

## Chapter Summary

### **Section 1: Conquest in the Americas**

Spanish conquistadors Cortés and Pizarro came to the Americas in the 1500s with small armies and overcame the native empires. Their actions created great wealth for Spain, but destroyed the Aztec and Incan empires.

### **Section 2: Spanish and Portuguese Colonies in the Americas**

Spain appointed viceroys to rule its colonies in the Americas. One of its goals was to convert people to Christianity. Cultural blending occurred as diverse people mixed. Portugal established the colony of Brazil along the eastern coast of South America.



## **Chapter Summary** (continued)

### **Section 3: Struggle for North America**

Both England and France established colonies in North America. The English colonies grew quickly, but New France grew more slowly. Conflict over control of the continent erupted into the French and Indian War. The Treaty of Paris ended the war, granting Britain all of France's North American lands east of the Mississippi River. This ensured Britain's dominance in North America and greatly weakened French influence.

### **Section 4: The Atlantic Slave Trade**

A triangular trade route developed in the 1500s among Europe, Africa, and the Americas. The Middle Passage of this triangle consisted of the Atlantic slave trade, in which millions of Africans were taken from their homelands and shipped to the Americas. Many died on the terrible journey.

## Chapter Summary (continued)

### Section 5: Effects of Global Contact

The exchange of goods, people, and ideas that began with Columbus's journey was called the Columbian Exchange. It ushered in the commercial revolution and European mercantilist policies toward colonies.

## Objectives

- Analyze the results of the first encounters between the Spanish and Native Americans.
- Explain how Cortés and Pizarro gained control of the Aztec and Inca empires.
- Understand the short-term and long-term effects of the Spanish on the peoples of the Americas.



## Terms and People

- **conquistador** – a Spanish explorer who claimed lands in the Americas for Spain in the 1500s and 1600s
- **immunity** – resistance to disease
- **Hernán Cortés** – one of the earliest conquistadors, who landed in Mexico in 1519 and took over the Aztec empire
- **Tenochtitlán** – the capital of the Aztec empire
- **Malinche** – a young Indian woman who served as translator and advisor to Cortés

## Terms and People (continued)

- **alliance** – formal agreement between two or more nations or powers to cooperate and come to one another's defense
- **Moctezuma** – the Aztec emperor who faced the Spanish invasion led by Cortés
- **Francisco Pizarro** – Spanish conquistador, who arrived in Peru in 1532, overran the Incas, and conquered much of the continent of South America for Spain
- **civil war** – a war fought between groups of people in the same nation



## How did a small number of Spanish conquistadors conquer huge Native American empires?

Christopher Columbus landed in the Caribbean islands in 1492 and sparked a wave of exploration that would forever change the world.

His voyage set off a cycle of conquest and death as Europeans arrived in the New World.



## Christopher Columbus arrived in the West Indies and met the Taíno people in 1492.

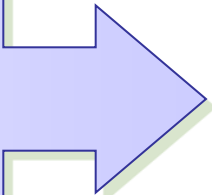
They grew corn, yams, and cotton and **were very friendly** to the Spanish.

Despite this, **Columbus and his men were hostile**. They killed Taínos who resisted them and claimed the land for Spain.



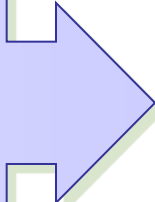
**Conquistadors** who arrived in the new world in Columbus's wake behaved the same way.

A cycle began in which Spanish conquerors seized Native American gold and killed vast numbers of people.



The deaths were a result of both force and disease. Native Americans lacked **immunity** to European illnesses.

**A tiny force of hundreds of Spaniards conquered millions of Native American.**



- The Spanish had guns, cannons, metal armor, and horses.
- But **the biggest factor were the diseases they brought.** Smallpox, flu, and measles killed 90% of the native population.

**Hernán Cortés** landed on the coast of Mexico in 1519 with 600 men.

- He planned to conquer the Aztecs and headed inland to **Tenochtitlán**.
- Cortés was aided by a young Indian woman named **Malinche**, who served as translator and advisor.



Malinche helped Cortés form **alliances** with groups of people who'd been previously conquered by the Aztecs.

The Aztec emperor **Moctezuma** heard about the Spanish before they arrived. He sent gifts of religious importance and hoped they'd turn back.

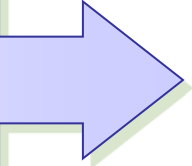
## Cortés continued on to Tenochtitlán.



- **Montezuma** welcomed the Spanish, but hostilities quickly grew.
- The Spanish tried to convert the Aztecs to Christianity and imprisoned Moctezuma to gain control.

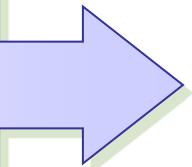


**A new force of conquistadors arrived and challenged Cortés.**



In the resulting struggle, the Aztecs drove the Spanish out of the city.

Cortés retreated to plan an assault and returned to Tenochtitlán in 1591.



This time, **the city was captured and completely destroyed.**

**Francisco Pizarro** was inspired by Cortés to conquer the Inca empire in Peru.



- He began this quest in 1532, directly after an Inca **civil war**.
- Atahualpa, the Inca ruler, refused to convert to Christianity. The Spanish captured and eventually killed him.



**Pizarro and his men overran the Inca empire and conquered much of the rest of the South America for Spain.**

- As with Cortes, **Pizarro benefited from superior weapons and diseases** that killed millions of natives.
- Pizarro was killed by a rival Spanish group, but his actions forever changed the continent.

## Effects of the Spanish Conquest

<b>For the Spanish:</b>	<ul style="list-style-type: none"><li>• Spain became Europe's greatest power.</li><li>• They seized huge quantities of valuable goods and established silver mines.</li></ul>
<b>For the Native Americans:</b>	<ul style="list-style-type: none"><li>• Many lost faith in their gods, stopped resisting, and converted to Christianity.</li><li>• Some continued to fight the Spanish.</li><li>• Some resisted by preserving parts of their own culture.</li></ul>

## Objectives

- Explain how Spain ruled its empire in the Americas.
- Analyze the major features of Spanish colonial society and culture.
- Describe how Portugal and other European nations challenged Spanish power.



## Terms and People

- **viceroys** – a representative of the king who ruled in his name
- **encomienda** – the right given to American colonists by the Spanish government to demand labor or tribute from Native Americans
- **Bartolomé de Las Casas** – a bold Spanish priest who spoke out against the evils of the encomienda system and pleaded with the king to end the abuse
- **peon** – a worker forced to labor for a landlord to pay off a debt

## Terms and People (continued)

- **peninsular** – member of the highest class in Spain's colonies in the Americas
- **creole** – an American-born descendant of Spanish settlers in Spain's colonies in the Americas
- **mestizo** – a person of Native American and European descent in Spain's colonies in the Americas
- **mulatto** – a person of African and European descent in Spain's colonies in the Americas
- **privateer** – a pirate who operated with the approval of European governments



## How did Spain and Portugal build colonies in the Americas?

Spanish settlers and missionaries followed the conquistadors to the new empire in the Americas.

They established colonies and imposed their will by force. **A new culture merged European, Native American, and African elements.**





## Spain controlled a huge empire by the mid-1500s.

- It divided the conquered lands into four provinces.
- The king appointed **viceroys** to rule in the provinces and established the Council of the Indies to monitor them.

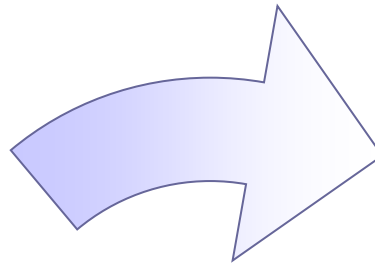


**One of Spain's main goals in the Americas was to spread Christianity.**

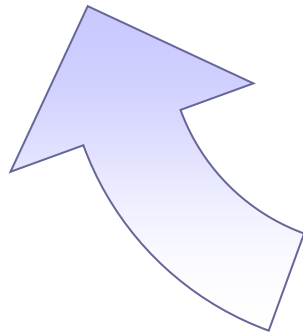
- As a result, Church leaders shared authority with royal officials.
- Missionaries built churches and introduced European clothing and the Spanish language.

## Spain closely controlled trade throughout its empire.

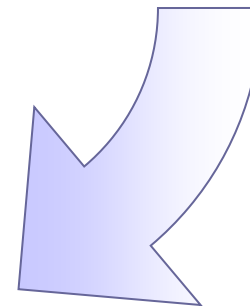
Colonists could export raw material only to Spain.



They could only buy Spanish manufactured goods.

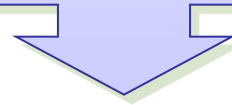


Trade with other European nations was forbidden by law.



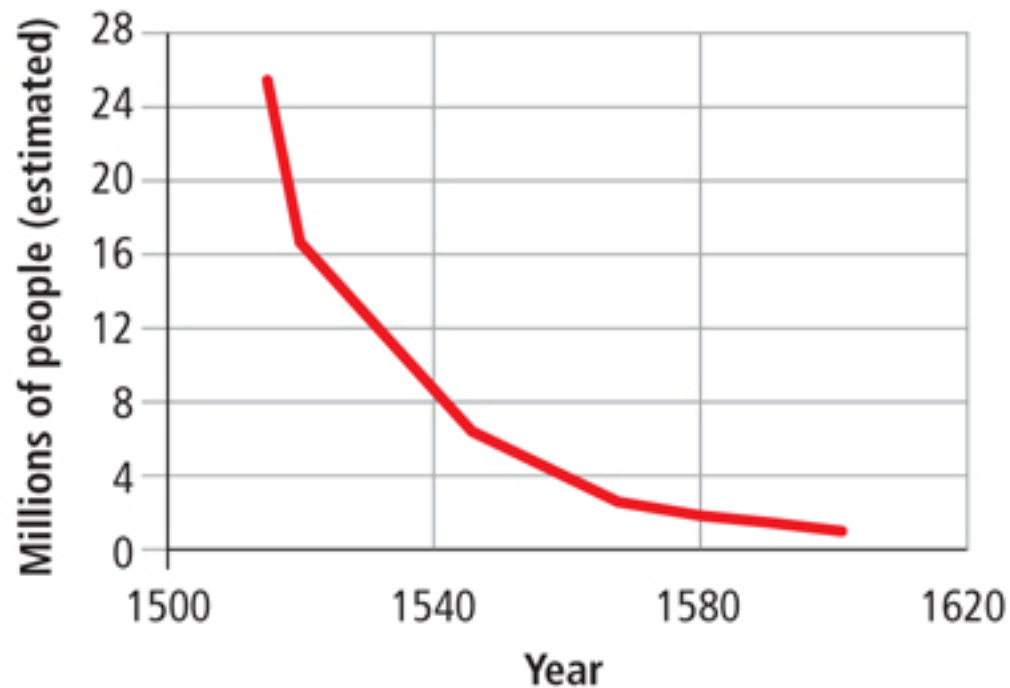
**Sugar cane was introduced to the West Indies and became profitable.**

It was grown on plantations that needed a large number of workers.



The Spanish used an **encomienda** system, in which labor could be demanded from Native Americans in mines and on plantations. But the native population had fallen.

### Native American Population of Central Mexico



SOURCE: Nicolás Sánchez-Albornoz, *The Population of Latin America*

## Not everyone agreed that Spanish treatment of the Native Americans was fair.

- A priest named **Bartolomé de Las Casas** condemned the encomienda system and pleaded with the king to end it.
- **Spain passed the New Laws of the Indies in 1542.** Many natives were still forced to become **peons**, or workers forced to labor to pay off debts.

**The Spanish started bringing millions of Africans to the Americas by the 1530s.**

They were forced to work as slaves in the fields, mines, and households of landowners.

European, African, and Native American cultures began to blend together to form a distinct culture in the Spanish colonies.

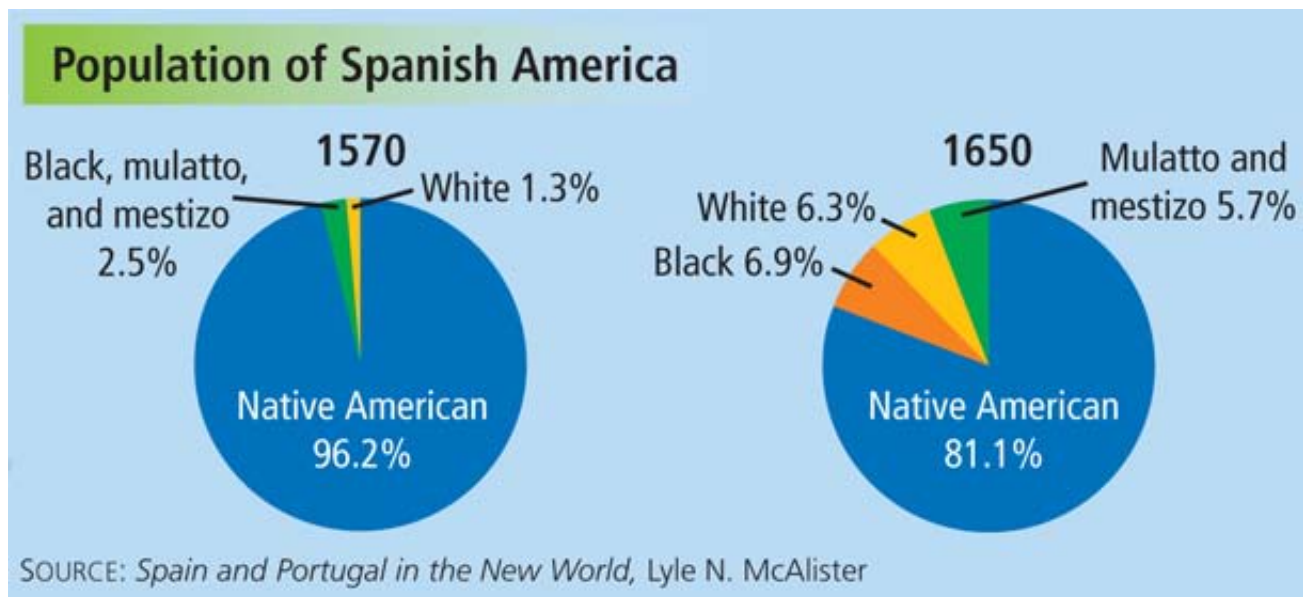
## Cultural blending changed people's lives in the Americas.



Food, religion, clothing, dance, songs, styles of building, and farming methods **were all exchanged.**



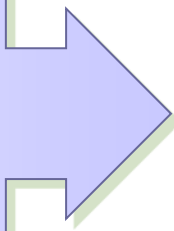
In addition, the composition of the population shifted.



## Spanish colonial society was made up of layered social classes.

<b>peninsulares</b>	People born in Spain
<b>creoles</b>	American-born descendants of Spanish settlers
<b>mestizos and mulattoes</b>	Those of Native American and European descent and people of African and European descent, respectively
<b>Native American and African</b>	Those whose heritage did not include Europeans

**Spanish settlers lived in towns and cities and established universities.**



- The cities were lively centers of government, commerce, and cultural expression.
- Mexico City became the largest Spanish-speaking city in the world by 1550.
- The University of Mexico was established by 1551.

**Portugal claimed an empire in the east part of the continent in 1494.**

- The country issued grants of land to nobles, and settlers came to build towns and plantations.
- They cut and exported brazilwood, raised cattle, and ran plantations.



**Other European nations grew jealous of Spain and Portugal's wealth and control in the Americas.**

- Smugglers traded illegally with Spanish colonists.
- Pirates called **privateers** operated with the approval of European governments.

## Objectives

- Explain why the colony of New France grew slowly.
- Analyze the establishment and growth of the English colonies.
- Understand why Europeans competed for power in North America and how their struggle affected Native Americans.





## Terms and People

- **New France** – French possession in present-day Canada from the 1500s to 1763
- **revenue** – income
- **Pilgrims** – English Protestants who rejected the Church of England
- **compact** – an agreement among people



## Terms and People (continued)

- **French and Indian War** – a war between France and England that erupted in 1754 in North America and ended in 1763
- **Treaty of Paris** – the agreement that officially ended the French and Indian War as well as other fighting between France and England, and ensured British dominance in North America



## How did European struggles for power shape the North American continent?

France and England followed Spain in settling North America. Though **their hopes for gold or passage to Asia were not met**, they did turn profits in their new domains.

**By 1700, the two nations controlled vast parts of North America.** Their colonies were very different from those in Spanish America.

## France claimed vast amounts of land in North America during the 1500s.

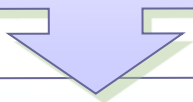
- The nation called these claims **New France**. Jacques Cartier explored the coastline in 1534 and discovered the St. Lawrence River.
- French missionaries followed the explorers, attempting to convert Native Americans to Christianity.

## Despite large French land claims and wide exploration, settlement was slow.



- The first permanent French settlement was founded in 1608.
- Farming was hard in the cold Canadian climate, so many settlers became fur trappers and traders.

**Louis XIV wanted to increase revenues from New France in the 1600s.**



He sent more settlers and soldiers to North America. However, he forbade Protestants from settling in New France.



Partly as a result, **the population of New France was smaller** than that of the growing English colonies.



## England established colonies along the Atlantic seaboard in the 1600s.



- The English founded their first permanent colony at Jamestown, Virginia, in 1607.
- **Many early settlers died of starvation.** Jamestown began to thrive once the colonists started growing and exporting tobacco.



## The **Pilgrims** arrived in 1620.

They were English Protestants who rejected the Church of England and sought religious freedom.

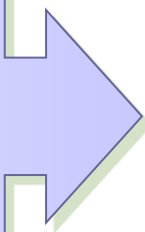
While still on their ship, they signed the Mayflower Compact.

A **compact** is an agreement. This one set guidelines for governing the new colony.

**The English established additional colonies in the 1600s and 1700s, for many reasons.**

<b>Virginia</b> <b>New York</b>	Commercial ventures organized for profit
<b>Massachusetts</b> <b>Pennsylvania</b> <b>Maryland</b>	Havens for persecuted religious groups
<b>Georgia</b> <b>South Carolina</b>	Gifts from English kings to loyal supporters

**English colonists learned to create wealth by using native resources.**



- People in New England **built fishing, timber, and shipbuilding industries.**
- Those in the middle colonies **grew grain.**
- Settlers in the South **grew cash crops such as rice and tobacco** and developed a plantation economy.

## English colonists had a large degree of self-government.

- This grew out of English tradition in which both Parliament and the rights of citizens tempered the power of the king.
- Each colony had **its own representative assembly** that advised the king-appointed royal governor.

European powers in North America began to fight in the 1600s to protect their interests—and to expand them.

The two main rivals were France and England.

The **French and Indian War** erupted between them in 1754.

## The French and Indian War was a long and hard-fought conflict.

- France won several victories early on.
- But then British troops captured Quebec, the capital of New France.
- In 1763, the **Treaty of Paris** officially ended the war and established British dominance in North America.
- However, France regained sugar-producing islands in the Caribbean and slave-trading outposts in Africa that the British had seized during the war.



## Objectives

- Explain how triangular trade worked.
- Understand the nature of the Middle Passage and describe its effects.
- Analyze the impact of the Atlantic slave trade.



## Terms and People

- **Olaudah Equiano** – African slave in the late 1700s who published an autobiography detailing his experiences
- **triangular trade** – colonial trade routes among Europe and its colonies, the West Indies, and Africa in which goods were exchanged for slaves
- **Middle Passage** – the second leg of triangular trade in which slaves were transported to the Americas
- **mutiny** – a revolt aboard a ship

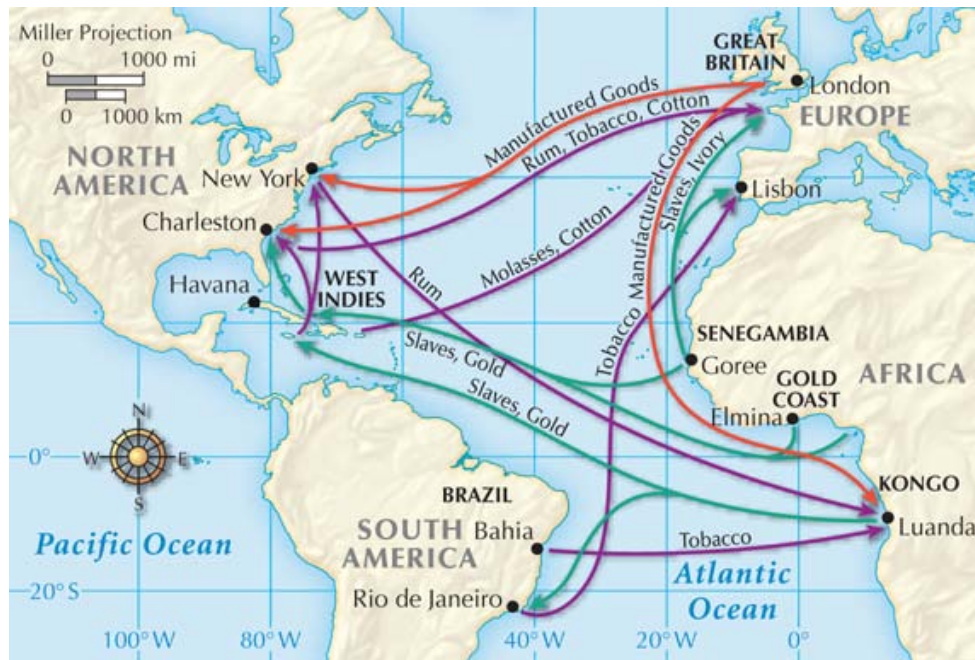


## How did the Atlantic slave trade shape the lives and economies of Africans and Europeans?

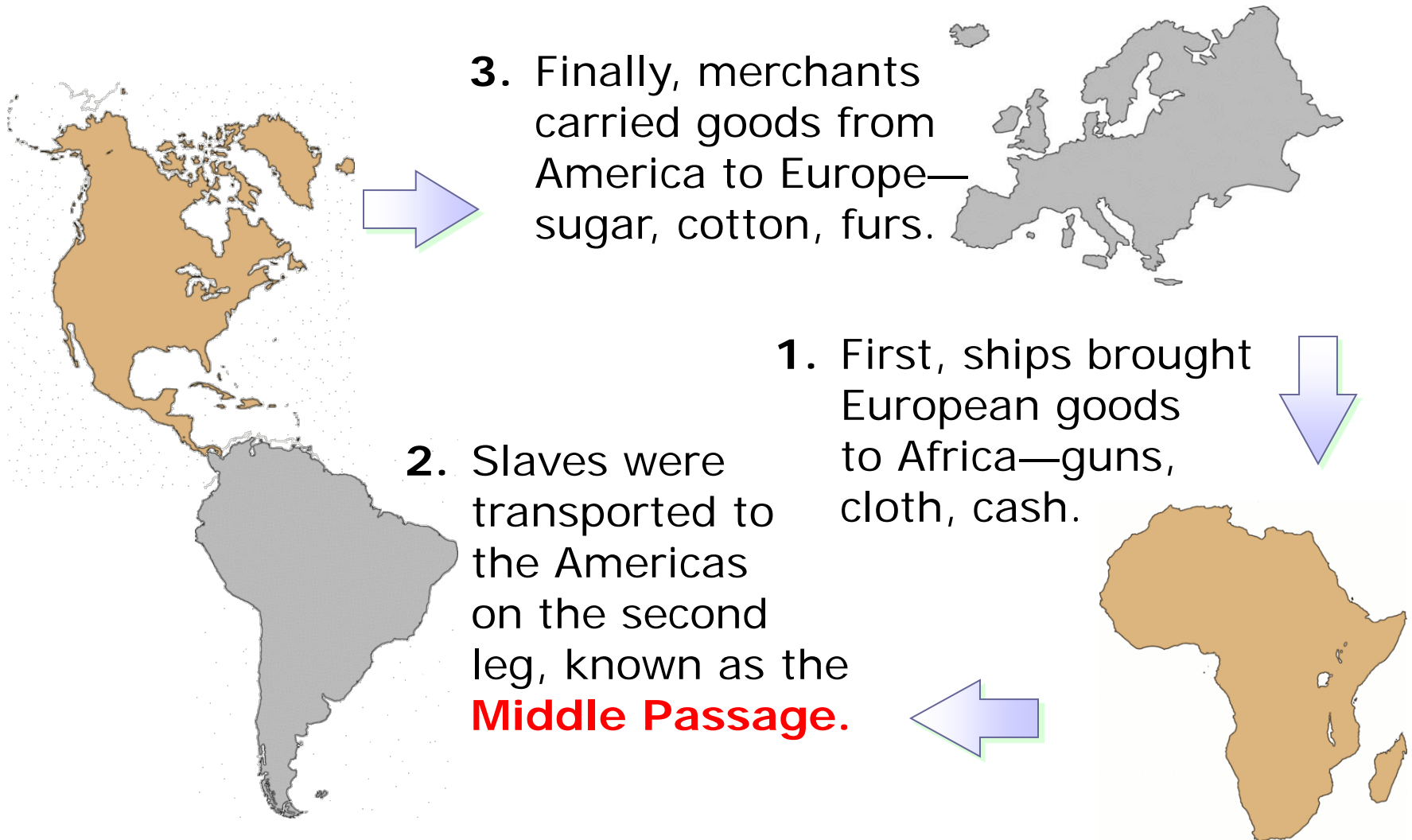
An international trade network began in the 1500s. A big part of it was the slave trade, in which Africans were taken from their homes, sold, and sent to the Americas.

The Spanish were the first European partners in the slave trade. As other European nations established colonies, the slave trade intensified.

A series of trade routes linking Europe, Africa, and the Americas arose during the 1500s.

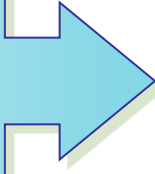


- This was known as **triangular trade**.
- The Atlantic slave trade, in which **slaves were transported to America**, was one part of the triangle.





**Triangular trade helped colonial economies grow.**



- Merchants and certain industries thrived. For example, **shipbuilding and tobacco growing were very lucrative.**
- Port cities such as Bristol in England and Newport, Rhode Island, grew quickly as a result.



The **Middle Passage** was a terrible journey in which many people died.

Africans were taken from villages and forced to walk in chains to ports such as Elmina, Ghana.



Once on the ships, Africans were packed below the decks for a long voyage of weeks or months.

## Slave ships faced many dangers and horrors on their journeys.

There were **mutinies**, storms at sea, and raids by pirates.

Slave ships were “floating coffins” in which up to half of the Africans on board died.

Most died of disease such as dysentery or smallpox. Others committed suicide.

## The impact of the Atlantic slave trade on Africans was devastating.

African states and societies were torn apart.

Individual Africans lost their lives, as many as 2 million during the brutal Middle Passage.

11 million enslaved Africans were taken to the Americas by the time the slave trade stopped in the mid-1800s.

## Objectives

- Explain how European exploration led to the Columbian Exchange.
- Analyze the commercial revolution.
- Understand the impact of mercantilism on European and colonial economies.



## Terms and People

- **Columbian Exchange** – a vast global exchange of goods, people, plants, and animals that began with Columbus and profoundly affected the world
- **inflation** – a rise in prices that is linked to a sharp increase in the amount of money available
- **price revolution** – the period in European history during the 1500s when inflation rose rapidly
- **capitalism** – an economic system in which most businesses are owned privately



## Terms and People (continued)

- **entrepreneur** – a person who takes on financial risks to make profits
- **mercantilism** – an economic policy in which it was believed that a nation must export more goods than it imports to build its supply of gold and silver
- **tariff** – a tax on an imported good





## How did the voyages of European explorers lead to new economic systems in Europe and its colonies?

Voyages of exploration in the 1500s and 1600s led to a period of European domination of the globe.

The exchange of people, goods, plants, and animals that came after these voyages changed the lives of those in Europe, Asia, Africa, and the Americas.

The **Columbian Exchange** of people, food, goods, and animals profoundly affected the world.



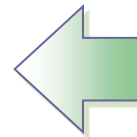
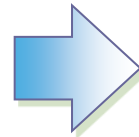
In the wake of explorers, traders took new **foods** such as **tomatoes**, **peppers**, and **corn** from America back to Europe.

They also brought **plants** and **animals** from **Europe** to the **Americas**, such as **horses** and **chickens**.

**People's diets changed around the world due to new types of foods crossing the globe.**

**From the Western Hemisphere**

Corn
Potatoes
Sweet potatoes
Beans
Peanuts
Squash
Pumpkins
Chili peppers
Turkeys

**From the Eastern Hemisphere**

Wheat
Sugar
Bananas
Rice
Oats
Barley
Rye
Grapes
Coffee

**The global population started to explode by 1700.**



- One of the key causes was the **spread of new food crops from the Americas.**
- However, Native American populations declined severely due to European diseases.

**Millions of people migrated at this time.** Europeans spread out in the Americas and Africans were forced to the Americas by the slave trade.

**A commercial revolution occurred as a result of direct links between the continents.**

- **Prices began to rise in Europe** due to the huge amount of silver and gold coming in from the Americas. This led to **inflation**.
- This time period was known as the **price revolution** and **led to the growth of capitalism**, in which most businesses are owned privately.

Trade increased and **entrepreneurs** who were willing to take risks looked overseas for opportunities to make profits.

Capitalists adopted bookkeeping methods from the Arabs, **banks increased in importance**, and **joint stock companies grew**.

**People learned they could make money through investment, not just through labor.**



## Merchants began to bypass medieval guilds.

- To do this, a merchant capitalist distributed raw material such as wool to peasants, who processed it into cloth. Then, the merchant sold the finished product for a profit.
- This was known by the term “cottage industry.”

European monarchs adopted a new economic policy called **mercantilism**.

- The goal of this policy was to **build the nation's gold and silver reserves** by exporting more goods than it imported.
- To do this, European nations had **strict laws governing trade with their colonies** and imposed **tariffs**.

As a result of these measures, national governments had a lot of control over their economies.

The majority of Europeans, peasants, were unaffected by these economic changes, but **new middle-class families had a comfortable life.**



**The price revolution helped enrich merchants and skilled workers, but hurt nobles whose wealth was tied to the land.**