

## GUIDED READING Spain Builds an American Empire



**A.** Following Chronological Order As you read about the empire Spain built in the Americas, take notes to answer questions about the time line below.

the Americas, take notes to answer questions about	
1492 Christopher Columbus sails  westward from Spain, hoping to	1. What was the significance of Columbus's voyages?
reach Asia.	
	Magellan himself died in the Philippines. What was the importance of the voyage his crew completed?
1519 Ferdinand Magellan sets sail on a voyage that rounds the southern tip of South America.	3. What factors helped the Spanish defeat the Aztec?
1521 Hernando Cortés conquers the Aztec.	
	4. How did the Spanish treat the peoples they conquered?
1533 Francisco Pizarro conquers the Inca Empire.	5. What was unique about the Spanish colonization of the lands of New Mexico?
1540 Francisco Vásquez de Coronado explores the Southwest.	6. What was the long-term consequence of this action?
1542 Spain abolishes the <i>encomienda</i> system.	

B. Determining Main Ideas On the back of this paper define the following terms:

conquistadors

mestizo

encomienda



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## Guided Reading $European\ Nations\ Settle$ $North\ America$

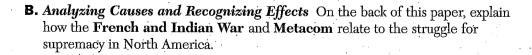
A.	Summarizing	As you read this see	ction, fill out the	chart below l	by writing notes
		spects of each Euro			,

1. New France		
Explorers	Reasons for exploration	

Founders	Significance o	f colony	•		
•					
		- ¢			

3. Plymouth and Massachuset	is Bay colonies
Settlers	Reasons for colonization

Land claims	Reasons for colonization		
			· .
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## GUIDED READING The Atlantic Slave Trade

**A.** Analyzing Causes and Recognizing Effects As you read this section, write notes to answer questions about the causes and consequences of the enslavement of Africans.

1. European colonization of the Americas	2. Portuguese settlement of Brazil
3. African rulers	4. African merchants

5. African societies	6. Enslaved Africans
7. American colonies	8. Present-day American cultures

**B.** Writing Descriptive Paragraphs Write a paragraph describing the voyage that brought captured Africans to the Americas. Use the following terms:

triangular trade

middle passage

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Name	•	Date	* .



## GUIDED READING The Columbian Exchange and Global Trade

A. Analyzing Causes and Recognizing Effects	As you read this section, note some
cause-and-effect relationships relating to the E	European colonization of the Americas.

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1	٠.	1. Columbian Exchange			222-25
			:		
		2. Global Trade			_
		3. Inflation			-
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			• '		
		Formation of joint-stock companies			•
		5. Growth of mercantilism	-		

В.		Main Ideas	Define the ter	rms <b>capitali</b>	sm and favo	orable bala	nce		. •
	of trade.						•	×	
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## building vocabulary $\ The \ Atlantic \ World$

1. mestizo	a. England's first permanent colony in North America
0	b. Dutch holdings in North America
2. encomienda 3. New France	<ul> <li>group that sought religious freedom and established an English colony at Massachusetts Bay in 1630</li> </ul>
4. Jamestown	d. system in which Spanish landlords forced Native American to farm, ranch, or mine for them
5. Pilgrims	<ul> <li>a war on the North American continent between the Briti and the French that began in 1754 over disputed land clai in the Ohio Valley</li> </ul>
6. Puritans	f. group that sought religious freedom and founded an Engl colony at Plymouth, Massachusetts, in 1620
7. New Netherland	g. person of mixed Spanish and Native American ancestry
8. French and Indian War	h. France's colonial empire in North America, based in Quel
the sentence. 1. The Genoese sea captain who land	efore the term or name that best completes  led on a Caribbean island in 1492 and prompted the e Americas was (a) Hernando Cortés (b) Franciso Pizarro
2. The global transfer of foods, plant	es, and animals during the colonization of the Americas is ge (b) middle passage (c) <i>encomienda</i> .
3. An economic system based on pri is called (a) mercantilism (b) capi	vate ownership and the investment of resources for profit calism (c) joint-stock company.
4. The economic theory that a count (a) mercantilism (b) capitalism (c)	try's power depends mainly on its wealth is called favorable balance of trade.
<ol><li>The voyage that brought captured South America was known as the</li></ol>	l Africans to the West Indies and later to North and (a) Atlantic slave trade (b) triangular trade (c) middle passage.
6. The Native American ruler who l	ed an attack on colonial villages throughout Massachusetts

**C.** Writing Write a paragraph comparing the conquests of Hernando Cortés and Francisco Pizarro using the following terms.

colony

conquistador

Hernando Cortés

Francisco Pizarro



Name				5-14-
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## SKILLBUILDER PRACTICE Comparing and Contrasting

Comparing and contrasting means looking for similarities and differences between events, places, institutions, ideas, or people. In this section you read about conflicts between Native Americans and English settlers. By comparing and contrasting Native American views with those held by Europeans, you can begin to understand some of the reasons for these conflicts. Read the passage and answer the questions that follow. (See Skillbuilder Handbook)

#### **Disputes Over Land and Religion**

Disputes between the Puritans and Native Americans arose over two issues—land and religion. For every acre a colonial farmer needed to support life, a Native American needed 20 for hunting, fishing, and agriculture. To Native Americans, no one owned the land—it was there for everyone to use. Native Americans saw land treaties with Europeans as mere agreements in which they received gifts—blankets, guns, iron tools, or whatever—to share the land for a limited time. Europeans, however, saw the treaties as a one-time deal in which Native Americans permanently sold their land to new owners.

Similar misunderstandings existed over religion. Puritans considered Native Americans heathens—people without a faith. At first, Puritans tried earnestly to convert them, which many Native Americans resisted. Over time as hostility between the two groups grew, many Puritans tended to view the Native Americans as agents of the devil who presented a constant threat to their godly society. Rather than convert the Native Americans, the New England colonists set out to remove or destroy native societies. For their part, Native Americans developed a similarly hard view toward the white invaders.

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#### **GEOGRAPHY APPLICATION: MOVEMENT**

### The Potato Impacts the World

Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

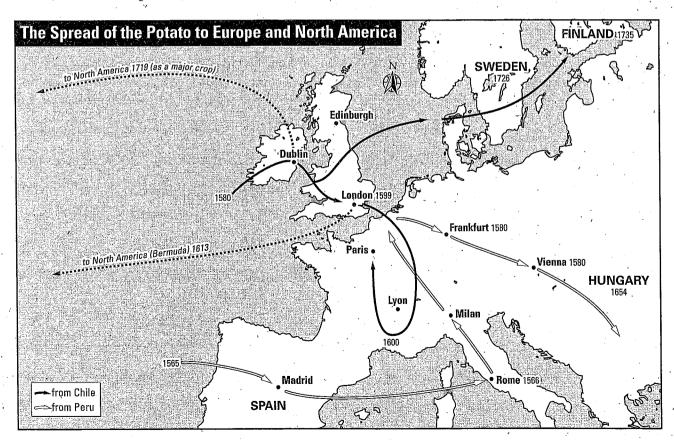
The spread of the white potato over 400 years ago revolutionized the world's food supply. One writer even went so far as to proclaim that the planting of the first white potatoes in Europe "probably changed more lives than the deeds of a hundred kings."

In the mid-1500s, Spanish explorers discovered the Inca growing white potatoes in the Andes Mountains of modern-day Peru and Chile and brought the plant to Europe. Even though there was some resistance to eating potatoes for the next 200 years, eventually the white potato became the world's most widely grown vegetable. The potato was a cheap source of valuable proteins, vitamins, and minerals. This may account for the rapid growth of the European population after 1700.

In the United States, the common white potato is known as the Irish potato. Its official introduction

to North America came in 1613 when a shipment from England reached Bermuda, an island about 500 miles east of present-day North Carolina. Eight years later the governor of Bermuda sent a chest filled with potatoes to the governor of the Virginia colony. Yet potatoes did not find wide-spread acceptance on the continent. Potatoes were then reintroduced to the United States in 1719. In that year several Irish immigrants brought potatoes to New Hampshire, and the vegetable finally took hold. It eventually became almost a daily item on American dinner menus.

Today corn and potatoes are the two main vegetable crops in the United States. An acre of potatoes yields almost twice as much food as an acre of grain. This permits the United States to produce around 400 million bags of potatoes annually.







### **Interpreting Text and Visuals**

1. What do the arrows on the map represent?	
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Why are there two different arrow styles?	
2. What European country was first introduced to the potato?	
The potatoes that arrived in Dublin came from which Andean region?	
3. Trace the route that the potato took to reach Vienna.	
<u> </u>	•
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What is significant about the year that Vienna got the potato?	
4. Did the potato reach London or Paris first?	
5. Which of the European countries shown on the map was last to receive the pot	ato?
6. How long did it take for the potato to get from London to the south of France to Rome?	and from Madrid
7. Explain what the arrow leading from London toward North America represent	S
	•
8. Why do you think the common white potato is known as the Irish potato in the	United States?
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## PRIMARY SOURCE from The Journal of Christopher Columbus



Columbus kept a ship's log, or journal, of his historic voyage from Spain to the Americas. When he returned to Spain in 1493, he presented the journal to King Ferdinand and Queen Isabella. The version printed here was originally copied by the missionary Bartolomé de Las Casas and refers to Columbus in the third person as "admiral" unless quoting him directly. As you read, think about the reactions of Columbus, his crew, and the Taino when they first encountered one another.

hursday, October 11th/. . .Two hours after mid-I night land appeared, at a distance of about two leagues from them. They took in all sail, remaining with the mainsail, which is the great sail without bonnets, and kept jogging, waiting for day, a Friday, on which they reached a small island of the Lucayos, which is called in the language of the Indians "Guanahani." Immediately they saw naked people, and the admiral went ashore in the armed boat, and Martin Alonso Pinzón and Vicente Yañez, his brother, who was captain of the Ninã. The admiral brought out the royal standard, and the captains went with two banners of the Green Cross, which the admiral flew on all the ships as a flag with an F [for Ferdinand] and a Y [for Isabella], and over each letter their crown, one being on one side of the [cross] and the other on the other. When they had landed, they saw very green trees and much water and fruit of various kinds. The admiral called the two captains and the others who had landed, and Rodrigo de Escobedo, secretary of the whole fleet, and Rodrigo Sanchez de Segovia, and said that they should bear witness and testimony how he, before them all, took possession of the island, as in fact he did, for the King and Queen, his Sovereigns, making the declarations which are required, as is contained more at length in the testimonies which were there made in writing. Soon many people of the island gathered there. What follows are the actual words of the admiral, in his book of his first voyage and discovery of these Indies.

"I," he says, "in order that they might feel great amity towards us, because I knew that they were a people to be delivered and converted to our holy faith rather by love than by force, gave to some among them some red caps and some glass beads, which they hung round their necks, and many other things of little value. At this they were greatly pleased and became so entirely our friends that it

was a wonder to see. Afterwards they came swimming to the ships' boats, where we were, and brought us parrots and cotton thread in balls, and spears and many other things, and we exchanged for them other things, such as small glass beads and hawks' bells, which we gave to them. In fact, they took all and gave all, such as they had, with good will, but it seemed to me that they were a people very deficient in everything. They all go naked as their mother bore them, and the women also, although I saw only one very young girl. And all those whom I did see were youths, so that I did not see one who was over thirty years of age; they were very well built, with very handsome bodies and very good faces. Their hair is coarse almost like the hairs of a horse's tail and short; they wear their hair down over their eyebrows, except for a few strands behind, which they wear long and never cut. Some of them are painted black, and they are the colour of the people of the Canaries, neither black nor white, and some of them are painted white and some red and some in any colour that they find. Some of them paint their faces, some their whole bodies, some only the eyes, and some only the nose. They do not bear arms or know them, for I showed to them swords and they took them by the blade and cut themselves through ignorance. They have no iron. Their spears are certain reeds, without iron, and some of these have a fish tooth at the end, while others are pointed in various ways. They are all generally fairly tall, good looking and well proportioned. I saw some who bore marks of wounds on their bodies, and I made signs to them to ask how this came about, and they indicated to me that people came from other islands, which are near, and wished to capture them, and they defended themselves. And I believed and still believe that they come here from the mainland to take them for slaves. They should be good servants and of quick intelligence, since I see that they very soon say all





that is said to them, and I believe that they would easily be made Christians, for it appeared to me that they had no creed. Our Lord willing, at the time of my departure I will bring back six of them to Your Highnesses, that they may learn to talk. I saw no beast of any kind in this island, except parrots." All these are the words of the admiral.

Saturday, October 13th/As soon as day broke, there came to the shore many of these men, all youths, as I have said, and all of a good height, very handsome people. Their hair is not curly, but loose

They came to the

ship in boats, which

are made of a

treetrunk like long

boat and all of one

piece. They are very

wonderfully carved

wonderfully fast.

. and they travel

and coarse as the hair of a horse; all have very broad foreheads and heads, more so than has any people that I have seen up to now. Their eyes are very lovely and not small. They are not at all black, but the colour of Canarians, and nothing else could be expected, since this is in one line from east to west with the island of Hierro in the Canaries. Their legs are very straight, all alike; they have no bellies but very good figures. They came to the ship in boats, which are made of a treetrunk like long boat and all of one piece. They are

very wonderfully carved, considering the country, and large, so that in some forty or forty-five men came. Others are smaller, so that in some only a solitary man came. They row them with a paddle, like a baker's peel, and they travel wonderfully fast. If one capsizes, all at once begin to swim and right it, baling it out with gourds which they carry with them. They brought balls of spun cotton and parrots and spears and other trifles, which it would be tedious to write down, and they gave all for anything that was given to them. And I was attentive and laboured to know if they had gold, and I saw that some of them wore a small piece hanging from a hole which they have in the nose, and from signs I was able to understand that, going to the south or going round the island to the south, there was a

king who had large vessels of it and possessed much gold. I endeavoured to make them go there, and afterwards saw that they were not inclined for the journey. I resolved to wait until the afternoon of the following day, and after that to leave for the south-west, for, as many of them indicated to me, they said that there was land to the south and to the south-west and to the north-west, and that those of the north-west often came to attack them. So I resolved to go to the south-west, to seek the gold and precious stones. This island is fairly large and

very flat; the trees are very green and there is much water. In the centre of it, there is a very large lake; there is no mountain, and all is so green that it is a pleasure to gaze upon it. The people also are very gentle and, since they long to possess something of ours and fear that nothing will be given to them unless they give something, when they have nothing, they take what they can and immediately throw themselves into the water and swim. But all that they do possess, they give for anything which is given to them, so that they exchange things

even for pieces of broken dishes and bits of broken glass cups. . . . "

from Cecil Jane, trans., The Journal of Christopher Columbus (New York: Bonanza Books, 1989), 23–28.

#### **Discussion Questions**

- 1. **Determining Main Ideas** What is Columbus's main interest on the island? Why is he interested in that?
- 2. **Drawing Conclusions** What impressed you most about this excerpt from Columbus's journal?
- 3. **Developing Historical Perspective** What do you think is Columbus's attitude toward the Taino? Point out passages that reveal his thoughts and feelings about them.





### PRIMARY SOURCE from The Broken Spears

In 1519 Spanish conquistadors led by Hernando Cortés first entered the Aztec capital city of Tenochtitlán. The Aztec emperor, Montezuma II, who is called Motecuhzoma in this excerpt, believed that the Spaniards were powerful gods whose arrival had been foretold by Aztec priests. The following account, written by Aztec historians, describes the meeting of Motecuhzoma and Cortés—accompanied by his translator Malinche—at Huitzillan. How did Motecuhzoma and Cortés react to one another?

#### Motecuhzoma Goes Out to Meet Cortes

The Spaniards arrived in Xoloco, near the entrance to Tenochtitlan. That was the end of the march, for they had reached their goal.

Motecuhzoma now arrayed himself in his finery, preparing to go out to meet them. The other great princes also adorned their persons, as did the nobles and their chieftains and knights. They all went out together to meet the strangers.

They brought trays heaped with the finest flowers—the flower that resembles a shield; the flower shaped like a heart; in the center, the flower with the sweetest aroma; and the fragrant yellow flower, the most precious of all. . . .

Thus Motecuhzoma went out to meet them, there in Huitzillan. He presented many gifts to the Captain and his commanders, those who had come to make war. . . . Then he hung the gold necklaces around their necks and gave them presents of every sort as gifts of welcome.

When Motecuhzoma had given necklaces to each one, Cortes asked him: "Are you Motecuhzoma? Are you the king? Is it true that you are the king Motecuhzoma?"

And the king said: "Yes, I am Motecuhzoma." Then he stood up to welcome Cortes; he came forward, bowed his head low and addressed him in these words: "Our lord, you are weary. The journey has tired you, but now you have arrived on the earth. You have come to your city, Mexico. You have come here to sit on your throne, to sit under its canopy.

"The kings who have gone before, your representatives, guarded it and preserved it for your coming. . . . The people were protected by their swords and sheltered by their shields.

"Do the kings know the destiny of those they left behind, their posterity? If only they are watching! If only they can see what I see! "No, it is not a dream. I am not walking in my sleep. I am not seeing you in my dreams. . . . I have seen you at last! I have met you face to face! I was in agony for five days, for ten days, with my eyes fixed on the Region of the Mystery. And now you have come out of the clouds and mists to sit on your throne again.

"This was foretold by the kings who governed your city, and now it has taken place. You have come back to us; you have come down from the sky. Rest now, and take possession of your royal houses. Welcome to your land, my lords!"

When Motecuhzoma had finished, La Malinche translated his address into Spanish so that the Captain could understand it. Cortes replied in his strange and savage tongue, speaking first to La Malinche: "Tell Motecuhzoma that we are his friends. There is nothing to fear. We have wanted to see him for a long time, and now we have seen his face and heard his words. Tell him that we love him well and that our hearts are contented."

Then he said to Motecuhzoma: "We have come to your house in Mexico as friends. There is nothing to fear."

La Malinche translated this speech and the Spaniards grasped Motecuhzoma's hands and patted his back to show their affection for him.

from Miguel Leon-Portilla, ed., The Broken Spears: The Aztec Account of the Conquest of Mexico (Boston: Beacon Press, 1962), 62–65.

#### **Discussion Questions**

- 1. **Clarifying** What gifts did Motecuhzoma present to Cortés and his men?
- 2. **Making Inferences** Why did Motecuhzoma say to Cortés "now you have arrived on the earth"?
- 3: **Drawing Conclusions** What can you conclude from this passage about the advantages Cortés had in his attempt to conquer the Aztecs?







### PRIMARY SOURCE from The Life of Olaudah Equiano

Olaudah Equiano (17457–1797) grew up in the West African kingdom of Benin in what is now eastern Nigeria. Kidnapped by African slave traders, he was transported to Barbados in 1756, then to colonial Virginia. His autobiography, The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, was published in 1789. As you read this excerpt from his autobiography, think about the horrors of his voyage from Africa to the West Indies.

hile we stayed on the coast I was mostly on deek; and one day, to my great astonishment, I saw one of these vessels coming in with the sails up. . . . At last, she came to an anchor in my sight, and when the anchor was let go, I and my countrymen who saw it, were lost in astonishment to observe the vessel stop—and were now convinced it was done by magic. . . .

At last, when the ship we were in, had got in all her cargo, they made ready with many fearful noises, and we were all put under deck, so that we could not see how they managed the vessel. But this disappointment was the least of my sorrow. The stench of the hold while we were on the coast was so intolerably loathsome, that it was dangerous to remain there for any time . . . but now that the whole ship's cargo were confined together, it became absolutely pestilential. The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations, so that the air soon became unfit for respiration, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died—thus falling victims to the improvident avarice, as I may call it, of their purchasers. This wretched situation was again aggravated by the galling of the chains . . . and the filth of the necessary tubs, into which the children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable. Happily perhaps, for myself, I was soon reduced so low here that it was thought necessary to keep me almost always on deck; and from my extreme youth I was not put in fetters. In this situation I expected every hour to share the fate of my companions, some of whom were almost daily brought upon deck at the point of death, which I began to hope would soon put an end to my miseries. . . . Every

circumstance I met with, served only to render my state more painful, and heightened my apprehensions, and my opinion of the cruelty of the whites.

One day they had taken a number of fishes; and when they had killed and satisfied themselves with as many as they thought fit, to our astonishment who were on deck, rather than give any of them to us to eat, as we expected, they tossed the remaining fish into the sea again, although we begged and prayed for some as well as we could, but in vain . . . . One day . . . two of my wearied countrymen who were chained together, preferring death to such a life of misery, somehow made through the nettings and jumped into the sea: immediately, another quite dejected fellow . . . followed their example; and I believe many more would very soon have done the same, if they had not been prevented by the ship's crew. . . . There was such a noise and confusion amongst the people of the ship as I never heard before, to stop her, and get the boat out to go after the slaves. However, two of the wretches were drowned, but they got the other, and afterwards flogged him unmercifully, for thus attempting to prefer death to slavery.

from Olaudah Equiano, The Life of Olaudah Equiano (New York; Negro Universities Press, 1969), 46–49.

#### **Research Options**

- 1. Writing Expository Paragraphs Use print or on-line resources to find out more about the life of Olaudah Equiano. Then present your findings to the class in the form of a brief biographical sketch.
- 2. Using Research in Writing Olaudah Equiano's account was one of the earliest American slave narratives. Research the characteristics of slave narratives and write a brief definition. Then find titles of other slave narratives and share your list with classmates.





## LITERATURE SELECTION from The Feathered Serpent by Scott O'Dell

This novel by American author Scott O'Dell is set in Mexico in the 1500s. The narrator, Julián Escobar, is a young Spanish seminary student who becomes embroiled in the struggle between the Spanish conquistador Hernando Cortés and the Aztec emperor Moctezuma (Montezuma). In this excerpt, Escobar returns to Moctezuma's palace with an urgent message from Cortés. What happens when Moctezuma and Cortés finally meet at Tenochtitlán?

We arrived in

Tenochtitlán to find

torches flaming

everywhere along

the causeway, the

plaza strewn with

flowers and filled

with a curious

throng.

We arrived in Tenochtitlán to find torches flaming everywhere along the causeway, the plaza strewn with flowers and filled with a curious throng, word having reached the city of the beast with a voice like thunder that ran much faster than a deer and carried a man on its back.

Indeed, so curious were the Indians that as they lost their fears, they began to press around us and had to be driven away. So keen was their delight, I regretted that the stallion had only

a small part of his once magnificent tail to show them.

Lord Tzapotlan led us to the Emperor's palace, I still riding Bravo and the dwarf clinging on behind. A place for the stallion was waiting, and for us a series of rooms, sparsely furnished but with braziers burning and flowers scattered about.

Lord Tzapotlan had water brought to us in silver bowls and then disappeared, saying that he would see the Reverend Speaker and arrange for our meeting. I

thought because of the important message I carried that the Emperor would be anxious to see us. But Lord Tzapotlan came back in a short time with distressing news.

"The Great Emperor," he said, "has locked himself away. He is taking neither food nor drink. He has only Tenayuca, his trusted soothsayer, at his side."

"You understand the urgent message I carry from Captain-General Cortés?"

"It is understood," the lord said. "I spoke of it to the wizard."

"The Emperor won't talk to you?"

"He'll talk to no one except to Tenayuca."

We waited that night with no word from Lord Tzapotlan. But in the morning one of the servants

said that she had heard that the Emperor had left the palace secretly during the night and gone to the temple of Uitzilopochtli, where he had prayed for a sign from the war god.

The Emperor remained in the temple for two days, praying and burning incense, surrounded by wizards.

On the third day at noon, Lord Tzapotlan came and led me to a chamber different from the one I

had visited before. The walls and ceiling were bare and painted a pearly white, which gave me a feeling that I was suspended in the sky, floating high among drifting clouds.

Moctezuma was sitting on a mat that was the same color as the walls, woven of dovelike feathers. I stood before him in my bare feet, out of respect, and gave him the message that Cortés had given me, only softening it somewhat from the harsh words Cortés had angrily spoken.

A confused man, thin and visibly different from the proud emperor I had once talked to, sat before me. He seemed even more confused than on the morning he had shown me the painting of the Spanish ships.

A servant brought forth a long-stemmed reed packed with a brown substance, which he had lit. The Emperor put the stem in his mouth and sucked on it. Smoke came out from his nostrils. He did this but once, then put it aside, as if it were suddenly distasteful. . . .

"Tell me," he said, "you of the sunlit hair, with whom I hoped to talk during many hours, to whom I wished to make princely gifts, who fled from me not knowing that I planned for you the most exalted of deaths, tell me. . . ."







Moctezuma paused. I began to wonder if he had lost the thread of his thought or if he had changed his mind about what he had started to say.

"Tell me," he said, moving his gaze from the dove-colored walls that seemed to drift about like clouds, "tell me, why did you flee?"

"Truly," I said in a firm voice, "I fled because I did not want to die on the altar stone."

"But when we talked before, you agreed that it was a great honor to die and be transported to a warrior's heaven, the place of flowers and hummingbirds and life everlasting."

"I discovered, thinking about it later, that I was not yet ready to visit this place of hummingbirds and flowers. I have more battles to fight, many more prisoners to take."

At that moment, looking at the Emperor's goldshod feet, I saw them move nervously back and forth. I took from this that my answer had diminished me in his eyes. He was silent for a long time.

"I showed you," he said at last, "the pictures my artists painted of Cortés and his captains. They do not look like you, but still they have an air about them, all these men who call themselves Spaniards, that I find about you. Are you one of them? Are you a Spaniard?"

I nodded.

"A Spaniard in the army of this Cortés?"

"No, I am a seminarian. Someday I hope to be a priest. I was cast away on an island off the coast, among the Maya."

"I have heard of a white man who was left on this coast. He became a great cacique."

"The man you name is Gerónimo de Aguilar."
"You are not a spy for this Cortés?" the Emperor said.

"No."

"You have seen Cortés. You have talked to him. You have brought a message from Cortés. You were with him, so my ambassadors say, in Texcála and Cholólan. What do think of this Hernán Cortés?"

I had no difficulty in answering this question.

"He is a ruthless man, cruel and ambitious and without fear of anything or anyone, even you, Revered Speaker." "He says, he has said many times, since the day he left the sea, that he comes to visit a city about which he has heard marvelous things and to pledge me loyalty and. .."

"The loyalty is only to himself," I broke in.
"To pledge loyalty and to inform me about his king and his god. Lately, in a message sent from Texcála, he scolds me about the Aztéca gods and our rites. We have worshipped our gods from the long beginning. In our own way. And we know them to be good. Your gods may be good, also. Is this why he wishes to come, to scold me again?"

"It is not why he comes," I said. "He comes as a conqueror to subdue the city, to kill all those who seek to defend it, to kill you yourself should you dare to oppose him,"

Moctezuma showed no emotion at these words. He turned his gaze to the wall, to the stars I had not noticed before painted there among the clouds, and fell silent.

"He [Cortés] comes

as a conqueror to

subdue the city, to

kill all those who

seek to defend it, to

kill you yourself

should you dare to

oppose him."

I left with the strong belief that he would oppose Cortés' entry into the city and that Lord Tzapotlan, who had heard of the happening in Texcála and himself had seen the carnage in Cholólan, would stand firmly behind him. My belief, however, was not borne out.

No sooner had Cortés appeared on the outskirts of the city than the Emperor went forth to greet him, carrying presents of gold. With the Emperor were Cacámatzin, Revered Speaker of

Texóco and Tlácopan, and a company of Arrow, Eagle, and Jaguar Knights, bedecked in feathers and jade insignias, who swept the causeway clean and scattered it with flowers as the Captain-General advanced.

The lords supported Moctezuma upon a litter, beneath a rich canopy of green feathers, and when Cortés was close at hand he descended and walked on bare feet to meet him. A number of lords went ahead, sweeping his path, laying cloaks so that his feet would not touch the earth.

Upon seeing the Emperor, Cortés jumped from his horse. When the two came close, each bowed to the other. Moctezuma welcomed Cortés and he, speaking through Doña Marina, who stood at his side proudly holding aloft his personal banner, wished the Emperor good health.





Cortés then brought out a necklace of colored glass, dipped in musk to give it a pleasant odor, and hung it around the Emperor's neck.

As he did so, Cortés attempted to take hold of him in a hearty Spanish embrazo. But the lords who stood around Moctezuma quickly grasped Cortés' arms, for they felt that this was an indignity.

Afterward, Hernán Cortés made another complimentary speech, thanking Moctezuma for being there to greet him, and saying that it rejoiced his heart to meet the great Emperor. Whereupon Moctezuma ordered his nephew, the lord of Texcóco, to accompany Cortés and his captains into the city.

They were escorted to a large house located on the plaza close to the royal palace.

Taking Cortés by the hand, Moctezuma led him to a richly furnished hall where the captain was to stay, gave him a heavy necklace fashioned of golden crabs, and disappeared, suggesting that he rest from his hard journey.

Cortés waited until the Emperor's entourage was out of earshot, then called me over and queried me at length.

"The Emperor seems friendly," he said. "Perhaps a shade too friendly. Is he sincere in his protestations? The Indians are good at this game of deceit."

As are you, I thought.
"What do you make of him?" Cortés asked.
"He's confused," I said.

"I gather this from his messages, which changed from week to week, lately from day to day. If I had waited for him to make up his mind I would still be camped in Cholólan. But now that I am inside the gates, what can we expect? Will he strangle us in the night while we sleep—or gather our men for a festival, then treacherously fall upon them?"

As you did with the men and women of Cholólan, I wanted to say.

"The Emperor has a vast army," I said. "He should be treated with respect."

"I intend to, but I am not here to trade compliments and gifts. Remember this when you talk to him. And do so at once. He seems to put trust in you. Remind him that we come here in the name of God and our King. And do not forget, I have allies, an army of five thousand Texcaltéca camped in the hills. In the meantime, I trust him with all my heart."

#### **Activity Options**

- 1. Writing for a Specific Purpose With a small group of classmates, write a skit about the meeting between Cortés and Moctezuma. Then assign roles and perform your skit for the class.
- 2. *Making Judgments* Jot down vivid descriptive details that you find in this excerpt. Then draw a sketch to illustrate the meeting between Moctezuma and Cortés.





### HISTORYMAKERS Ferdinand Magellan

#### Resolutely Pursuing a Dream

"We are about to stand into an ocean where no ship has ever sailed before. May the ocean be always calm and benevolent as it is today. In this hope, I name it the [Pacific Ocean]."—Ferdinand Magellan, addressing his crew before passing through the Straits of Magellan to the Pacific

Perdinand Magellan believed that he could head west and sail around the world. He was right, but the voyage took longer than he thought and involved hardships that required him to show great resolve. Ironically, he died not knowing that his dream would be fulfilled.

Magellan was born in 1480 to a local Portuguese official. At the age of 12, Magellan was sent to the Portuguese court, where he learned navigation, mapmaking, and astronomy. In his twenties, he served Portugal as a soldier and sailor. He traveled to the East Indies and fought in Morocco.

Magellan returned to Portugal in 1512 as an experienced captain with an idea. He heard from another sailor that there was a passage south of the Americas that would open to waters west of that land, just a few weeks sailing to the Spice Islands. Magellan tried to convince the king of Portugal to back the trip, but he refused. Frustrated, Magellan took his plan to Charles I, the king of Spain. He approved the plan the same day.

Magellan's five ships and crew of about 230 sailed from Spain on September 20, 1519. From the beginning, the Portuguese commander had difficulty with the Spanish captains of the other boats. In addition, storms rocked the ships during the trip down the east coast of South America. Magellan ordered his fleet into a safe harbor. The Spanish captains urged him to sail to the Indies by way of Africa, and the crew wanted to head back north. Magellan would not budge. The Spanish captains mutinied, but Magellan was able to maintain command. The party then waited seven months for the storms to weaken so that they could resume their journey.

Three days after setting out again, Magellan found a narrow passage. The crew thought the ships would be destroyed, but Magellan ordered them to enter it. Huge waves appeared and separated the vessels into two groups. Two boats were sucked inside the strait and assumed to be lost, while the other two were thrown back into the Atlantic. (The fifth ship had been lost earlier.) When the weather finally cleared, Magellan was able to sail through the entrance. He saw the two

ships presumed lost and had found the passage and the straits now named for him.

While the group explored their discovery, the largest ship, which had the most supplies, deserted the others for Spain. The crew begged Magellan to turn back as well, but he refused. As they left the passage, he named the massive calm body of water that lay in front of them the Pacific.

However, Magellan and his men had no idea about the size of this ocean. They also did not realize that their course led them away from islands that could have provided them with fresh food and water. They sailed for three more months. Starvation and scurvy killed half the remaining crew. On March 4, 1531, they ate the last of the food. Two days later they sighted the island of Guam, and landed on one of the islands of the Philippines.

Magellan tried to convert the people living in the Philippines to Christianity, and a battle followed \* between those native peoples and the outnumbered Europeans. In the fight, Magellan was killed. One of the crewmen wrote, "And so they slew our mirror, our light, our comfort and our true and only guide."

Though Magellan was dead, the voyage continued. One ship, a skilled navigator, and a half-starved crew of 17 were all that returned to Spain. They arrived on September 8, 1522, almost three years after they had departed. Though Magellan himself did not complete the trip, he had been proven right. It was possible to sail around the world.

#### **Questions**

#### **Determining Main Ideas**

- 1. Give two examples of Magellan's resolve.
- 2. What problems did the explorers have while crossing the Pacific Ocean?
- 3. **Making Inferences** Why do you think Magellan had problems with the crews of his ships?



# CHAPTER 20

### HISTORYMAKERS Hernando Cortés

Ambitious Adventurer

"Friends, let us follow the Cross; and under this sign, if we have faith, we shall conquer."—motto displayed on the flag of Cortés

I ernando Cortés was a restless, aggressive man who was eager for adventure, hungry for wealth, and ambitious for power. These drives combined with wily intelligence, great energy, and a chance opportunity enabled him to conquer the Aztec Empire.

Early in life, Cortés showed signs of his desire for excitement and control. In 1504, he left his native Spain to seek opportunities in the New World. He spent the next 14 years on the island of Hispaniola helping Diego Velázquez conquer Cuba.

Velázquez heard stories of a rich land full of gold to the west. In 1519, he gave Cortés the assignment of investigating the area to see if the stories were true. As Cortés prepared his expedition, though, he displayed such arrogance and ambition that Velázquez revoked the order that put Cortés in charge. However, Cortés ignored Velázquez, loaded his ships, and sailed for Mexico.

Upon landing there, Cortés learned that the stories of a gold-rich empire were true. As a result, he moved to establish his authority over the mission as legitimate. He ordered his men to build a town, named a council to lead that town, and then had that council name him captain general and the representative of the king of Spain. With these steps, Cortés tried to secure at least some legal basis for his command.

Cortés also took three additional actions. He made contact with a Native American woman named Malinche. She became a valued adviser because of her ability to speak the Aztec language and to learn Spanish quickly. Next, Cortés sent a sampling of gold gifts that he had received from the Aztecs on a ship back to Spain. With these presents for the king, he hoped to win an official appointment. Finally, he boldly had his men burn the remaining boats. There would be no returning to Cuba.

With the preparations complete, Cortés now set out for the Aztec Empire. Taking advantage of the resentments that other Native American groups held against the Aztecs, he forged several key alliances. These were important, as his small force

of around 600 men was woefully outnumbered by the mighty Aztecs. The Aztec emperor Montezuma II sent several missions bearing gifts, hoping to persuade Cortés to turn back. However, the gifts of gold only convinced the Spaniards to continue.

Cortés, meanwhile, used dogs, horses, guns, and cannons—none of which had ever been seen before in the Americas—to surprise and scare the native peoples. As the Spanish neared the Aztec capital, Cortés learned of an ambush. He quickly struck first, though, and killed thousands of enemy troops. However, a Native American account disputes that version, saying that Cortés carried out a premeditated massacre.

After reaching the Aztec capital of Tenochtitlán, Cortés imprisoned Montezuma and tried to rule through him. Troubles with Velázquez returned, however, and Cortés traveled to the coast to meet a Spanish force that had landed to seize him. Upon meeting this new army, Cortés described the riches of the Aztec Empire and convinced the soldiers to join him. Reinforced, he returned to Tenochtitlán to find a crisis. His second in command had killed many Aztecs and ignited a revolt. The Spaniards were being assaulted by them. Cortés had to withdraw from the city under attack. Within two years, though, he completed the conquest of the Aztecs.

In the meantime, Cortés had won the recognition he had sought from the Spanish crown. He was named governor of New Spain and began to set up the roots of a Spanish colonial government. He would eventually lead more expeditions to Honduras and to Baja California, but none proved as successful or lucrative as his voyage to Mexico.

#### **Questions**

- 1. **Making Inferences** How worried was Cortés about his actual authority to act in Mexico?
- 2. **Drawing Conclusions** Do you agree or disagree with Cortés's decision to burn the ships? Explain.
- 3. **Developing Historical Perspective** Do you think that Cortés was admirable or a villain? Explain.





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# CONNECTIONS ACROSS TIME AND CULTURES Impact of the Columbian Exchange



In this chapter you learned about the colonization of the Americas and the global transfer of plants, animals, foods, and diseases. Which aspects of the Columbian Exchange continue to influence modern-day cultures? To find out, complete the activities that follow.

Dutch chocolate	chocolate came from the Americas; Holland is in Europe	
a. Italian tomato sauce		
b. Florida oranges		
c. Colombian coffee		
d. Irish potatoes		
e. French vanilla		
f. woolen Navajo blankets		
g., Texas beef steak		3
TT 1	European nations sought to import raw materials from the	
	ctured goods to their colonies. Has that pattern changed in	
Americas and ship manufac	ctured goods to their colonies. Has that pattern changed in	
Americas and ship manufactoday's world? Give reasons  3. Diseases from Europe were peoples of the Americas. W	e part of the Columbian Exchange. They devastated the That more recent examples of disease spreading across	
Americas and ship manufactoday's world? Give reasons  3. Diseases from Europe were	e part of the Columbian Exchange. They devastated the That more recent examples of disease spreading across	





# RETEACHING ACTIVITY $Spain \ Builds \ an$ $American \ Empire$



Multiple Choice
Choose the best answer for each item. Write the letter of your answer in the blank.

1. In 1492, Christopher Columbus and his	5. Cortés and others who sought riches in the
crew landed on an island in the Caribbean	Americas were known as
Sea that he named	a. tyrants.
a. the East Indies.	b. conquistadors.
b. the Bahamas.	c. dictators.
c. San Salvador.	d. emperors.
d. Hispaniola.	6. The Spanish explorer who conquered the
2. Lands that are controlled by another	Inca was
nation are called	a. Christopher Columbus.
a. territories.	b. Hernando Cortés.
b. dependencies.	c. Francisco Pizarro.
c. protectorates.	d. Amerigo Vespucci.
d. colonies.	d. Amorgo vospacer.
	7. The mestizo population in the Americas
3. After Magellan's death, his crew returned	was a mixture of
to Spain in 1522 and became the first	a. Native Americans and Portuguese.
sailors to	b. French and Spanish.
a. sail around the world.	c. Spanish and Portuguese.
b. sail around the tip of Africa. c. land on North America.	d. Spanish and Native Americans.
d. land on South America.	8. The system of oppression used by the
d, land on South America.	Spanish against the Native Americans was
4. The first European settlers in the Americas	called
were the	a. sharecropping.
a. Spanish.	b. slavery.
b. French.	c. conquistadors.
c. Portuguese.	d. encomienda.
<sup>*</sup> d. Dutch.	

Jame			

Date		
Date		



## RETEACHING ACTIVITY European Nations Settle North America

#### Summarizing

Complete the chart below by identifying characteristics of settlements in North America.

North American Settlements	Characteristics
New France	1. Explorers involved:
	2. Location:
	3. Important dates:
Jamestown	4. Explorers involved:
	5. Location:
	6. Important dates:
Plymouth Colony	7. Explorers involved:
	8. Location:
	9. Important dates:
New Netherland	10. Explorers involved:
	11. Location:
	12. Important dates:



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guns

cultural traditions

triangular trade



## RETEACHING ACTIVITY The Atlantic Slave Trade

Determining Main Ideas

England

Portuguese

Olaudah Equiano

Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

sugar

Middle Passage

brutal treatment

food disease art	Stono Rebellion music Atlantic slave trade	cotton warfare	
1. Europeans in the An	nericas turned to Africans for la , and	bor because Native An	nericans died of
2. The first Europeans	to explore Africa in the 1400s v	vere the	
	ng of Africans for work in the A		•
laborers, often captu	· ·		nded a high number of
	of enslaved Africans until 1807		•
	nding network that transported ured Africans to the West Indie		
Africans.	was an enslaved person who w		
9. The	was a violent uprising of	a group of slaves in Sou	nth Carolina in 1739.
10. Besides breaking u	p African families and bringing trade devastated Africa by intr	about the deaths of the	ousands of Africans in the to the continent.
11. Africans survived a	life of slavery in America by re	lying on their own	
12. African		and	continue to influence the
A and a magnitude			•

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## RETEACHING ACTIVITY The Columbian Exchange and Global Trade

#### Determining Main Ideas

Section 4

Write your answers in the blanks provided.

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New plants	that came to	the America	as from Eur	ope, Asia, a	ınd Africa			
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An unwelc	ome part of th	e transatlan	tic trade to	the Americ	as:			
	, -		*		•	•	•	
				7.				
An econom	ic system base	ed on private	e ownershi <sub>l</sub>	p and invest	ment of re	esources fo	or profit:	
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	ic system bases				· · · · · · · · · · · · · · · · · · ·		or profit:	
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