

Analyzing Political Cartoons

1. The topic of this modern-day cartoon is the current debate over whether the United States should place new restrictions on immigration.
(a) Who does the man in the center represent?
(b) Who do the people on the left represent? Who does the man on the right represent?
2. What point is the cartoonist making? Do you agree with the cartoonist's view? Explain your reasoning.



Critical Thinking

1. **Applying the Chapter Skill** Discuss how Europeans' opinions about Native Americans and Africans differed from the facts about these cultures.
2. **Predicting Consequences** Explain how values, beliefs, and customs differed among the three Atlantic cultures. Choose one way in which the three cultures differed, and explain how this difference could have led to conflict.
3. **Recognizing Cause and Effect** In the early days of trade between West Africans and Europeans, the Africans controlled the exchange of goods. Within a century they had become victims of European slave-raiders. What do you think caused this change?
4. **Drawing Conclusions** How do you think the ideas of the Renaissance influenced the culture of modern-day America?

INTERNET ACTIVITY

For your portfolio: PREPARE A REPORT

Access Prentice Hall's *America: Pathways to the Present* site at www.Pathways.phschool.com for the specific URL to complete the activity. Additional resources and related Web sites are also available.

Use the links provided to find out about the earliest inhabitants of your state or region. Write a brief report on the archaeological activity in the area and what it has revealed about the first people to live there.

ANALYZING DOCUMENTS ◀ ▶ INTERPRETING DATA

Turn to the excerpt from Columbus's letter to Isabella and Ferdinand on page 21.

1. Which statement best represents the meaning of the quotation?
(a) The Tainos are innocent, generous, and obedient. (b) The Tainos loved the Europeans. (c) The Tainos are loving but possessive.
2. What conclusion do you think the king and queen might have drawn from Columbus's description of the Tainos? Choose from the following statements, and explain your reasoning: (a) The Tainos should be treated with the respect that they showed Columbus. (b) The Tainos would provide no resistance to Spanish conquest. (c) The Tainos must be wiped out.
3. **Writing** Assume the role of Queen Isabella or King Ferdinand and respond to Columbus's letter. Give him specific instructions on how to develop a relationship with the Tainos. The letter should reflect what you know about the values and beliefs of Renaissance Europe.

Connecting to Today

Essay Writing Write a persuasive essay in which you make the argument for going on a modern-day exploration, perhaps into space or down to the ocean floor. Include answers to these questions: (a) What are the possible benefits of the trip? (b) What are the risks? (c) Why are the benefits worth the risks?

European Colonization of the Americas

1492-1752



CHAPTER FOCUS

This chapter describes the early explorations and settlements of the Spanish, English, French, and Dutch in North America. Because each of these groups had its own way of settling the land, regional differences emerged in the Northeast, Middle, and Southern colonies of North America.



Why Study History? page at the end of this chapter explores the connection between European colonization of North America and the cultural diversity that continues to shape American society today.



USING HISTORICAL EVIDENCE

Although an idealized and imaginative portrait of English settlers reaching American shores, *Landing of the Pilgrims* shows the imminent meeting of two cultures.

Culture How did European colonizers interact with Native Americans?

1513
Ponce de
León explores
Florida

1521
Cortés
conquers the
Aztec empire

1528
Cabeza de Vaca
and Estevanico
explore the coastal
region of Texas

1565
The Spanish settle St.
Augustine, Florida

1680
Pueblo Revolt
in New Mexico

1500

1550

1600

1650

1700

1 Spanish Explorers and Colonies

SECTION PREVIEW

Objectives

- 1 Explain how Spanish explorers built an empire in the Americas.
- 2 Describe why the Spanish encouraged settlement in regions of North America.
- 3 Summarize the causes and effects of Native American resistance to the Spanish.
- 4 **Key Terms** Define: hidalgo; conquistador; isthmus; colony; mestizo; presidio; mission; Pueblo Revolt of 1680.

Main Idea

Between 1492 and 1650, the Spanish built an empire in Central and South America as well as the Southeast and Southwest regions of North America.

Reading Strategy

Organizing Information Sketch a map of North, Central, and South America. As you read, shade in the regions explored by the Spanish. Record key events, people, and places on your map.

Christopher Columbus made four voyages to the Americas between 1492 and 1504. His reports of lands and peoples, as well as his stories of pearls and other hints of wealth, soon drew other explorers after him. While Columbus had once been mocked as a dreamer, now he had many imitators.

Building a Spanish Empire

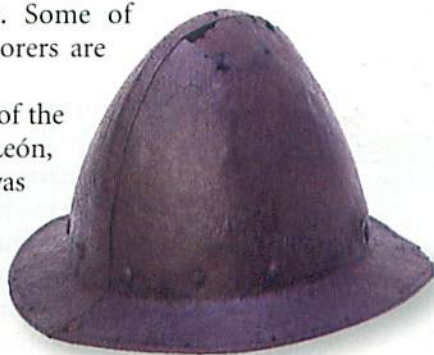
Like Columbus, the later Spanish explorers who sailed to the Americas had three major motives for conquering the region. They wanted to spread the Christian religion, gain wealth, and win fame. In other words, they went to the Americas for God, gold, and glory. For centuries, adventurous young Spanish gentlemen, or **hidalgos**, had led expeditions against Muslims in Spain for these same three motives. The **conquistadors**, or Spanish conquerors of the Americas, were continuing that tradition.

Spain's Major Explorers In the first fifty years after Columbus's death, Spanish explorers expanded European knowledge of lands from Florida in the East to the shores of the

Pacific Ocean in the West. Some of Spain's most important explorers are described below.

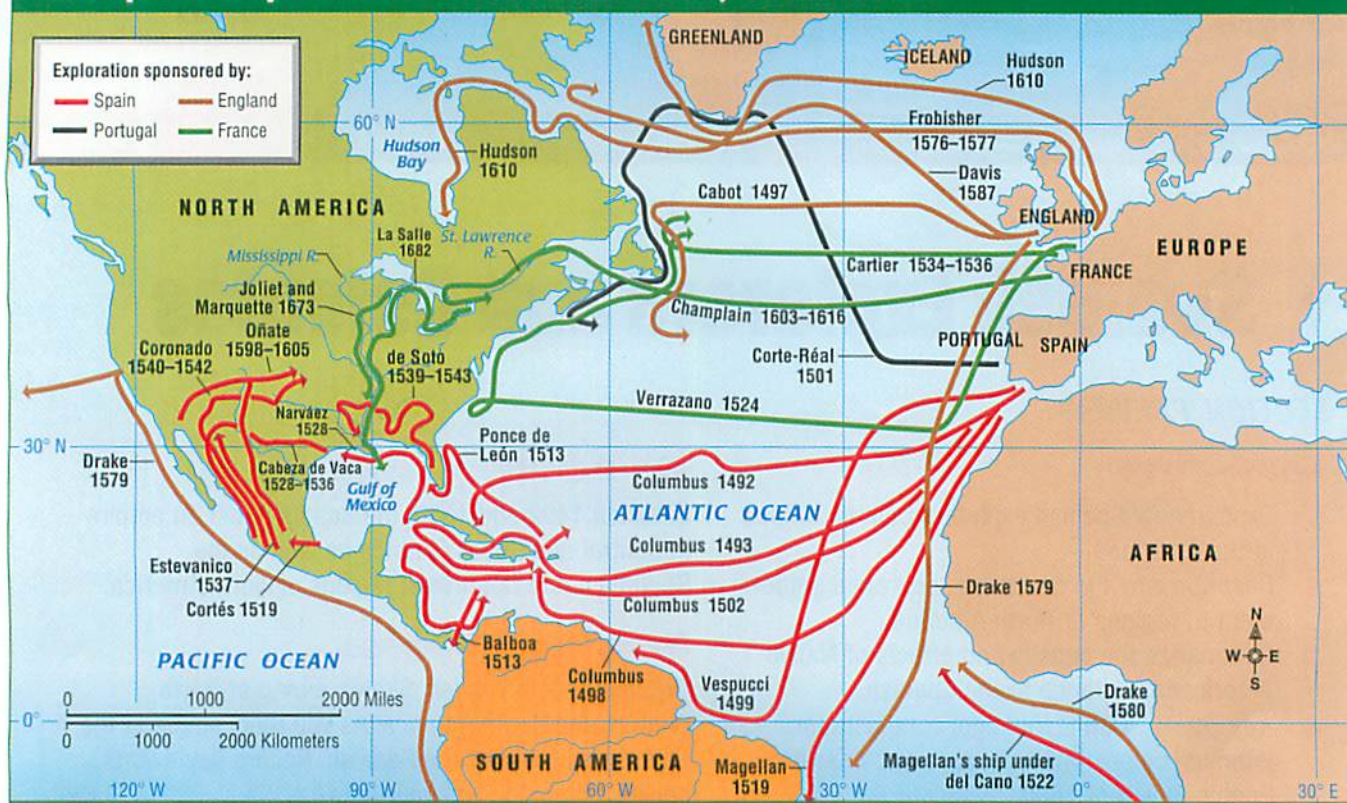
Juan Ponce de León. One of the earliest explorers, Ponce de León, was a typical hidalgo. He was born into an upper class family in Spain and fought against the Muslims. Ponce de León then took his military skills to the Americas, perhaps as early as 1493. In the early 1500s, he heard tales of a spring with amazing powers somewhere in the Caribbean. Anyone who drank the waters from this spring would become young again. While searching in vain for this "fountain of youth," Ponce de León explored and named Florida in 1513.

Vasco Núñez de Balboa. Balboa was born to an upper class family in the Estremadura, a poor region of Spain with a harsh climate. Seeking better opportunities for wealth in the Americas, he eventually arrived on the isthmus of Panama. An **isthmus** is a narrow strip of land that joins two larger land areas, in this



A silent witness to the Spanish attempt to conquer Florida, this soldier's helmet was lost in the 1500s at Palm Beach and discovered in recent times.

European Exploration of the Americas, 1492–1682



For more than a century after Columbus's voyages, explorers sailed on behalf of any power that would sponsor them. Cabot and Verrazano were Italian, and Hudson was English. Estevanico was originally an African slave who was later freed to explore the Southwest.

Movement What nations sponsored Cabot, Verrazano, Hudson, and Estevanico?

case North and South America. In 1513 Balboa led a group of Spaniards and Native Americans across the narrowest part of the isthmus. After crossing rivers, slashing their way through thick forests, and scaling rugged mountains, Balboa and his Spanish companions became the first known Europeans to see the Pacific Ocean from the American continent.

Ferdinand Magellan. While Balboa may have been the first European explorer to see the mysterious "South Sea," the first to cross it starting from the Americas was Magellan. Though Portuguese, not Spanish, Magellan explored in Spanish ships on behalf of the Spanish king. Starting from Spain in September 1519, Magellan and his crew sailed to Brazil, then south around the stormy tip of South America, known today as the Straits of Magellan. Magellan steered the ship boldly west from the coast of South America on a course that would take him across the Pacific Ocean for 99 days without fresh food or water. As the voyage wore on, his starving men were forced

to eat the leather on the rigging of their ships. Finally, having crossed the Pacific Ocean, Magellan spotted the island of Guam. Though he later was killed in a fight with the people of the Philippine Islands, some of his crew continued on. After a three year voyage, they became the first humans known to have circumnavigated, or sailed around, the entire Earth.

Cortés and Pizarro Hernán Cortés was another explorer who left his harsh homeland, Spain's Extremadura, for the opportunities of the Americas. He was especially eager for wealth. "I and my companions," he once remarked, "suffer from a disease of the heart which can be cured only by gold." In 1519, Cortés was sent by the Spanish governor of Cuba to conquer the vast empire ruled by the Aztec people in Mexico.

Cortés's plan was so bold as to seem impossible. The Aztec capital, Tenochtitlán, had 250,000 inhabitants and was one of the world's largest urban centers. From this splendid city in

the mountains of Mexico,[†] the Aztecs governed 20 million people, a population twice the size of Spain's at that time. All Cortés could gather for his effort was a force of about 600 soldiers.

Cortés, however, was a brilliant politician. After landing in Mexico, he quickly learned that many of the Native Americans there had been conquered by the Aztecs and now hated their rulers. With the help of a Native American princess known as Doña Marina or Malinche, Cortés gathered a force of about 200,000 Mexicans.

By 1521 Cortés and his soldiers had destroyed Tenochtitlán, and Cortés became conqueror of one of the largest empires in the world. Like Cortés, the conquistador Francisco Pizarro set out to conquer the empire of the Incas, centered in what is now Peru in South America. The Inca continued to resist as the Spanish attempted to take control of more and more of their empire.

Control of the Spanish Empire As the Spanish conquistadors explored and conquered, they started settlements in favorable locations. They intended these settlements to grow into **colonies**, areas settled by immigrants who continue to be ruled by their parent country. By the 1550s, the Spanish colonies amounted to a large empire in Mexico, Central America, South America, and the islands of the Caribbean Sea.

The economic activity that took place in the colonies made the Spanish wealthy. Using the labor of enslaved Native Americans and Africans, the Spanish mined vast amounts of silver and gold from the mountains of Mexico and Peru. They also established farms and ranches that produced a variety of goods.

The success of this economic system required the Spanish to control the local population. They dealt with Native Americans differently than did other European conquerors in the Americas. They did not try to drive Indians out of their lands. Instead they forced them to become a part of the colonial economy. One method they used was known as the *encomienda* system. Under this system, Native Americans were required to farm, ranch, or mine for the profit of an individual Spaniard. In return, the Spaniard was supposed to ensure their well-being.

Because the Spanish and Native Americans lived together on the same land, in time a population arose that was a mixture of both peoples. These people of mixed descent were called **mestizos**, which is Spanish for "mixed."

The Spanish Push North

Cortés and Pizarro strengthened Spain's grip on Mexico and Peru. Other conquistadors explored the southern parts of what would become the United States.

Alvar Núñez Cabeza de Vaca and Estevanico. Cabeza de Vaca and Estevanico were part of a group of explorers who were shipwrecked near what is now Galveston, Texas, in 1528. Cabeza de Vaca was yet another hidalgo from Spain's Extremadura; Estevanico was an enslaved African. With two other survivors they wandered through the Gulf Coast region of Texas for eight years. After enduring extreme hunger and difficulty, they were rescued by Spanish raiders in northern Mexico. From the Native Americans with whom they had lived, they had heard stories of seven golden cities somewhere to the north. As these stories spread among the Spanish in the area, other explorers were inspired to press northward. Estevanico himself later traveled into what is now the southwestern United States in search of the seven cities.^{††}

Francisco Vázquez de Coronado. Coronado, too, searched what is now the southwestern United States for the fabled golden cities. Between 1540 and 1542 he traveled through what is now Texas and pushed north as far as Kansas. Though he expected to come upon a rich city called Quivira at journey's end, instead he found only the camp of some nomadic Native Americans.

Hernán de Soto. De Soto, another hidalgo from the Extremadura, landed near what is now Tampa Bay, Florida, in 1539. He had with him about a thousand soldiers. Over the next few years he traveled through much of what was the northern part of the Spanish empire. His route included parts of Florida, Alabama, Tennessee, Mississippi, Arkansas, and Oklahoma. He and his men were probably the first Spaniards to cross the Mississippi River. Yet when de Soto died of fever in Louisiana in 1542, he still had not found the golden cities he had been seeking.

Forts for Defense The regions explored by Cabeza de Vaca, Estevanico, de Soto, and others did not seem to offer much in riches or

Main Idea CONNECTIONS

Which region of North America did Coronado explore?

[†] Tenochtitlán was located on the site of present-day Mexico City.

^{††} Some Spaniards finally realized that the stories of the seven golden cities were most likely exaggerated stories about Pueblo villages to the north.

Spanish Settlements and Native American Groups in the South, 1500s–1600s



An adviser to the Spanish king in the 1500s remarked: “It is towards the south, not towards the frozen north, that those who seek their fortune should bend their way; for everything at the Equator is rich.” **Location** Cite evidence from the map to show that Spanish settlers followed this policy.

Main Idea CONNECTIONS

Why did the Spanish encourage settlement in the Southeast and Southwest regions of North America?

farming possibilities. For this reason, few of the 450,000 Spanish immigrants to the Americas before 1650 settled in the lands that are now the United States. As a result, the Spanish government felt the need to encourage settlement in three neglected areas, each for a particular reason:

✕ (1) *The Southeast Coast.* Fleets loaded with silver and gold from the Americas sailed from Cuba to Spain along the Gulf Stream, a powerful current that crosses the Atlantic Ocean. The Spanish government wanted to safeguard these fleets by building defensive bases, particularly in Florida.

In 1565, Pedro Menendez de Aviles, a conquistador, established the settlement of St. Augustine in Florida for this purpose. In the next few years, he built a half-dozen other outposts. But the Spanish did not commit themselves to maintaining these forts. Only St. Augustine survived from this first wave of Spanish settlement in Florida.

✕ (2) *The Southwest.* The Spanish hoped to stretch the profitable mining industry of

Mexico into what is now the southwestern United States. In January 1598, the conquistador Juan de Oñate and about 400 men, women, and children claimed an area they called New Mexico. (Spanish New Mexico included parts of what are now Arizona and Texas.) Oñate’s New Mexican colony grew to include more than 2,000 Spanish people over the next 80 years.

✕ (3) *The West Coast.* The Spanish were also interested in establishing trade routes across the Pacific Ocean, but they realized that anyone living in California would be able to interfere with this trade. Thus they began to consider settlements in California in the hopes of keeping their European rivals out of the region. Major efforts to colonize this region, however, did not begin until the 1700s.

Missionaries The Spanish settlements that eventually dotted the South and West were forts, or **presidios**, most of them occupied by a few soldiers. The survival of these Spanish outposts was due not to the soldiers, but to the persistence and hard work of a few dozen

Franciscans. These priests and nuns, members of a Catholic group dedicated to the work of St. Francis of Assisi, settled in Florida and New Mexico as missionaries. Missionaries are people who are sent out by their church to teach people their religion. In North America, the Franciscans converted Native Americans to Christianity and established dozens of **missions**—headquarters where the missionaries lived and worked.

In addition to converting Native Americans, the Spanish also wanted to make them follow European customs. With the help of soldiers, the Spanish forced the Native Americans into settled villages, or *congregations*, where they would farm and worship like Catholic Europeans.

In 1634, one missionary, Fray Alonso de Benavides, reported the following:

AMERICAN VOICES

“[Many Native Americans] are now converted, baptized, and very well ministered to. . . . The whole land is dotted with churches, convents, and crosses along the roads. The people are so well taught that they now live like perfect Christians.”

—Fray Alonso de Benavides

Resistance to the Spanish

While priests such as Benavides might sometimes feel they were achieving their goals, overall they were not as successful as they wanted to be. Some Native Americans, particularly nomadic groups like the Apache of the

Southwest, refused to cooperate with the Spanish. Even those who sometimes cooperated, fiercely resisted at other times. Such resistance broke out as early as 1597 and continued occasionally throughout the 1600s.

Native American fighting against the Spanish was generally disorganized. In Mexico, however, following years of drought that weakened Spanish power, the Pueblo people united in what is called the **Pueblo Revolt of 1680**. By the 1670s, widespread sickness and drought had reduced the Pueblo population to about 17,000 people. Seeking to reverse this decline, the Pueblo began to turn back to their traditional religious practices, which the Spanish tried to stamp out. In August of 1680 the Pueblo people in New Mexico rose under the leadership of a man named Popé and drove the Spanish out of Santa Fe. During the fighting the Pueblo killed priests, colonists, and soldiers, and destroyed the Spanish missions. Years passed before the Spanish were able to return and rebuild.

In Florida, similar Native American rebellions occurred in the late 1600s, as the Spanish were trying once again to establish presidios. Some Native Americans combined forces with the English in North America, who were at war with Spain at that time. With Native American assistance, the English mounted crushing attacks on Spanish presidios in Florida from their own colony in South Carolina. This combined attack by the English and the Native Americans limited the Spanish to a total of two new presidios, San Marcos de Apalachee and Pensacola.

SECTION 1 REVIEW

Comprehension

- 1. Key Terms** Define: (a) hidalgo; (b) conquistador; (c) isthmus; (d) colony; (e) mestizo; (f) presidio; (g) mission; (h) Pueblo Revolt of 1680.
- 2. Summarizing the Main Idea** Describe how and where the Spanish built an empire in the Americas.
- 3. Organizing Information** Create a graphic organizer showing three reasons why the Spanish government encouraged settlement in the Southeast, Southwest, and West Coast regions of North America. Include an additional box illustrating the missionaries' reasons for settlement in these regions.

Critical Thinking

- 4. Analyzing Time Lines** Review the time line at the start of the section. Which regions of what is now the United States are included in this time line?
- 5. Recognizing Cause and Effect** How did legends and rumors play a part in building European knowledge of the Americas?

Writing Activity

- 6. Writing an Expository Essay** Write an essay in which you comment on the following motto printed in a Spanish book in 1599: “By the sword and the compass, more and more and more and more.”



1

Santa Clara Pueblo

This pueblo retains many features of the pueblos built centuries earlier. Stone or adobe houses are grouped around small plazas. Within each plaza is a kiva, or ceremonial chamber.

4

Mission Bell

The mission bell was a symbol of the life imposed on the Pueblo by the Spanish. The ringing bell guided the highly structured day of work, meals, instruction, and prayer.



6

Rock Painting

This painting of a missionary pierced by a lance depicts the Revolt of 1680, which drove the Spanish out of New Mexico for twelve years.



5

Archangel St. Michael

This Spanish sculpture was made for the church at Zuni Pueblo.



7

Rio Grande Blanket

This blanket is typical of the work of weavers in New Mexico in the late 1800s.

