.

The use of enslaved Africans remained largely acceptable to European society. Europeans continued to view Africans as inferior beings fit chiefly for slave labor. Not until the Society of Friends, known as the Quakers, began to condemn slavery in the 1770s did European feeling against slavery begin to build. Even then, it was not until the French Revolution in the 1790s that the French abolished slavery. The British did the same in 1807. Nevertheless, slavery continued in the newly formed United States until the Civil War of the 1860s.

✓ Reading Check **Describing** What effect did the slave trade have on Benin?

SECTION

2

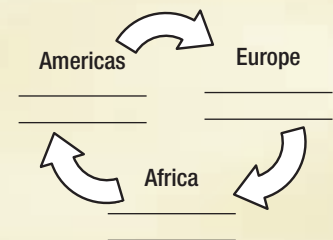
REVIEW

Vocabulary

1. **Explain** the significance of: colony, mercantilism, balance of trade, subsidies, transportation, primary, plantations, triangular trade, Middle Passage, King Afonso, Benin.

Main Ideas

2. **Explain** why a nation would want a favorable balance of trade.
3. **Illustrate** the triangular trade pattern using the graph below. Indicate what goods were shipped among the points of trade.



4. **Identify** the effects of the slave trade on the culture of Benin.

Critical Thinking

5. **The BIG Idea Evaluating** What impact did the slave trade have on the populations in Africa and the Americas?
6. **Analyzing** Why did some Africans engage in the slave trade? Did they have a choice?
7. **Analyzing Visuals** Examine the portrait of King Afonso on page 442. How can you tell he is a king?

Writing About History

8. **Persuasive Writing** Does the fact that Africans participated in enslaving other Africans make the European involvement in the slave trade any less wrong? Write an editorial supporting your position.

History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to glencoe.com and click Study Central.

Colonial Latin America

GUIDE TO READING

The BIG Idea

Competition Among Countries

Portugal and Spain reaped profits from the natural resources and products of their Latin American colonies.

Content Vocabulary

- peninsulares (p. 444)
- mulattoes (p. 444)
- creoles (p. 444)
- mita (p. 446)
- mestizos (p. 444)

Academic Vocabulary

- labor (p. 444)
- draft (p. 446)

People and Places

- Brazil (p. 444)
- Juana Inés de la Cruz (p. 447)

Reading Strategy

Organizing Information As you read, create a diagram like the one below to summarize the political, social, and economic characteristics of colonial Latin America.



Rich in natural resources, the Latin American colonies proved very profitable for Portugal and Spain. The interactions of native peoples, enslaved Africans, and Spanish colonists caused new social classes to form in Latin America. To convert Native Americans to Christianity, the Catholic Church set up missions throughout Latin America.

Colonial Empires in Latin America

MAIN IDEA

The Portuguese and Spanish built colonial empires in Latin America and profited from the resources and trade of their colonies.

HISTORY & YOU Does your family own property outside of your home state or outside of the country? Read to learn why Spanish and Portuguese monarchs relied on officials to administer their colonies in Latin America.

In the 1500s, Portugal came to dominate **Brazil**. At the same time, Spain established an enormous colonial empire that included parts of North America, Central America, and most of South America. Within the lands of Central America and South America, a new civilization arose, which we call Latin America.

Social Classes

Colonial Latin America was divided by social classes that were based on privilege. At the top were **peninsulares**. These were Spanish and Portuguese officials who had been born in Europe and held all important government positions. Below the *peninsulares* were the **creoles**. Descendants of Europeans born in Latin America, creoles controlled land and business. They deeply resented the *peninsulares*, who regarded the creoles as second-class citizens. (See Chapter 21.)

Beneath the *peninsulares* and creoles were numerous multiracial groups. The Spanish and Portuguese who moved into Latin America lived with both Native Americans and African people brought in for **labor**. Spanish rulers permitted intermarriage between Europeans and Native Americans. Their offspring became known as the **mestizos**. In addition, over a period of three centuries, possibly as many as 8 million enslaved Africans were brought to Spanish and Portuguese America to work on the plantations. **Mulattoes**—the offspring of Africans and Europeans—became another social group. Other groups emerged as a result of unions between mestizos and mulattoes and between Native Americans and Africans. The coexistence of these various groups produced a unique multiracial society in Latin America.



COLONIAL LATIN AMERICA TO 1750



All of these multiethnic groups were considered socially inferior by the *peninsulares* and *creoles*. However, over a period of time, *mestizos* grew in importance due to their increasing numbers. Some *mestizos* became artisans and small merchants in cities, while others became small-scale farmers or ranchers. *Mestizos* eventually came to be seen as socially superior to other multiracial groups. The groups at the very bottom of the social scale were imported enslaved persons and conquered Native Americans.

Economic Foundations

Both the Portuguese and the Spanish sought ways to profit from their colonies in Latin America. One source of wealth came from abundant supplies of gold and silver that were sent to Europe. Farming, however, became a more long-lasting and rewarding source of prosperity for Latin America. Spanish and Portuguese landowners created immense estates. Native Americans worked on the estates or worked as poor farmers on marginal lands.



This system of large landowners and dependent peasants has remained a lasting feature of Latin American society.

To maintain a supply of labor, the Spanish Empire in the Americas continued to make use of the *encomienda* system. In this system, Native Americans were forced to pay tribute and provide labor to Spanish landowners. In Peru, the Spanish made use of the **mita**. This system allowed authorities to **draft** native labor to work in the silver mines.

Trade provided another avenue for profit. Besides gold and silver, many other natural products were shipped to Europe. These included sugar, tobacco, diamonds, and animal hides. In turn, the European countries supplied their colonists with manufactured goods.

Spain and Portugal regulated the trade of their Latin American colonies to keep others out. By the beginning of the eighteenth century, however, the British and French were too powerful to be kept out of these lucrative markets.

State and Church

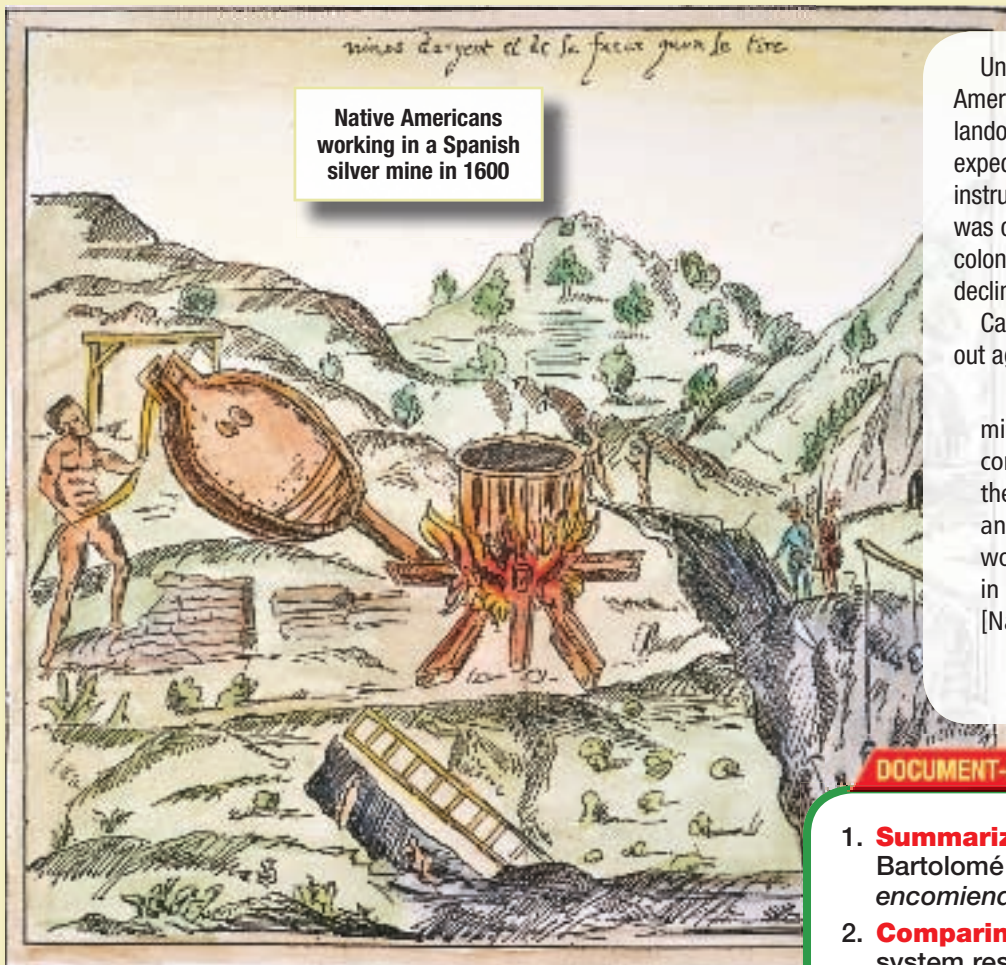
Portuguese Brazil and Spanish Latin America were colonial empires that lasted over 300 years. Communication and travel between the Americas and Europe were difficult. This made it impossible for the Spanish and Portuguese monarchs to provide close regulation of their empires. As a result, colonial officials in Brazil and Latin America had much freedom in carrying out imperial policies.

INFOGRAPHICS

PRIMARY SOURCE

The Encomienda System

Native Americans working in a Spanish silver mine in 1600



Under the *encomienda* system, Native Americans were required to work for Spanish landowners. In return, the landowners were expected to protect them and see that they were instructed in the Catholic faith. Yet the system was one of the most damaging institutions in colonial Latin America, contributing to the drastic decline in the Native American population.

Catholic priest Bartolomé de las Casas spoke out against the *encomienda*:

"[T]he Spaniards were never any more mindful to spread the Gospel . . . but on the contrary forbid religious persons to exercise their duty, deterring them . . . from preaching and teaching . . . for that they thought would have hindered them [the Spaniards] in getting their Gold, and kept the people [Native Americans] from their labors."

—Bartolomé de las Casas, *A Brief Account of the Destruction of the Indies*, 1534

DOCUMENT-BASED QUESTIONS

1. **Summarizing** What criticism did Bartolomé de las Casas make of the *encomienda* system?
2. **Comparing** How did the *encomienda* system resemble feudalism?



Beginning in the mid-sixteenth century, the Portuguese monarchy began to assert its control over Brazil by creating the position of governor-general. The governor-general (later called a viceroy) developed a bureaucracy. At best the governor-general had only loose control over the officials below him who governed the districts into which Brazil was divided.

To rule his American empire, the Spanish king also appointed viceroys. The first was established for New Spain (Mexico) in 1535. Another viceroy was appointed for Peru in 1543. In the 1700s, two additional viceroyalties were added. Spaniards held all major government positions.

From the beginning of their conquest of the New World, Spanish and Portuguese rulers were determined to Christianize the native peoples. This policy gave the Catholic Church a powerful role to play in the Americas.

Catholic missionaries—especially the Dominicans, Franciscans, and Jesuits—fanned out to different parts of the Spanish Empire. To make their efforts easier, the missionaries brought Native Americans together into villages, or missions. There, the natives could be converted, taught trades, and encouraged to grow crops. A German tourist in the 1700s said:

PRIMARY SOURCE

"The road leads through plantations of sugar, indigo, cotton, and coffee. The regularity which we observed in the construction of the villages reminded us that they all owe their origin to monks and missions. The streets are straight and parallel; they cross each other at right angles; and the church is erected in the great square situated in the center."

—*Latin America: A Concise Interpretative History*, 4th ed., E. Bradford Burns, 1986

The Jesuits established more than 30 missions in the region of Paraguay. Well organized, the Jesuits made their missions into profitable business activities. Missions enabled missionaries to control the lives of the Native Americans and make them docile members of the empire.

Along with the missions, the Catholic Church also built cathedrals, hospitals, orphanages, and schools in the colonies. The schools taught Native American students the basics of reading, writing, and arithmetic.

The Catholic Church provided an outlet other than marriage for women. They could enter convents and become nuns. Women in religious orders, however—many of them of aristocratic background—often lived well. Many nuns worked outside their convents by running schools and hospitals. Indeed, one of these nuns, **Juana Inés de la Cruz** (KWAHN•ah ee•NAYS de la KROOS) wrote poetry and prose and urged that women be educated.

 **Reading Check** **Explaining** How did the Portuguese and the Spanish profit from their colonies in Latin America?

SECTION

3

REVIEW

Vocabulary

1. **Explain** the significance of: Brazil, *peninsulares*, creoles, labor, mestizos, mulattoes, *mita*, draft, Juana Inés de la Cruz.

Main Ideas

2. **List** in order the social classes in colonial Latin America. Use a chart like the one below to make your list.

Social Classes in Colonial Latin America

- 1.
- 2.
- 3.

3. **Explain** how the Spanish Empire maintained a supply of labor in the Latin American colonies.
4. **Identify** the actions of the Catholic Church in colonial Latin America.

Critical Thinking

5. **The BIG Idea Evaluating** In return for natural resources and products, a parent country provided its colony with manufactured products. How could this affect the colony's economy after it became an independent state?
6. **Determining Cause and Effect** How did expansion of the Spanish Empire affect demographics in Latin America?
7. **Analyzing Visuals** Examine the illustration on page 446. What does it tell you about Native American laborers in the *encomienda* system?

Writing About History

8. **Descriptive Writing** Suppose that you are a native laborer on one of the large Latin American sugarcane plantations. Write two to three paragraphs describing your typical workday—what you do, what hours you work, what you have to eat, and with whom you work.

History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to glencoe.com and click Study Central.

CHAPTER 13 Visual Summary



You can study anywhere, anytime by downloading quizzes and flash cards to your PDA from glencoe.com.

CHRISTOPHER COLUMBUS ARRIVES IN THE AMERICAS

The Spanish brought Christianity with them.



EARLY EXPLORATION of West Africa, India, and the Americas

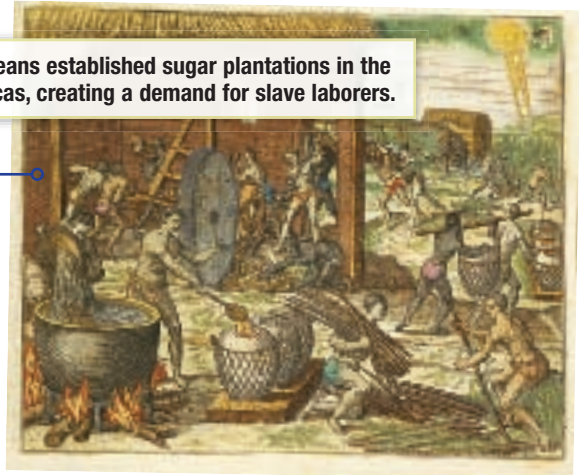
- Motivated by religious zeal, gold, and glory, Europeans began to explore distant lands.
- The Portuguese sailed east around Africa to India.
- Spanish ships sailed west to the Americas.
- Spanish conquistadors seized lands ruled by the Aztec and Inca.
- Diseases introduced by Spanish explorers killed much of the Native American population.
- By the late 1600s, the Dutch, French, and English entered the rivalry for new lands and trade.

AFRICAN SLAVE TRADE of Europe, Asia, and the Americas

- Before the new exploration, the primary market for enslaved Africans had been Southwest Asia.
- The demand for plantation laborers in the Americas greatly increased slave trade.
- Enslaved Africans were part of the triangular trade between Europe, Africa and Asia, and the Americas.
- In Africa, the slave trade led to increased warfare, depopulation, and the deterioration of society.

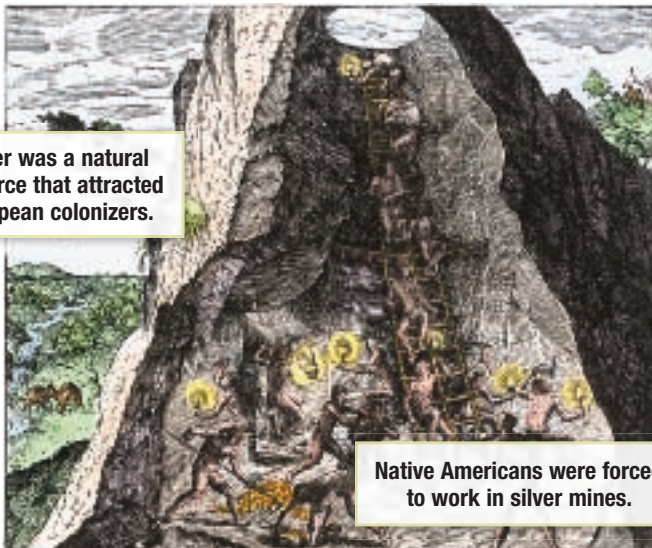
ENSLAVED AFRICANS WORKING ON A SUGARCANE PLANTATION

Europeans established sugar plantations in the Americas, creating a demand for slave laborers.



SILVER MINES IN BRAZIL

Silver was a natural resource that attracted European colonizers.



Native Americans were forced to work in silver mines.

COLONIAL EMPIRES of Latin America

- The Portuguese and Spanish profited from their colonial empires in Latin America.
- *Peninsulares* were the top social class, followed by creoles, mestizos and mulattoes, and finally enslaved Africans and Native Americans.
- Catholic missionaries spread across the Americas to try to Christianize Native Americans.

STANDARDIZED TEST PRACTICE

TEST-TAKING TIP

If a test question involves reading a map, make sure you read the title of the map and look at the map carefully for information before you try to answer the question

Reviewing Vocabulary

Directions: Choose the word or words that best complete the sentence.

- _____ were the offspring of Africans and Europeans.
 - Creoles
 - Peninsulares*
 - Mestizos
 - Mulattoes
- Spanish conquerors of the Americas were known as _____.
 - viceroy
 - conquistadors
 - peninsulares*
 - governor-generals
- The _____ is a trading route that connected Europe, Africa and Asia, and the Americas.
 - triangular trade
 - Bermuda Triangle
 - Middle Passage
 - circular trade
- The _____ system allowed authorities to draft natives to work in silver mines.
 - encomienda*
 - feudal
 - mita*
 - tithe

Reviewing Main Ideas

Directions: Choose the best answers to the following questions.

Section 1 (pp. 430–437)

- What were the chief motives for European expansion?
 - Adventure, travel, and war
 - Politics, taxes, and war
 - God, glory, and gold
 - Oil, gold, and coal
- Which country took the lead in European exploration?
 - Portugal
 - The Netherlands
 - England
 - France
- Who was the first explorer to circumnavigate the world?
 - Bartholomeu Dias
 - Christopher Columbus
 - Ferdinand Magellan
 - Vasco da Gama
- Which ruler granted *encomienda* to the Spanish settlers in the Americas?
 - Louis XII
 - Isabella
 - Ferdinand
 - Henry VI

Need Extra Help?

If You Missed Questions . . .	1	2	3	4	5	6	7	8
Go to Page . . .	444	434	442	446	431	432	433	435

GO ON 

9. Which nation controlled most of the eastern seaboard of North America by the end of the 1600s?

- A France
- B Spain
- C England
- D The Netherlands

Section 2 (pp. 440–443)

10. What set of principles dominated economic thought in the seventeenth century?

- A Mercantilism
- B Capitalism
- C Secularism
- D Socialism

11. In what year did the first enslaved Africans arrive in the Americas?

- A 1560
- B 1492
- C 1518
- D 1430

Section 3 (pp. 444–447)

12. Which of the following is a true statement about colonial Latin American society?

- A It had no class system.
- B It was largely Protestant.
- C It had few peasants.
- D It was multiracial.

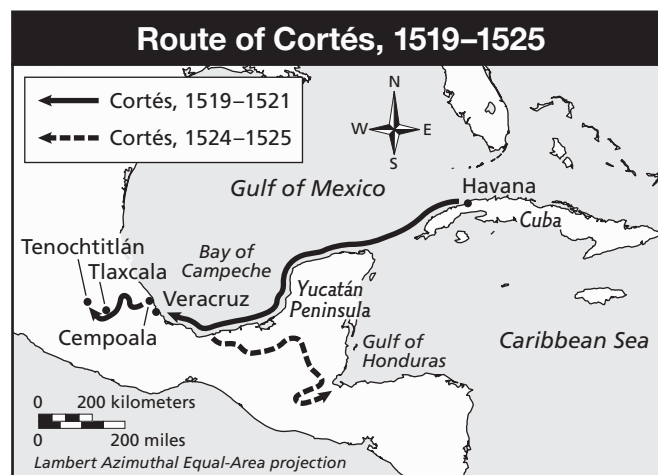
13. Who worked on the immense estates or worked as farmers on marginal lands in Latin America?

- A Creoles
- B Native Americans
- C Conquistadors
- D *Peninsulares*

Critical Thinking

Directions: Choose the best answers to the following questions.

Use the following map to answer question 14.



14. Which of the following best describes the route of Cortés during the years 1519–1521?

- A He traveled from Havana to Tenochtitlán.
- B He traveled from Veracruz to the Gulf of Honduras.
- C He traveled from Tlaxcala to Veracruz.
- D He traveled from the Gulf of Honduras to Tenochtitlán.

15. What caused the most deaths in the Aztec and Inca populations?

- A Combat with the Europeans
- B Human sacrifice
- C European diseases
- D Combat with rival cities

16. Why did some slave owners believe that buying a new enslaved person was cheaper than raising a child to working age?

- A New enslaved people had immunity to diseases.
- B Providing food and shelter until the child was of working age cost more than a new enslaved person.
- C Slave traders gave slave owners discounts on new enslaved people.
- D A child took longer to train how to work.

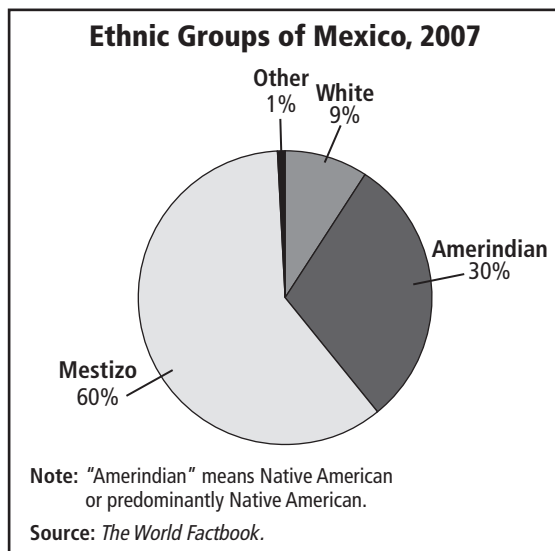
Need Extra Help?

If You Missed Questions . . .	9	10	11	12	13	14	15	16
Go to Page . . .	437	440	442	444	445	431	435	442

GO ON

17. What impact did European mercantilism have on colonies in the Americas?
- A Latin American colonies became industrialized.
 - B Mercantilism promoted export of manufactured goods.
 - C Mercantilism promoted freedom of the indigenous peoples of the colonies.
 - D Latin American colonies depended on cash crops for export.

Base your answer to question 18 on the graph below and on your knowledge of world history.



18. What can be said about the ethnic groups of Mexico?
- A Most Mexicans are descendants of Spanish and Native American peoples.
 - B Native American people outnumber mestizos in Mexico.
 - C There are four times as many Native Americans as there are whites in Mexico.
 - D Mestizos are a minority ethnic group in Mexico.

Document-Based Questions

Directions: Analyze the document and answer the short-answer questions that follow the document. Base your answers on the document and on your knowledge of world history.

In a letter to the treasurer of the king and queen of Spain, Christopher Columbus reported on his first journey:

"Believing that you will rejoice at the glorious success that our Lord has granted me in my voyage, I write this to tell you how in thirty-three days I reached the Indies with the first fleet which the most illustrious King and Queen, our Sovereigns, gave me, where I discovered a great many thickly-populated islands. Without meeting resistance, I have taken possession of them all for their Highnesses. . . . When I reached [Cuba], I followed its coast to the westward, and found it so large that I thought it must be the mainland—the province of [China], but I found neither towns nor villages on the seacoast, save for a few hamlets."

—Letters from the First Voyage, edited 1847

19. What continent did Columbus believe he had reached?
20. How long did it take Columbus to reach his destination?

Extended Response

21. Analyze the reasons why Native Americans might be offended by the term New World. What does the use of the term suggest about European attitudes toward the rest of the world?

History ONLINE

For additional test practice, use Self-Check Quizzes—Chapter 13 at glencoe.com.

Need Extra Help?

If You Missed Questions . . .	17	18	19	20	21
Go to Page . . .	446	444	432	432	433

STOP