

CHAPTER
1

The World in 1500

Beginnings-1500

Section 1 Societies of North America

Section 2 Societies of West Africa and Europe

Section 3 Early European Explorers



Imagine how these Native Americans might feel at their first sight of strange ships.



Interact *with* History



The Europeans will plant this flag and claim the island for Spain.

This picture is an artist's idea of the first meeting between European explorers and Native Americans.

The Native Americans offer a tray of the island's fruit as a welcome gift.

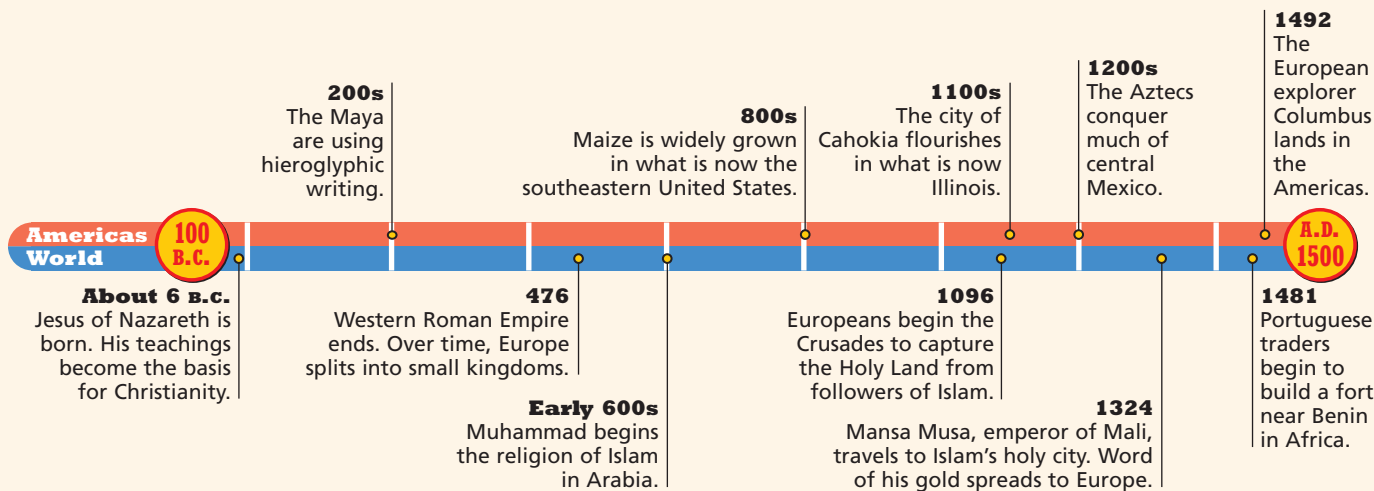
The Native Americans may wonder if this long object is a walking stick or a weapon.

The year is 1492, and you live on an island in the Caribbean. One day you see a giant boat topped by strange white cloths. Men climb into smaller boats and row toward you. You have never seen men like this. They have pale skin and wear heavy, colorful clothing. You wonder what will happen when they land.

What Do You Think?

- What can different societies learn from each other?
- What might they want to gain from each other?
- What positive and negative things might happen when they meet?

What happens when different societies meet?





Chapter 1 SETTING THE STAGE

BEFORE YOU READ

Previewing the Theme

Diversity and Unity Chapter 1 explains that by 1500, diverse societies had developed in the Americas, West Africa, and Europe. After 1500, economic, political, social, and religious forces brought West Africans and Europeans to the Americas. Those people and Native Americans helped create the United States.



CENTRAL AMERICA This pyramid at Chichén Itzá, in what is now Mexico, was built between the 900s and 1200s.



AFRICA This Muslim mosque in Timbuktu, Mali, was built in the 1300s and 1400s.



EUROPE St. Peter's Basilica (a Christian church) in Vatican City, Italy, was built in the 1500s and early 1600s.


What Do You Know?

What do you know about the history of the Americas, West Africa, and Europe? How technologically advanced must a society be to build large structures like the ones at the left?

THINK ABOUT

- what you know about other societies, such as Egypt, that built large structures
- what you've read in books


What Do You Want to Know?

 What questions do you have about the past societies of the Americas, West Africa, and Europe? What do you want to know about how they met? Record those questions in your notebook before you read the chapter.

READ AND TAKE NOTES

Reading Strategy: Categorizing One way to make better sense of what you read is to categorize. To categorize is to sort information into groups. The chart below will help you record information about the societies of the Americas, West Africa, and

Europe. As you read, look for information relating to the categories of trade, technology, religion, and art. Record that information on your chart.

 See Skillbuilder Handbook, page R6.

	Trade	Technology	Religion	Art
AMERICAS				
WEST AFRICA				
EUROPE				



1 Societies of North America

TERMS & NAMES

culture
domestication
civilization
Mound Builders
technology
slash-and-burn
agriculture
Iroquois League

MAIN IDEA

Ancient peoples came from Asia to the Americas and over time established many diverse Native American societies.

WHY IT MATTERS NOW

Some Americans today claim one or more of these cultures as part of their heritage.

ONE AMERICAN'S STORY

To do her work, Solveig Turpin must climb rugged cliffs, step over rattlesnakes, and dodge sharp cactus spines. For more than 20 years, she has searched the caves and cliffs of Texas for paintings that ancient people left on rock walls. Turpin is an archaeologist, a scientist who studies the human past by examining the things people left behind. One painting that Turpin found shows a red, 9-foot-long panther. She believes it shows a religious leader who turned himself into an animal.



A VOICE FROM THE PAST

This is the Shaman [religious leader] who transforms into the largest and most powerful animal here. . . . I like to call [the shamans] supramen because they were over everything.

Solveig Turpin, quoted in *In Search of Ancient North America*

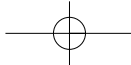
Archaeologist Solveig Turpin wears a shirt displaying the rock paintings of ancient peoples as she discusses her work.

Archaeologists make theories about the past based on what they learn from bones and artifacts. Artifacts are tools and other objects that humans made. They give clues about who ancient people were and how they lived. This section discusses some theories about early Americans.

The First People in America

Scientists believe that the first Americans migrated, or moved, to the Americas from Asia. They disagree, however, about how and when this movement took place. Some ancient people may have crossed a land bridge, known as Beringia, that joined Asia and North America during the last Ice Age. The Ice Age, which lasted for thousands of years, was a period of extreme cold in which glaciers trapped so much water that ocean levels dropped. The scientists who hold this theory believe the earliest Americans arrived 12,000 years ago.

Other scientists believe humans came to the Americas much earlier. They have found artifacts in South America that tests show to be 30,000 years old. These scientists believe that people came to the Americas by many routes, including by boat, over thousands of years.



The Emergence of Civilizations

A **culture** is a way of life that people share, including arts, beliefs, and customs. The first people to live in the Americas thousands of years ago lived in hunting and gathering cultures. They hunted animals and gathered wild seeds, nuts, fruits, and berries.

In time, people in different parts of the world began planting seeds. This was the beginning of agriculture. About 5,000 years ago, humans began to domesticate plants and animals. **Domestication** is the practice of breeding plants or taming animals to meet human needs. People in central Mexico learned to grow corn, which became an important food source. Agriculture spread throughout the Americas.

Having a stable food supply changed the way people lived. Once they no longer had to travel to find food, they built permanent villages and focused their energy on many different activities. Slowly, some cultures grew complex and became civilizations. A **civilization** has five features: (1) cities that are centers of trade, (2) specialized jobs for different people, (3) organized forms of government and religion, (4) a system of record keeping, and (5) advanced tools.

About 1200 B.C., an advanced civilization arose in Mesoamerica, a region that stretches from central Mexico to present-day Nicaragua. For 800 years, a people called the Olmec thrived in this region along the Gulf of Mexico. The Olmec built large cities, set up a network of trade routes, and constructed earthen mounds shaped like pyramids. Around 400 B.C., the Olmec mysteriously vanished. By then, their culture had spread along trade routes and influenced others.

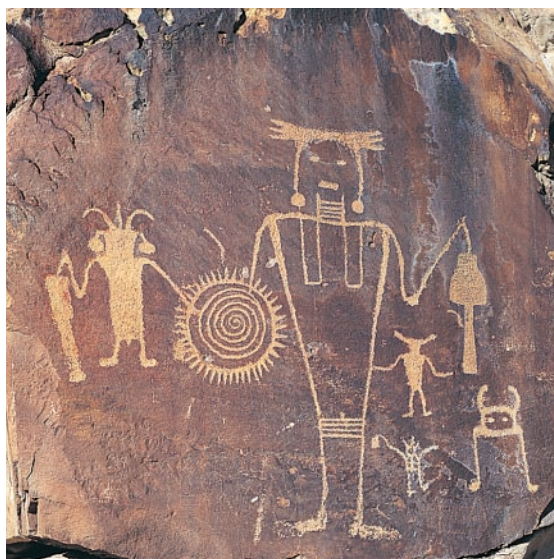
By A.D. 250, about 650 years after the Olmec vanished, the Maya had developed a great civilization. Their cities were in southern Mexico and Guatemala, where they built pyramid mounds topped by temples. By 900, the Maya had abandoned many of their cities. Scientists think that revolts, disease, or crop failures may have caused their society to fail.

Reading History

A. Drawing

Conclusions Why would a culture need to learn agriculture before it could develop a civilization?

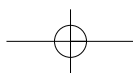
Ancient peoples of the American Southwest used images like this to communicate with each other. Such images are called petroglyphs.



Early Native American Civilizations

During the Mayan period, various groups of people built civilizations in the areas that would become the present-day United States. The Hohokam created a flourishing society from about 300 B.C. to A.D. 1400 in what is now Arizona. In order to farm the dry land, the Hohokam dug hundreds of miles of canals to irrigate, or water, their crops. The Hohokam also traded with peoples in neighboring regions.

Beginning about A.D. 100, the Anasazi lived in the area where Utah, Arizona, Colorado, and New Mexico now meet. Like the Hohokam, the Anasazi were mainly farmers who traded widely. Around 1300, drought or warfare caused the Anasazi to leave their homes.



In the eastern part of what is now the United States lived several groups of people called Mound Builders. The **Mound Builders** were Native Americans who built large earthen structures as burial mounds and temples. Mound Builder cultures included the Adena, the Hopewell, and the Mississippians. The Mississippians, who lived from A.D. 800 to 1700, built some of the first cities in North America. By the 1700s, most of the Mississippians had died from diseases they caught from Europeans.

By 1500, North America was home to hundreds of cultural groups, speaking perhaps 2,000 languages. One reason Native Americans were so diverse was that each group adapted to its own environment—whether subzero ice fields, scorching deserts, or dense forests.

Environment shaped each group's way of life. In some regions, Native Americans based their economy on farming. In others, they relied on hunting or fishing. Different environments caused technology to vary. **Technology** is the use of tools and knowledge to meet human needs. In coastal areas, farmers made tools from shells. In deserts, they used irrigation, the bringing of water to land. Environment affected religion, too. Native Americans strongly believed that certain places were sacred—and that animals, plants, and natural forces had spiritual importance.

Peoples of the North and West

The Aleut (uh•LOOT) and the Inuit (IHN•yoo•iht) lived in the frozen lands of the far North. The Aleut lived on islands off Alaska, and the Inuit lived near the coast. Because their climate was too cold for farming, the Inuit and Aleut were hunters. Farther south, Northwest Coast people, such as the Haida and the Kwakiutl (KWAH•kee•OOT•uhl), hunted sea mammals and fished for salmon. Living by forests, they used wood for houses, boats, and carved objects.

The peoples of the West included tribes in California, the Columbia Plateau, and the Great Basin. Much of the West is not suitable for farming. The people who lived there existed mainly by hunting and gathering. To the south, in what is now the American Southwest, lived the Pueblo people. Their ancestors were the ancient Hohokam and Anasazi. Like their ancestors, the Pueblo used irrigation to alter their desert region for farming. The Navajo and the Apache were nomadic, or wandering, hunter-gatherers who came to the region later than the Pueblo. Over time, the Navajo adopted farming and other Pueblo practices.

ReadingHistory

B. Reading a Map

On the map on page 30, locate the cultures of California, the Plateau, and the Great Basin. Notice why these three together are called the peoples of the West.

daily life

KACHINA DANCES

Every year in summer the Hopi, Zuni, and other Pueblo Indians held a religious celebration. The ceremony called on the kachinas, or spirits of the ancestors, to bring a plentiful harvest. At the festival, masked dancers played the role of different kachinas. They danced and sang songs to bring rain in the year ahead. Today, the Pueblo also carve kachina dolls, shown below, as well as hold dances.





North America, 1500



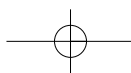
Peoples of Mexico

Far to the south, the Aztecs created a great civilization in what is now central Mexico. In 1325, they began to build their capital city, Tenochtitlán (teh•NAWCH•tee•TLAHN), on islands in Lake Texcoco. Two things helped the Aztecs build a strong empire. First, they drained swamps and built an irrigation system. This enabled them to grow plenty of food. Second, they were a warlike people who conquered most of their neighbors.

The Aztecs had a complex society. Rulers were the highest class. Priests and government workers ranked next. Slaves and servants were at the bottom. The Aztecs had elaborate religious ceremonies linked to their calendar and their study of the sun, moon, and stars.

Peoples of the Great Plains and East

The Great Plains of North America is a region of flat grasslands stretching from the Mississippi River west to the Rocky Mountains. The Native Americans that inhabited this land were a diverse group. Some were nomads. Others lived in villages by rivers, where land was easier to farm. Many Plains tribes relied on the buffalo for much of their food, clothing, and tools.



The Southeast, which stretches from east Texas to the Atlantic Ocean, has mild winters and warm summers with plentiful rainfall. The long growing season allowed the Choctaw (CHAHK•taw), Chickasaw (CHIHK•uh•SAW), and other southeastern groups to become farmers.

Like the Southeast, the Northeast had plenty of fish, game, and rain. But the climate was colder with snowy winters. Forests covered much of the region, so it is called the Eastern Woodlands. Most of the people living there spoke either an Iroquoian or Algonquian language. The Iroquois adapted the forest for farming by using slash-and-burn agriculture. In **slash-and-burn agriculture**, farmers chopped down and then burned trees on a plot of land. The ashes from the fire enriched the soil.

The Iroquois often raided each other's villages for food and captives. In the late 1500s, five northern Iroquois nations took the advice of a peace-seeking man named Deganawida. They stopped warring with each other and formed an alliance. This alliance of the Cayuga, Mohawk, Oneida, Onondaga, and Seneca was the **Iroquois League**. The League brought a long period of peace to the Iroquois. A council of leaders from each nation governed the League. Women played important roles in Iroquois society. They nominated members of the tribal council. And if a leader did something wrong, the women of his clan could vote him out of office.

Across the Atlantic, the peoples of West Africa and Europe were also building impressive civilizations. You will read about these people and cultures in the next section.

AMERICA'S HISTORY MAKERS

DEGANAWIDA (THE PEACEMAKER)

Iroquois tradition honors Deganawida as the Peacemaker. Seeing how destructive warfare was for the Iroquois, Deganawida went from tribe to tribe and described his dream of peace. After long negotiations, the leaders of the warring nations made peace. However, Deganawida's own tribe, the Huron, did not join the League.

How did Deganawida lead the Iroquois toward peace?

Section 1 Assessment

1. Terms & Names

Explain the significance of:

- culture
- domestication
- civilization
- Mound Builders
- technology
- slash-and-burn agriculture
- Iroquois League

2. Taking Notes

Use a chart like the one below to list ancient cultures of Mesoamerica and North America and their locations.

Ancient Culture	Location

Which of these cultures was closest to where you live?

3. Main Ideas

- How did the development of farming lead to the growth of civilization?
- How were the Pueblo like their ancestors, the Hohokam and Anasazi?
- How did the formation of the Iroquois League benefit its member nations?

4. Critical Thinking

Comparing How did tribes such as the Hohokam and the Iroquois adapt to living in their environment?

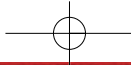
THINK ABOUT

- Hohokam agriculture
- Iroquois farming


ACTIVITY OPTIONS

GEOGRAPHY TECHNOLOGY

Review the map on page 30. Create a **map** or **electronic presentation** showing the Native American cultures and trade routes that existed in your home state.



The Iroquois Great Law of Peace

Setting the Stage The five nations of the Iroquois League created a constitution, called the Great Law of Peace, that had 117 laws and customs. These laws governed all aspects of life and war. In this excerpt, Deganawida introduces the Great Law by describing a tree that symbolizes the permanence and stability of the league. **See Primary Source Explorer** 

1 I am Deganawida and with the Five Nations' Confederate **Lords**¹ I plant the Tree of Great Peace. I plant it in your territory, **Adodarhoh**,² and the Onondaga Nation, in the territory of you who are Firekeepers.

I name the tree the Tree of the Great Long Leaves. Under the shade of this Tree of the Great Peace we spread the soft white feathery down of the globe thistle as seats for you, Adodarhoh, and your cousin Lords.

We place you upon those seats, spread soft with the feathery down of the globe thistle, there beneath the shade of the spreading branches of the Tree of Peace. There shall you sit and watch the Council Fire of the **Confederacy of the Five Nations**,³ and all the affairs of the Five Nations shall be transacted at this place before you, Adodarhoh, and your cousin Lords, by the Confederate Lords of the Five Nations.

2 Roots have spread out from the Tree of the Great Peace, one to the north, one to the east, one to the south, and one to the west. The name of these roots is The Great White Roots and their nature is Peace and Strength.

If any man or any nation outside the Five Nations shall obey the laws of the Great Peace and make known their disposition to the Lords of the Confederacy, they may trace the Roots to the Tree and if their minds are clean and they are obedient and promise to obey the wishes of the Confederate Council, they shall be welcomed to take shelter beneath the Tree of the Long Leaves.

A CLOSER LOOK

THE COUNCIL FIRE

The council fire of the Iroquois League was kept burning for about 200 years.

1. What do you think it would mean if the council fire were allowed to die?

A CLOSER LOOK

THE GREAT WHITE ROOTS

The roots of a tree help to anchor it in the ground, and they draw water and food from the soil.

2. Why might Deganawida say the nature of the roots is "Peace and Strength"?

1. **Lords:** chiefs.

2. **Adodarhoh:** the name of the office of the Onondaga chief.

3. **Confederacy of the Five Nations:** the Iroquois League.

Interactive Primary Source Assessment

1. Main Ideas

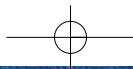
- In what territory was the Tree of the Great Peace planted?
- Where will the affairs of the Five Nations be conducted?
- Where have the Tree's roots spread?

2. Critical Thinking

Making Inferences Were outsiders welcome to join the Iroquois League? Explain.

THINK ABOUT

- the phrase *they may trace the Roots to the Tree*
- the phrase *take shelter beneath the Tree*



2 Societies of West Africa and Europe

TERMS & NAMES

Muslim
Islam
European Middle Ages
feudalism
Crusades
Renaissance
Reformation

MAIN IDEA

By 1500, the peoples of West Africa and Europe developed sophisticated civilizations.

WHY IT MATTERS NOW

The changes taking place in West Africa and Europe helped shape European exploration of the Americas.

ONE AFRICAN'S STORY

King Tenkaminen (TEHN•kah•MEE•nehn) of the West African empire of Ghana was a powerful ruler. He grew rich by taxing gold traders who traveled through his land. His wealth impressed visitors to his kingdom. In 1067, a geographer described the royal court.

A VOICE FROM THE PAST

The king adorns himself . . . wearing necklaces round his neck and bracelets on his forearms. . . . Behind the king stand ten pages holding shields and swords decorated with gold and on his right are the sons of the vassal [lower] kings of his country wearing splendid garments and their hair plaited [braided] with gold.

al-Bakri, quoted in *The Horizon History of Africa*



Kumasi, a modern West African chief, wears gold to show his status, just as the ancient king of Ghana did.

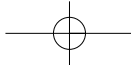
West Africa had several other kingdoms and empires that grew powerful through trade. Meanwhile, trade also played an increasingly significant role in Europe. This section examines life in both lands on the eve of the European explorations that would bring their worlds into contact with the Americas.

Africa in 1500

Africa is the world's second largest continent. (See the map on page 34.) It is home to a variety of land forms and climates. Dense rain forests stretch along the equator in central and western Africa. North and south of the rain forests are broad savannas, or flat grasslands. Beyond the savannas to the north and south are miles of desert.

By A.D. 1500, coastal ports had linked Africa with the rest of the world for many centuries. Ships from ports on the Mediterranean and the Red Sea carried goods to Arabia and Persia. On Africa's eastern coast, city-states carried on a brisk trade with ports across the Indian Ocean.

Like other parts of Africa, West Africa has rain forest along the equator and savanna to the north. Along its northern edge, West Africa borders the Sahara Desert. By A.D. 500, camel caravans led by eager merchants made regular journeys across the desert. This trade helped West African kingdoms grow wealthy.



Ghana and Islam

Ghana became the first West African kingdom to grow rich through trade. From the 700s to the mid 1000s, Ghana became a marketplace for traders going north and south in search of salt and gold. Salt was important because it helps the human body retain water in hot weather. Traders carried salt from the Saharan salt mines in the north. In Ghana's markets, they met other traders offering gold from the forests of West Africa.

Ghana's king benefited from this trade. He imposed taxes on all gold and salt passing through his kingdom. The king then used the resulting wealth to pay for an army and build an empire.

Many of the traders who came to Ghana from North Africa were **Muslims**. Muslims are followers of the religion of Islam. Founded by the prophet Muhammad in the 600s, **Islam** teaches that there is one God, named Allah. Muslims must perform such duties as praying five times a day and making a visit to the holy city of Mecca in Arabia.

The Muslim empires of North Africa sought to convert Ghana's people to Islam and to control Ghana's gold trade. In 1076, Muslim armies began invading Ghana's frontier region and the empire weakened.

Reading History

A. Clarifying

What did Islam preach?

Mali and Songhai

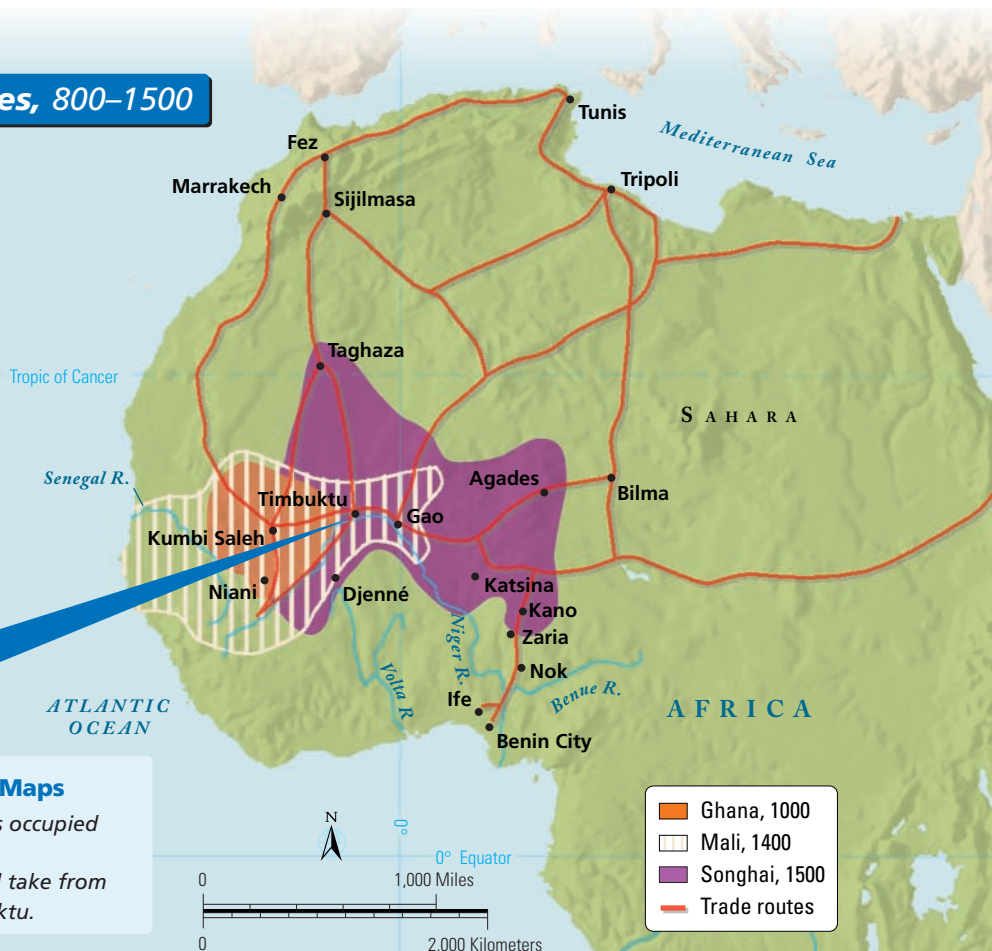
By the 1200s, another West African kingdom, Mali, had taken over most of Ghana's territory. Its wealth also came from control of the gold-salt trade. By 1312, Mali had become one of the largest empires in the world.



West African Empires, 800–1500

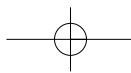


The city of Timbuktu was famous not only for trade but also as a center of Islamic learning. This mosque was built in the 1300s and 1400s.



GEOGRAPHY SKILLBUILDER Interpreting Maps

- Place** Which of the three West African empires occupied the largest amount of territory?
- Movement** Describe the route that you would take from the port city of Tunis to the trade city of Timbuktu.



Vocabulary

devout: very religious

Its leader during this period was a devout Muslim named Mansa Musa (MAHN•sah moo•SAH). Under his rule, Islamic culture spread throughout the empire. After Mansa Musa's death in 1337, Mali slowly weakened.

As the power of Mali decreased, the Songhai (SAWNG•HY) people living near the Niger River broke away from the empire's control. In 1464, under the leader Sunni Ali, they created their own empire. Sunni Ali was a Muslim, but he also practiced the traditional Songhai religion. After Sunni Ali died in 1492, Askia Muhammad rose to power. A devoted Muslim, Muhammad ably governed the empire for 35 years. He chose officials who made the government run smoothly. He also expanded trade and set up an efficient tax system. Askia Muhammad used his wealth to build mosques and support Muslim scholars. After Muhammad's reign, several weak rulers succeeded him. Eventually, the empire collapsed.

Reading History

B. Recognizing Effects How would Askia Muhammad's actions promote Islam in Songhai?

As empires rose and fell in some parts of West Africa, small city-states arose in other parts of the region. The Hausa (HOW•suh) states emerged after A.D. 1000 in what is now Nigeria. The Yoruba (YAWR•uh•buh) lived in the forests southwest of the Niger River. They were gifted artists who carved prized wood, ivory, and metal sculptures. In the river's delta region, near a crossroad of trade routes, the kingdom of Benin emerged.

In the late 1400s, Europeans reached Benin. Portuguese arrived in ships and set up a trade center near the capital, Benin City. Trade was just one reason Europeans were sailing far beyond their lands. A number of social changes were occurring in Europe—changes that would push them to explore the world.

Europe Undergoes Great Change

The period from the late 400s, when the Western Roman Empire collapsed, to about the 1300s, is known in Europe as the **European Middle Ages**. It was a time of great social and political instability and warfare. To survive such difficult times, Europeans developed feudalism. **Feudalism** is a political system in which a king allows nobles, or lords, to use lands that belong to him. In return, the lords owe the king military service and protection for the people living on the land.

Along with feudalism, Europeans developed the manor system. In this system, lords divided their lands into manors, or large estates, that were farmed mostly by serfs. Serfs were landless peasants who were not

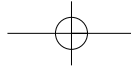
Now and then

AFRICAN HERITAGE

One way many African Americans show pride in their heritage is by wearing kente cloth. Kente cloth, shown below, is a colorful fabric woven by the Akan and Ewe people of Ghana.

Some African Americans celebrate the holiday of Kwanzaa in December. Based on traditional African harvest festivals, Kwanzaa lasts a week. Each day honors a value held by Africans: unity, self-determination, collective responsibility, cooperative economics, purpose, creativity, and faith.





The Rise and Decline of Feudalism



In feudalism, nobles offered to protect peasants from invaders. In return, the peasants farmed the nobles' lands.

Feudalism made people feel safe enough to travel. Trade increased and towns grew.

Then many peasants ran away to towns, where they could live more freely. Feudalism declined. Trade continued to grow.

allowed to leave the manor. In return for the serfs' work, the lord promised to protect them.

Christianity was the dominant religion in Europe, and the Roman Catholic Church gained power during these times. Taking on the roles once filled by government officials, the Church collected taxes, aided the sick, and punished criminals. It became a powerful, unifying force throughout Europe.

By the 1000s, feudalism had brought more stability to European society. As strong lords gained more control over their lands, long periods of peace and security followed. Merchants increasingly felt safe to travel, and trade increased. Old towns near busy trade routes revived, and new towns grew up near manor houses and churches.

War also spurred trade. In 1096, European Christians launched the **Crusades**, a series of wars to capture the Holy Land—the biblical region of Palestine in southwest Asia—from the Muslims. They ultimately failed to take the Holy Land, but the Crusades changed European life. During the years of fighting, Europeans encountered a variety of Asian goods. After the war, they continued to demand these items.

The growth of trade and towns weakened feudalism as serfs left the manors to live in the growing towns. Beginning in 1347, a deadly disease known as bubonic plague also weakened feudalism by reducing the number of workers. Lords had to compete for laborers by paying wages to peasants.

As feudal lords lost power, kings grew stronger. Kings won the support of townspeople because they could raise large armies to enforce order. This process contributed to the gradual rise of nations.

The Renaissance and Reformation

Italy, which was thriving because of trade, became the birthplace of the **Renaissance**—a time of increased interest in art and learning. Renaissance is a French term meaning “rebirth.” Lasting from the 1300s to 1600, the Renaissance spread from Italy throughout Europe.

ReadingHistory

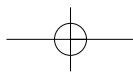
C. Identifying

Problems What problems were Europeans trying to solve with feudalism and the manor system?

ReadingHistory

D. Analyzing

Causes What three causes led to the decline of feudalism?



Several forces led to the Renaissance. As feudalism weakened and the plague brought great suffering, Europeans began to question what life meant. In their search for new answers, some people turned to old sources. They studied the classical writings and art of the ancient Greeks and Romans. As a result of these studies, European ideas changed.

Vocabulary

philosophy: the study of the meaning of life

1. The Greeks had praised human achievement. European scholars developed humanism, the study of human value and ideas.
2. Classical education stressed such subjects as history, philosophy, and literature. Europeans spent more time studying those subjects.
3. From classical art, Renaissance artists learned to make art more realistic. These artists created some of the world's finest paintings and statues.
4. Muslim scholars had saved classical manuscripts about science. Also, Muslim mathematicians had invented algebra. Contact with Muslim societies influenced European science and mathematics.

In about 1455, a German named Johannes Gutenberg invented the printing press. This invention prompted an increase in book printing and helped to spread Renaissance ideas more quickly.

By the early 1500s, Renaissance ideas and other forces weakened the Roman Catholic Church. Many Church leaders were corrupt. Martin Luther, a German monk, publicly posted 95 statements that criticized a number of Church practices. This protest began the **Reformation**, a movement to correct problems in the Church. The Reformation split the Church into two groups in western Europe—Catholics and Protestants. In time, Protestants divided into many different churches.

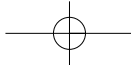
HISTORY through ART



This painting, *School of Athens* by Raphael, shows many aspects of Renaissance art and culture.

- Like much Renaissance art, it looks more realistic than the art of the Middle Ages.
- It honors the Greek thinkers Aristotle and Plato, who are the two men in the center arch.
- It also honors Renaissance artists. Raphael himself is in the group to the right.

Why might Raphael have wanted to include himself in a painting with famous Greeks?



CAUSE & EFFECT: Causes of Exploration



SKILLBUILDER Interpreting Charts

What economic activity was the primary cause of exploration?

Changes in Trade

The Renaissance period saw not only changes in learning and religion but also in trade. As trade grew, Italian merchants needed to improve the way they did business. They began to use more exact ways of keeping track of a business's income and its costs. By subtracting the costs from the income, the merchants determined the profit.

Italian merchants made huge profits by trading in Asian goods. Italians had done business with Muslims for centuries. Thus, they had developed a special relationship. In addition, the Italians used their military strength to control the trade on the Mediterranean and did not allow other Europeans to take part in it.

Merchants in other European countries envied the profits made by Italian merchants. As a result, other Europeans began to want a share of the rich trade in Asian goods. They had to find different routes to Asia from the ones controlled by the Italians and Muslims. Other European countries began to search for a non-Mediterranean water route to Asia, as you will read in Section 3.

ReadingHistory

E. Making

Generalizations

If a country tries to completely dominate trade in a certain area, how will other countries respond?

Section 2 Assessment

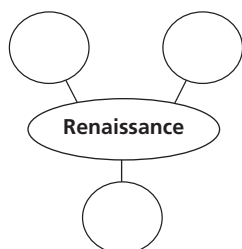
1. Terms & Names

Explain the significance of:

- Muslim
- Islam
- European Middle Ages
- feudalism
- Crusades
- Renaissance
- Reformation

2. Taking Notes

On a web like the one below, list how the Renaissance changed art and learning.



3. Main Ideas

- a.** How did Ghana's ruler benefit from controlling the gold-salt trade?
- b.** How did Islam spread within West Africa?
- c.** What caused feudalism to develop?

4. Critical Thinking

Contrasting How did the Renaissance differ from the European Middle Ages?

THINK ABOUT

- the economy
- how power was distributed
- the authority of the church

ACTIVITY OPTIONS

- TECHNOLOGY**
- MUSIC**

Design a **Web site** or compose a **song** advertising the great new Renaissance invention—the printing press.



3 Early European Explorers

TERMS & NAMES

navigator

caravel

Christopher Columbus

MAIN IDEA

As Europeans searched for sea routes to Asia, Christopher Columbus reached the Americas.

WHY IT MATTERS NOW

Columbus's journey permanently linked the Americas to the rest of the world.

ONE EUROPEAN'S STORY

Sailors seeking a route to Asia depended on the skill of their navigator. A **navigator** plans the course of a ship by using instruments to find its position. In the 1400s, Portugal had a famous prince called Henry the Navigator. Yet, Henry wasn't a navigator. He never sailed on any of the ships trying to find Asia. So how did he earn his name?

Henry lived at Sagres, on the southwestern tip of Portugal. It was a site that overlooked the Atlantic Ocean. He invited astronomers, mathematicians, mapmakers, and navigators to Sagres. There he began a school of navigation.

Henry decided to organize and pay for sailing expeditions to explore the Atlantic and the west coast of Africa. He was hoping to find African gold, to learn more about geography, and to spread Christianity. His ships traveled farther down the African coast than Europeans had ever gone. Because Henry sponsored the voyages, the English named him "the navigator." Those voyages began Europe's age of discovery. As you will read in this section, this age of discovery eventually led Europeans to the Americas.



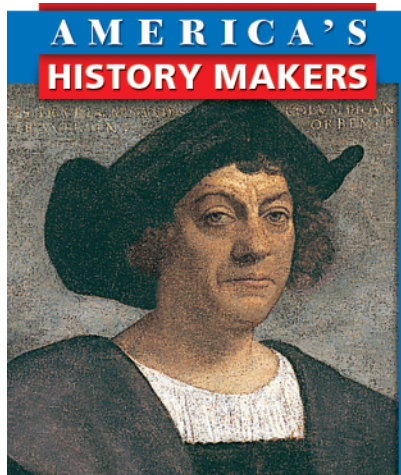
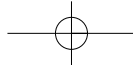
Henry the Navigator sponsored voyages that helped Portugal find a water route to Asia.

A Water Route to Asia

Under Prince Henry, the Portuguese developed an improved ship called the **caravel**. The caravel had triangular sails as well as square sails. Square sails carried the ship forward when the wind was at its back. Triangular sails allowed the caravel to sail into the wind. The caravel was better than other European ships of the time at this type of sailing.

In January 1488, the Portuguese explorer Bartolomeu Dias (DEE•uhs) reached the southern tip of Africa. After sailing around it, he returned to Portugal at the urging of his crew. Portugal's king named the tip the Cape of Good Hope because he hoped they had found a route to Asia.

Ten years later, another Portuguese explorer, Vasco da Gama, followed Dias's route around the cape. He continued north along the eastern coast of Africa. Then he sailed east across the Indian Ocean to India. At last, someone had found an all-water route from Europe to Asia.



CHRISTOPHER COLUMBUS 1451–1506

Christopher Columbus's son Ferdinand wrote that his father "took to the sea at the age of 14 and followed it ever after."

Columbus's early voyages nearly cost him his life. When he was 25, pirates off the coast of Portugal sank his ship. Columbus survived by grabbing a floating oar and swimming to shore.

But he also learned a lot from sailing on Portuguese ships. The sailors taught Columbus about Atlantic wind patterns. This knowledge later helped him on his history-making voyage.

What character traits, shown in Columbus's early life, might have made him a good leader?

That route meant that the Portuguese could now trade with Asia without dealing with the Muslims or Italians. Portugal took control of the valuable spice trade. The merchants of Lisbon, Portugal's capital, grew rich. Spain and other European rivals wanted to take part in this profitable trade. They began to look for their own water routes to Asia.

Columbus's Plan

By the time of da Gama's voyage, an Italian sailor named **Christopher Columbus** thought he knew a faster way to reach Asia. Europeans had known for centuries that the earth is round. Columbus decided that instead of sailing around Africa and then east, he would sail west across the Atlantic. He calculated that it would be a short journey.

But Columbus made several mistakes. First, he relied on the writings of two people—Marco Polo and a geographer named Paolo Toscanelli—who were wrong about the size of Asia. They claimed that Asia stretched farther from west to east than it really did.

Second, Columbus underestimated the distance around the globe. He thought the earth was only two thirds as large as it actually is! Because of Polo and Toscanelli, Columbus thought that Asia took up most of that distance. Therefore, he believed that the Atlantic Ocean must be small. And a voyage west to Asia would be short.

In 1483, Columbus asked the king of Portugal to finance a voyage across the Atlantic. The king's advisers opposed the plan. They argued that Columbus had miscalculated the distance to Asia. They also reminded the king of the progress that Portuguese explorers had made sailing down the coast of Africa looking for a route to Asia. The advisers persuaded the king not to finance the voyage. So in 1486, Columbus turned to Portugal's rival, Spain.

Help from Spain's Rulers

Spain's rulers, King Ferdinand and Queen Isabella, liked Columbus's plan because they wanted a share of the rich Asian trade. As a strong Catholic, the Queen also welcomed a chance to spread Christianity. But there were also reasons not to support Columbus. First, a royal council had doubts about Columbus's calculations and advised Ferdinand and Isabella not to finance him. Second, the Spanish monarchs were in the middle of a costly war to drive the Muslims out of Spain. Third, Columbus was asking a high payment for his services.

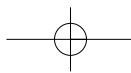
The years of waiting had made Columbus determined to profit from his explorations. As a reward for his efforts, he demanded the high title

ReadingHistory

A. Comparing
Compare what happened after Portugal began to control the spice trade to what happened when Italy controlled it.

Vocabulary

monarch: a king or queen



Admiral of the Ocean Sea and a percentage of any wealth he brought from Asia. He also expected to be made the ruler of the lands he found.

Finally in January of 1492, the Spanish conquered the last Muslim stronghold in Spain. The Spanish monarchs could now afford to finance Columbus but still had doubts about doing so. Columbus left the palace to return home. But after listening to a trusted adviser, the king and queen changed their minds and sent a rider on horseback to bring Columbus back. He and the rulers finally reached an agreement.

ReadingHistory

B. Drawing

Conclusions Did this agreement give Columbus what he was asking for? Explain.

A VOICE FROM THE PAST

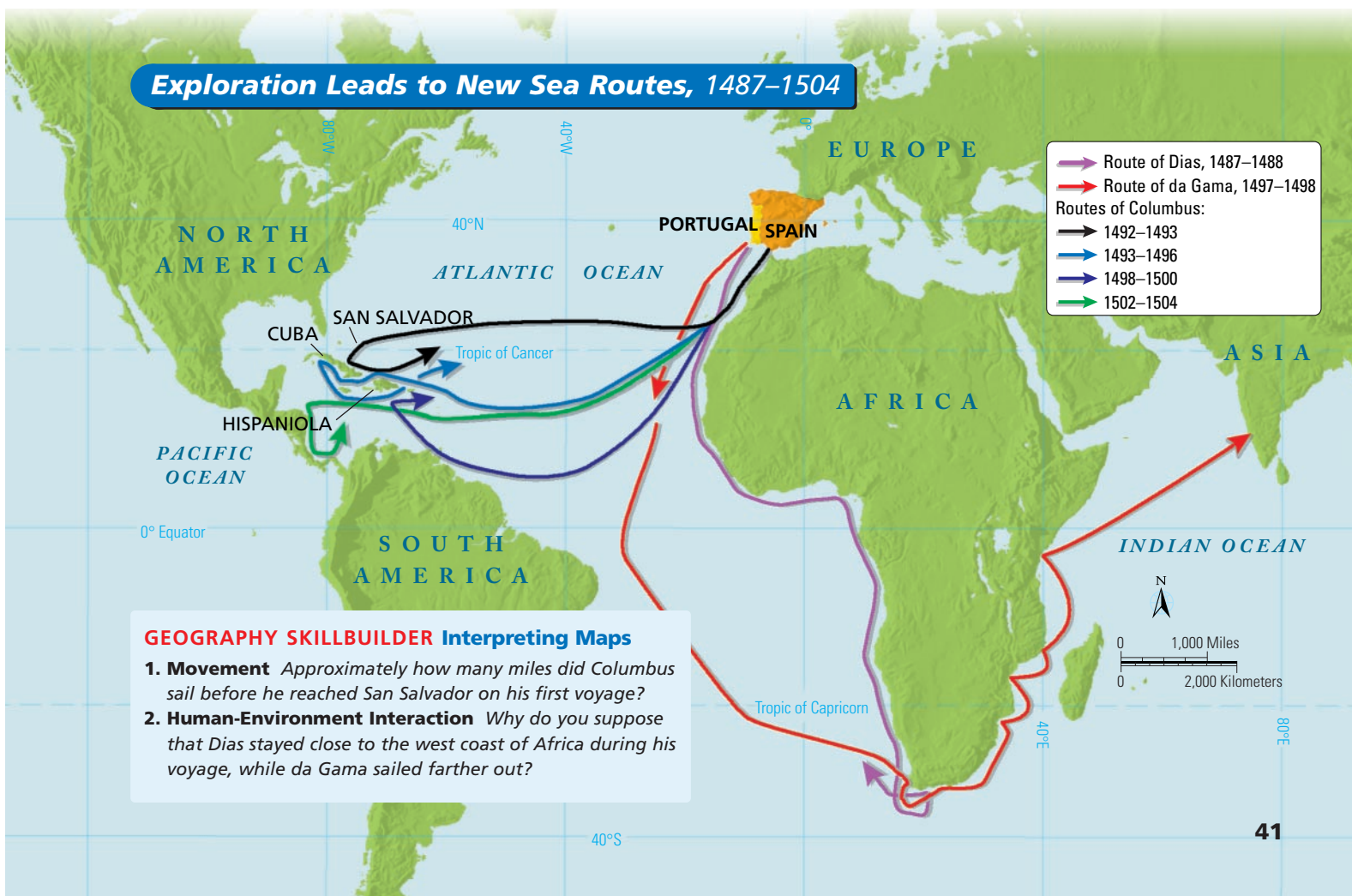
Your Highnesses . . . accorded me great rewards and ennobled me so that from that time henceforth I might . . . be high admiral of the Ocean Sea and perpetual Governor of the islands and continent which I should discover.

Christopher Columbus, letter to King Ferdinand and Queen Isabella

Preparing to sail, Columbus assembled his ships—the *Niña*, the *Pinta*, and the *Santa María*—at the port of Palos de la Frontera in southern Spain.

Setting Sail

At first, Columbus had trouble finding a crew. Then a respected local shipowner agreed to sign on as captain of the *Pinta*. Other crew members soon followed. About 90 men loaded the ships with enough food for one year, casks of fresh water, firewood, and other necessities.

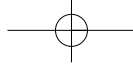


Exploration Leads to New Sea Routes, 1487-1504

— Route of Dias, 1487-1488
 — Route of da Gama, 1497-1498
 Routes of Columbus:
 — 1492-1493
 — 1493-1496
 — 1498-1500
 — 1502-1504

GEOGRAPHY SKILLBUILDER Interpreting Maps

- 1. Movement** Approximately how many miles did Columbus sail before he reached San Salvador on his first voyage?
- 2. Human-Environment Interaction** Why do you suppose that Dias stayed close to the west coast of Africa during his voyage, while da Gama sailed farther out?



The tiny fleet of wooden ships glided out of the harbor on August 3, 1492. First they sailed southwest toward the Canary Islands off the northwest coast of Africa. From there, Columbus was relying on trade winds that blew toward the west to speed his ships across the ocean.

Once aboard ship, Columbus kept a log, or daily record of each day's sailing. In fact, he kept two logs. One he showed to his men and one he kept secret. Columbus's secret log recorded the truth about the journey.

A VOICE FROM THE PAST

[We] made 15 leagues [this] day and . . . [I] decided to report less than those actually traveled so in case the voyage were long the men would not be frightened and lose courage.

Christopher Columbus, quoted in *Columbus and the Age of Discovery*

ReadingHistory

C. Analyzing

Causes What caused Columbus to decide to keep two logs?

By October 10, the men had lost both courage and confidence in their leader. They had been at sea for almost ten weeks and had not seen land for over a month. Afraid that they would starve if the trip went on longer, they talked of returning home. To avoid mutiny, Columbus and the crew struck a bargain. The men agreed to sail on for three more days, and Columbus promised to turn back if they had not sighted land by then. Two days later in the early morning hours of October 12, a sailor on the *Pinta* called out "Tierra, tierra" [Land, land].

Reaching the Americas

By noon, the ships had landed on an island in the Caribbean Sea. Columbus believed that he had reached the Indies, islands in Southeast

Asia where spices grew. The islanders who greeted Columbus and his men were Taino (TY•noh) people, but Columbus mistakenly called them Indians.

Columbus named the island San Salvador. After unfurling the royal banner and flags, he ordered his crew to "bear witness that I was taking possession of this island for the King and Queen." Eager to reach the rich country of Japan, which he believed was nearby, he left San Salvador. He took six or seven Taino with him as guides. For the next three months, he visited several of the Caribbean islands.

Finally, he reached an island that he named Española, which we call Hispaniola today. (See map on page 41.) On that island, Columbus and his men found some gold and precious objects such as pearls. This convinced Columbus that he had reached Asia. He decided to return home, leaving 39 of his men on Hispaniola. Even before Columbus left, his men had angered the Taino people by stealing from them and committing violence. By the time Columbus returned ten months later, the Taino had killed the men.

Background

Today, the Indies are called the East Indies. The islands of the Caribbean are called the West Indies.

Now and then

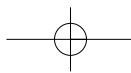
NATIVE AMERICAN VIEW OF COLUMBUS

In 1992, many Native Americans protested the 500th anniversary of Columbus's voyage. Suzan Shown Harjo, who is Cheyenne and Creek, explained why.

As Native American peoples in this red quarter of Mother Earth, we have no reason to celebrate an invasion that caused the demise [death] of so many of our people and is still causing destruction today.

The Spanish enslaved the Taino, who nearly all died from disease and bad treatment. This statue is one of the few Taino artifacts left from the 1500s.





In January 1493, he sailed back to Spain. Firmly believing that he had found a new water route to Asia, he wrote to Ferdinand and Isabella. The Spanish rulers called him to the royal court to report on his voyage. Neither Columbus nor the king and queen suspected that he had landed near continents entirely unknown to Europeans.

An Expanding Horizon

Columbus made three more voyages to the Americas, but never brought back the treasures he had promised Spain's rulers. He also failed to meet Queen Isabella's other goal. She wanted Christianity brought to new people. When she learned that Columbus had mistreated and enslaved the people of Hispaniola, she became angry.

After the fourth voyage, Spain's rulers refused to give Columbus any more help. He died in 1506, still believing he had reached Asia and bitter that he had not received the fame or fortune that he deserved.

In time, the geographic knowledge Columbus brought back changed European views of the world. People soon realized that Columbus had reached continents that had been unknown to them previously. And Europeans were eager to see if these continents could make them rich.

For centuries, Europeans had seen the ocean as a barrier. With one voyage, Columbus changed that. Instead of a barrier, the Atlantic Ocean became a bridge that connected Europe, Africa, and the Americas. As you will learn in Chapter 2, Columbus's explorations began an era of great wealth and power for Spain. As Spain grew rich, England, France, and other European countries also began to send ships to the Americas.



A French map-maker uses an instrument to learn his exact position on the globe.

Reading History

D. Making Inferences How did the Atlantic become a bridge connecting Europe, Africa, and the Americas?

Section 3 Assessment

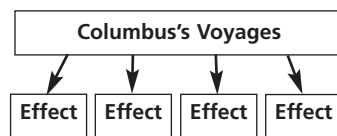
1. Terms & Names

Explain the significance of:

- navigator
- caravel
- Christopher Columbus

2. Taking Notes

On a diagram like the one shown, list the effects of Columbus's voyages.



Which effects were negative and which were positive?

3. Main Ideas

- Why was Prince Henry eager to find an all-water route to Asia?
- Why did Spain's king and queen decide to support Columbus's first voyage?
- Why was Columbus disappointed by the outcome of his four voyages to the Americas?

4. Critical Thinking

Analyzing Points of View

Explain how each of the following people might have viewed Columbus's first voyage. Give reasons for their points of view.

THINK ABOUT

- Columbus
- Queen Isabella
- a Taino chief

ACTIVITY OPTIONS

GEOGRAPHY

MATH

Use the map on page 41. Create an enlarged **map** of Columbus's first voyage, or measure the distance of each voyage to list on a **table**.



HISTORY WORKSHOP

Create and Decode a Pictograph

Native Americans of the Southwest created thousands of images to communicate with each other. These images, known as pictographs, helped people recall certain events, ideas, or information. Even if the people who created them were no longer present, others could read the messages. Most images were painted or carved on the surfaces of rock. There are three types of pictographs: petroglyphs, petrograms, and geoglyphs. (See HELP DESK on the next page.)

ACTIVITY Create a pictograph that other students will decode, or figure out. Then, acting as an anthropologist, interview students in one other group about their pictograph.

TOOLBOX

Each group will need:

drawing paper or poster board	watercolor paints and brushes (optional)
markers	an envelope
regular and colored pencils	

The Fremont culture carved this petroglyph. It is currently located in Dinosaur National Monument—most of which sits in northwestern Colorado.



STEP BY STEP

1 Form a group of 4 or 5 students. Together, think of a message to tell someone living in the future. What might you want future generations to know about your culture, or way of life? If you're having trouble coming up with a message, copy the chart below into your notebook. Write information for each category that you think would be interesting to future generations. Then choose one of these categories for your message.

Sports	
Politics	
Fashion	
Music	
Entertainment	
Weather	
Daily Life	

2 Examine reference materials. In the library or on the Internet, research Native American pictographs. Use the information you find to help start your project. (See HELP DESK on the next page.)

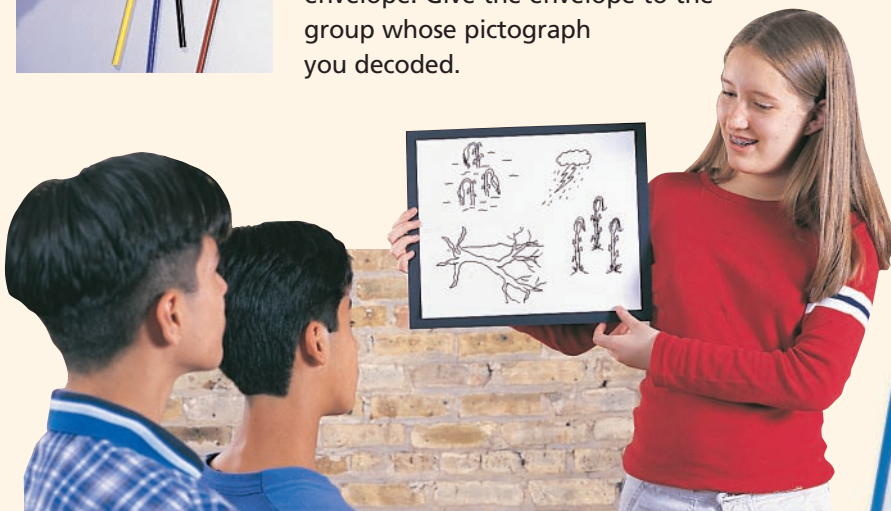


- 3 Create your pictograph.** Communicate your message with symbols like the ones that you have researched. Sketch your pictograph on the drawing paper or poster board with a pencil first. Make the pictograph simple so that the decoders will understand your message. Remember to use symbols—not letters.



- 4 Decorate your pictograph.** Use markers or watercolor paints to finish your pictograph. Also, record the translation of your pictograph in your notebook.

- 5 Exchange your pictograph with another group of students.** Try to decode the message in the pictograph that the other group of students has given you. Write your translation and place it in your envelope. Give the envelope to the group whose pictograph you decoded.



- 6 Compare the other students' translation with your actual message.** Did the other students understand your message? Let them know how accurate they were.

WRITE AND SPEAK

Using the information in the pictograph that you decoded, write a description of the people who created the message. Use the symbols as well as the message itself to help you in your description. Explain to the class how you came to your conclusions.



HELP DESK

For related information see Chapter 1, p. 28.

Researching Your Project

- *On the Trail of Spider Woman: Petroglyphs, Pictographs, and Myths of the Southwest* by Carol Patterson-Rudolph. Shows variety of actual pictographs.
- *21 Kinds of American Folk Art and How to Make Each One* by Jean and Cle Kinney. Explains process of making pictographs.

For more about pictographs . . .



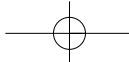
RESEARCH LINKS
CLASSZONE.COM

Did You Know?

Petroglyphs are images carved into a rock using stone tools. **Petrograms** are images painted on a rock. **Geoglyphs** are images formed on the ground by scraping away soil or by arranging stones to form an image.

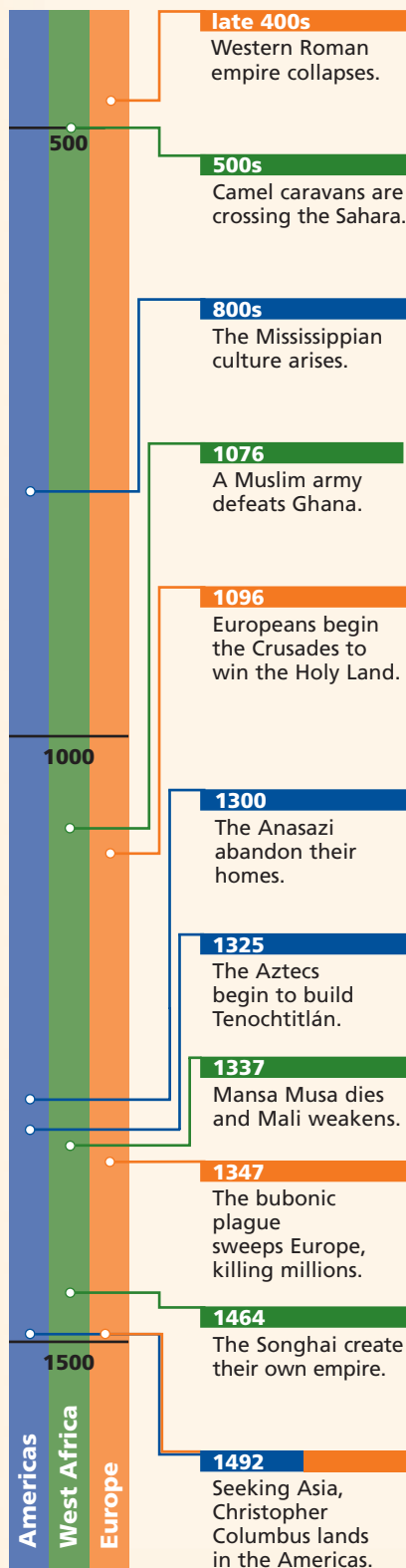
REFLECT & ASSESS

- Which symbols in your pictograph were clear to the decoders? Which were not clear?
- What methods did you use to decode the messages of others?
- What did you learn about language and communication from doing this pictograph decoding activity?



**VISUAL
SUMMARY**

**The World
in 1500**



Chapter 1 ASSESSMENT

TERMS & NAMES

Briefly explain the significance of each of the following.

1. civilization
2. Mound Builders
3. technology
4. Iroquois League
5. Islam
6. feudalism
7. Crusades
8. Renaissance
9. navigator
10. Christopher Columbus

REVIEW QUESTIONS

Societies of North America (pages 27–32)

1. What are two theories about migration to the Americas?
2. For what purposes did the Mound Builders construct earthen mounds?
3. What enabled the Aztecs to build a strong empire?
4. How did the Iroquois League come about?

Societies of West Africa and Europe (pages 33–38)

5. What enabled Ghana, Mali, and Songhai all to grow rich?
6. Did Islam become more or less influential in West Africa from the 700s to the 1400s? Explain.
7. How did the manor system work during the Middle Ages?
8. How did the Crusades increase European interest in trade?

Early European Explorers (pages 39–43)

9. Why did non-Italian Europeans seek new trade routes to Asia?
10. How did Columbus miscalculate the distance to Asia?

CRITICAL THINKING

1. USING YOUR NOTES

Using your completed chart, answer the questions below.

	Trade	Technology	Religion	Art
AMERICAS (Sections 1)				
WEST AFRICA (Section 2)				
EUROPE (Sections 2 and 3)				

- a. What was one example of how trade spread knowledge?
- b. Which of the technologies that you listed are still used today?
- c. Which religions were practiced in each of the three regions?

2. ANALYZING LEADERSHIP

Do you think Columbus was a good leader or a bad one? Use details from the chapter to explain your answer.

3. THEME: DIVERSITY AND UNITY

How have Native Americans, Africans, and Europeans all influenced American culture? Give examples from your own experience.

4. MAKING GENERALIZATIONS

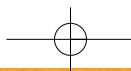
What types of goods are people most likely to seek through trade? Think about the trade goods mentioned in the chapter and why people wanted them.

5. APPLYING CITIZENSHIP SKILLS

Compare the Iroquois League to what you know of the U.S. government. How are they similar?

Interact with History

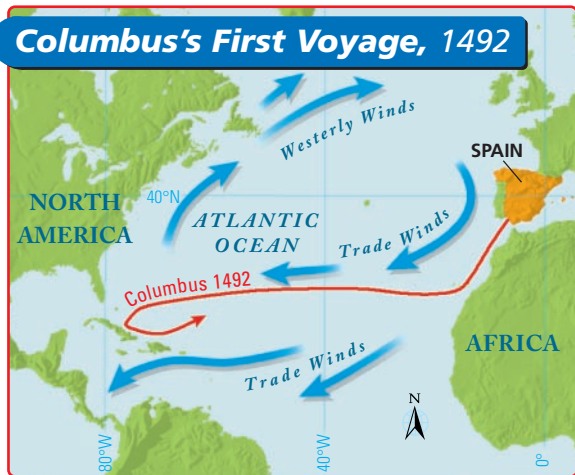
Think about the various encounters between societies mentioned in the chapter. What do you think happened when more Europeans came to the Americas and met Native Americans?



HISTORY SKILLS

1. INTERPRETING MAPS: HUMAN-ENVIRONMENT INTERACTION

Study the map. Answer the questions.



Basic Map Elements

- What is the name of the winds blowing west across the Atlantic? blowing east?
- In what direction did Columbus sail on his first journey from Europe?

Interpreting the Map

- How did the winds affect Columbus's journey?
- If Columbus's route had been farther north, would his voyage have taken more or less time? Explain.

2. INTERPRETING PRIMARY SOURCES



Drawn in 1570, this is the earliest map to show North America and South America as separate continents.

- What are the names of any places that you recognize on this map?
- Compare this map to the map of the world on page 41. Which continent on this map do you think looks more accurate? Explain why.

ALTERNATIVE ASSESSMENT

1. INTERDISCIPLINARY ACTIVITY: Literature

Retelling a Folk Tale Many North American Indian tales give insight into the relationship between Native Americans and their environment. Select a tale from a collection of Native American literature and retell the tale for the class.

2. COOPERATIVE LEARNING ACTIVITY

Creating a Sound Collage Columbus's log of his first voyage can be found in many public libraries. Have one or two members of your group select portions of the log for audiotaping. Other members of the group can decide on sound effects to be heard in the background. Consider using some of the following:

- sounds of the ocean or of storms
- shipboard sounds, such as bells, clanking chains, and flapping sails
- shouted commands to the crew
- seafaring songs or other music

You may want to use a sound effects tape, available in many libraries, or create your own sounds.

3. PRIMARY SOURCE EXPLORER

Choosing a Symbol Countries and alliances often use a symbol to represent who they are. The Iroquois League chose a tree. Think of a group you belong to and choose a symbol to represent it. Before you choose, use the CD-ROM, library, or Internet to find out more about why the Iroquois chose a tree.

- Think about what your group stands for. Write a list of adjectives to describe it.
- Brainstorm animals, plants, or objects that share those qualities. Choose one to be your symbol.
- Write an explanation of your symbol and why you chose it.

4. HISTORY PORTFOLIO

Review the questions that you wrote for What Do You Want to Know? on page 26. Then write a short report in which you explain the answers to your questions. If any questions were not answered, do research to answer them. Be sure to use standard grammar, spelling, sentence structure, and punctuation in your report. Add your report to your portfolio.

Additional Test Practice,
pp. S1-S33



TEST PRACTICE
CLASSZONE.COM