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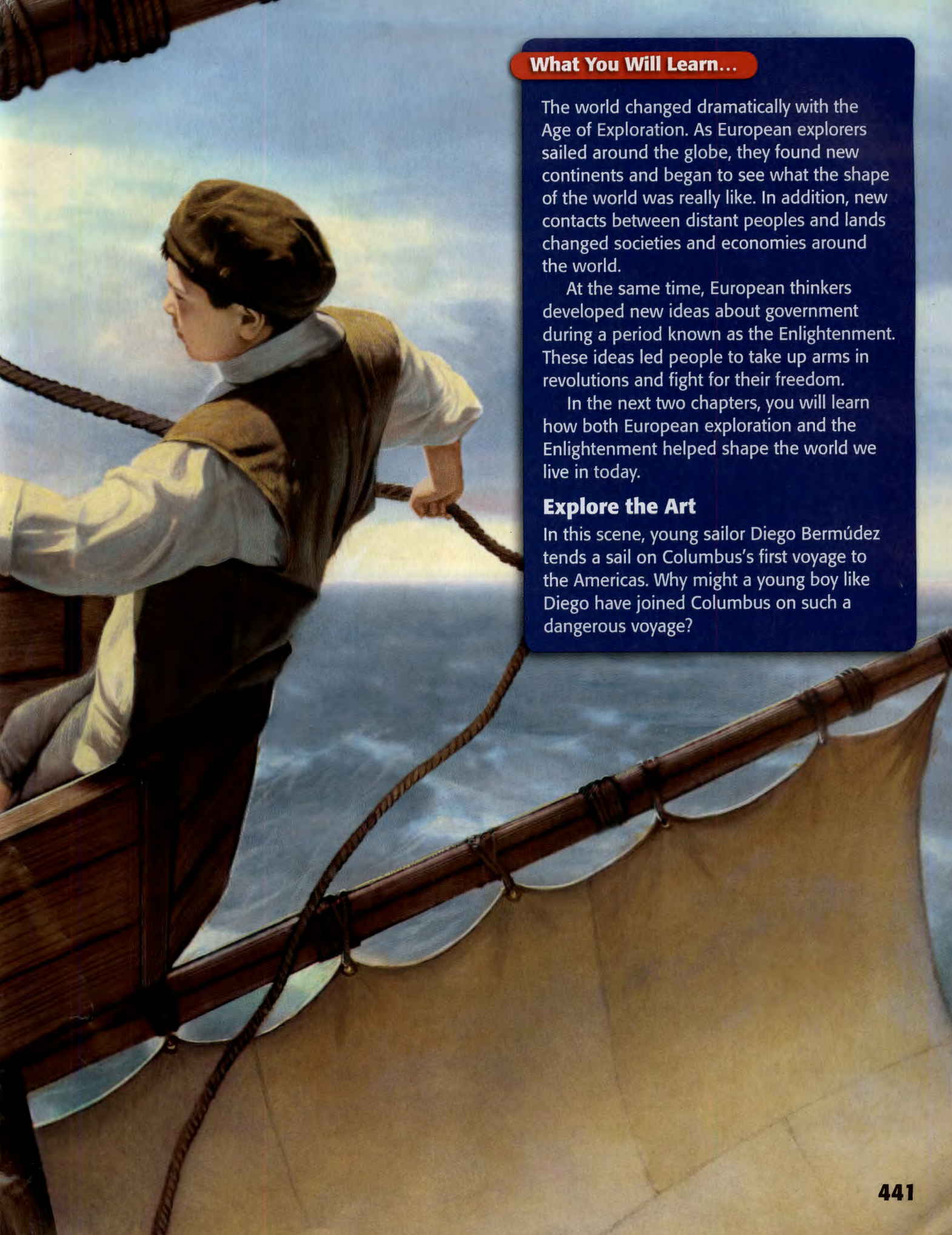
8

1400–1800

The Early Modern World

Chapter 16 The Age of Exploration

Chapter 17 Enlightenment and Revolution



What You Will Learn...

The world changed dramatically with the Age of Exploration. As European explorers sailed around the globe, they found new continents and began to see what the shape of the world was really like. In addition, new contacts between distant peoples and lands changed societies and economies around the world.

At the same time, European thinkers developed new ideas about government during a period known as the Enlightenment. These ideas led people to take up arms in revolutions and fight for their freedom.

In the next two chapters, you will learn how both European exploration and the Enlightenment helped shape the world we live in today.

Explore the Art

In this scene, young sailor Diego Bermúdez tends a sail on Columbus's first voyage to the Americas. Why might a young boy like Diego have joined Columbus on such a dangerous voyage?

The Age of Exploration



California Standards

History–Social Science

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

Analysis Skills

HI 1 Explain central issues and problems from the past.

English–Language Arts

Speaking 7.1.4 Organize information to achieve particular purposes.

Reading 7.2.0 Students read and understand grade-level-appropriate material.

FOCUS ON SPEAKING

An Informative Report A teacher at an elementary school has asked you to create an informative report for fifth-graders about changes in Europe, Africa, Asia, and the Americas during the Age of Exploration. The teacher wants you to prepare a short speech and create a simple visual aid, such as a chart, to help teach her class.



CHAPTER EVENTS

1416
Henry the Navigator sets up his school of navigation.

1400

WORLD EVENTS

History's Impact

▶ video series

Watch the video to understand the impact of the Columbian Exchange on Europe and America.

**What You Will Learn...**

In this chapter you will learn how European explorers first discovered the true size and shape of the world. This photo shows replicas of the ships Christopher Columbus used to sail to the Americas in 1492.

1488

Dias sails around the southern tip of Africa.

1492

Columbus arrives in the Americas.

1520

Magellan leads a voyage around the southern tip of South America.

**1602**

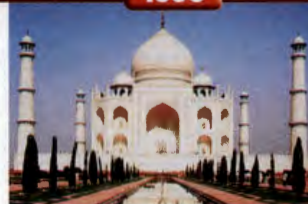
The Dutch East India Company is formed for trade between the Netherlands, Asia, and Africa.

1450**1443**

The Korean writing system is developed.

1500**c. 1500**

Askia the Great rules Songhai.

**1550****1600****1650****c. 1647**

Construction on the Taj Mahal is completed.

Economics

Geography

Politics

Religion

Society
and Culture

Science and
Technology

Focus on Themes In this chapter you will read about the European explorers who sailed to the Americas and the routes they followed to get there. You will learn how their explorations helped people understand the **geography** of the world. You will

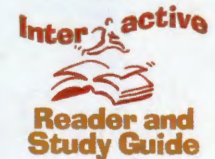
also learn how their explorations led to the discovery of new products and the creation of worldwide trade patterns. These patterns in time laid the foundation for a new **economic** system called capitalism.

Summarizing Historical Texts

Focus on Reading Summarizing is an important skill to have when you are reading a history book. Summarizing what you read can help you understand and remember it.

Summarizing A **summary** is a short restatement of the most important ideas in a text. The example below shows three steps used in writing a summary. First underline important details. Then write a short summary of each paragraph. Finally, combine these paragraph summaries into a short summary of the whole passage.

Additional reading support can be found in the



An Italian sailor thought he could reach Asia by sailing west across the Atlantic. That sailor, Christopher Columbus, told his idea to the Spanish monarchs, Ferdinand and Isabella. He promised them great riches, new territory, and Catholic converts. It took Columbus several years to convince the king and queen, but Isabella eventually agreed to pay for his journey.

In August 1492 Columbus set sail with 88 men and three small ships, the Niña, the Pinta, and the Santa María. On October 12, 1492, he and his tired crew landed on a small island in the Bahamas. What was Columbus's mistake? He didn't realize another continent lay in front of him, and he believed he had reached Asia.

Summary of Paragraph 1

Christopher Columbus thought he could sail west to reach Asia. He convinced the queen of Spain to pay for his voyage.

Summary of Paragraph 2

Columbus set out in 1492 with three ships. He reached the Bahamas in October, but thought he was in Asia.

Combined Summary

In 1492, Christopher Columbus set out from Spain, heading for Asia. Instead he reached the Americas but thought he was in Asia.



ELA Reading 7.2.0 Students read and understand grade-level-appropriate material.

Key Terms and People

Chapter 16

Section 1

Henry the Navigator (p. 448)
 Vasco da Gama (p. 449)
 Christopher Columbus (p. 449)
 Ferdinand Magellan (p. 449)
 circumnavigate (p. 449)
 Francis Drake (p. 451)
 Spanish Armada (p. 451)

Section 2

Columbian Exchange (p. 454)
 plantations (p. 456)
 Bartolomé de las Casas (p. 457)
 racism (p. 457)

Section 3

mercantilism (p. 459)
 balance of trade (p. 459)
 cottage industry (p. 460)
 atlas (p. 461)
 capitalism (p. 463)
 market economy (p. 463)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

primary (p. 455)
 acquire (p. 460)

As you read Chapter 16, decide which details of each paragraph you would include in a summary.

You Try It!

The following passage is from the chapter you are about to read. As you read it, think about what details you would include in a summary of this passage.

Conquest of America

When Spanish explorers arrived in the early 1500s, the Aztec Empire in Mexico and the Inca Empire in Peru were at the height of their power. Their buildings and the riches of their cities impressed the conquistadors. The Spanish saw these empires as good sources of gold and silver. They also wanted to convert the native peoples to Christianity.

*From
 Chapter 16
 p. 450*

Spanish explorers led by Cortés and Pizarro soon conquered the Aztecs and Incas. The Spanish had better weapons, and they also brought new diseases such as smallpox. Diseases killed possibly more than three-quarters of the native peoples, who had no immunity to the diseases. The Spanish soon ruled large parts of the Americas.

After reading the passage, answer the questions below.

1. What details from the first paragraph would you include in a summary? Write a summary statement for this paragraph.
2. What details from the second paragraph would you include in a summary? Write a summary statement for this paragraph.
3. Combine your two summaries into a single brief summary of the whole passage.

Great Voyages of Discovery

What You Will Learn...

Main Ideas

1. Europeans had a desire and opportunity to explore.
2. Portuguese and Spanish explorations led to discoveries of new trade routes, lands, and people.
3. English and French explorers found land in North America.
4. A new European worldview developed because of the discoveries.

The Big Idea

European explorers made discoveries that brought knowledge, wealth, and influence to their countries.

Key Terms and People

Henry the Navigator, p. 448
 Vasco da Gama, p. 449
 Christopher Columbus, p. 449
 Ferdinand Magellan, p. 449
 circumnavigate, p. 449
 Francis Drake, p. 451
 Spanish Armada, p. 451



HSS 7.11.1 Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.

If YOU were there...

Your uncle is a Portuguese ship captain who has just come back from a long sea voyage. He shows you a map of the new lands he has seen. He tells wonderful stories about strange plants and animals. You are studying to become a carpenter, but you wonder if you might like to be an explorer like your uncle instead.

How would you decide which career to choose?

BUILDING BACKGROUND A spirit of adventure swept across Europe in the 1400s. Improved maps showed new lands. Travelers' tales encouraged people to dream of finding riches and adventure.

Desire and Opportunity to Explore

An interest in discovery and exploration grew in Europe in the 1400s. Improvements in navigational tools, cartography, and shipbuilding allowed European sailors to go farther than they ever had before.

Reasons to Explore

Why did people set off to explore the world in the fifteenth century? First, they wanted Asian spices. Italy and Egypt controlled the trade routes to Asia, charging very high prices for spices. In fact, pepper cost more than gold. Many countries wanted to find a route to Asia so they could get spices without having to buy from Italian or Egyptian traders.


Religion gave explorers another reason to set sail. European Christians wanted to convert more people to their religion to counteract the spread of Islam in Europe, Africa, and Asia.

Simple curiosity was also an important motivation for exploration. Many people read stories of Marco Polo's travels and other explorers' adventures. They learned about new lands and creatures, and they became curious about the world.

History Close-up

The Caravel

A special type of ship called the caravel became the workhorse of many European explorers. Though small, caravels were sturdy. They could sail across huge oceans and up small rivers. Caravels featured important advances in sailing technology.



Triangular sails enabled the caravel to sail into the wind.

The smooth, rounded hull handled high seas well.

The large center rudder made quick turns possible.

ANALYSIS SKILL

ANALYZING VISUALS

What features made the caravel an excellent sailing ship?

Advances in Technology

Whatever their reasons for exploring, Europeans wouldn't have gotten very far without advances in technology. Sailors started using the astrolabe and the compass to find routes they could follow to reach far-away places and return safely home. More accurate maps allowed sailors to sail from one port to another without having to stay right along the coast. Before these advances, most sailors avoided the open sea out of fear they might not find their way back to land.

Other advances, mainly by the Portuguese, came in shipbuilding. They began building ships called caravels (KER-uh-velz). Caravels used triangular sails that, unlike traditional square sails, allowed ships to sail against the wind. By replacing oars on the ship's sides with rudders at the back of the ship, the Portuguese also improved the steering of ships. The new ships helped Portuguese sailors take the lead in exploring.

READING CHECK Analyzing What advances in technology aided exploration?

Portuguese and Spanish Explorations

A man who never went on any sea voyages was responsible for much of Portugal's success on the seas. Known as Prince **Henry the Navigator**, he built an observatory and a navigation school to teach sailors how to find their way. He also paid people to sail on voyages of exploration. Spanish sailors later followed the Portuguese example of exploration around the world.

Africa

Even with new technology, travel on the open sea remained dangerous and scary. One person described what happened to sailors on a voyage south.

“Those which survived could hardly be recognized as human. They had lost flesh and hair, the nails had gone from hands and feet . . . They spoke of heat so incredible that it was a marvel that ships and crews were not burnt.”

—Anonymous sailor, quoted in Edward McNall Burns, et al.,
World Civilizations

European Exploration, 1487–1580



GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Location** What continent did all of these explorers come from?
- 2. Movement** Which explorers' expeditions went all the way around the world?

In spite of the dangers, Portuguese explorers sailed south, setting up trading posts along the way.

In 1488 a ship led by Bartolomeu Dias succeeded in sailing around the southern tip of Africa. The crew, tired and afraid of the raging seas, forced Dias to turn back. However, they had found a way around Africa. **Vasco da Gama** sailed around Africa and landed on the west coast of India in 1498. A sea route to Asia had been found. See their routes on the map.



A "New World"

Imagination, daring, and a few mistakes enabled Portuguese and Spanish sailors to discover the Americas. They thought these lands were a "new world."

An Italian sailor thought he could reach Asia by sailing west across the Atlantic. That sailor, **Christopher Columbus**, told his idea to the Spanish monarchs, Ferdinand and Isabella. He promised them great riches, new territory, and Catholic converts. It took Columbus several years to convince the king and queen, but Isabella eventually agreed to pay for his journey.

In August 1492 Columbus set sail with 88 men and three small ships, the *Niña*, the *Pinta*, and the *Santa María*. On October 12, 1492, he and his tired crew landed on a small island in the Bahamas. What was Columbus's mistake? He didn't realize another continent lay in front of him, and he believed he had reached Asia. At that time Europeans called Asia the Indies, so Columbus called the people who lived on the island Indians.

Columbus made three more journeys to America during his lifetime, never realizing that he had found a land unknown to Europeans. Columbus died still believing that he had reached Asia.

Another mistake enabled Portuguese explorer Pedro Cabral to discover South America. He tried to sail around Africa, but he sailed too far west, landing on the coast of what is now Brazil. In 1520 **Ferdinand Magellan** (muh-JEHL-uhn) led a voyage around the southern tip of South America. A Portuguese navigator sailing for Spain, Magellan daringly continued sailing into the Pacific even though his ships were dangerously low on food and fresh water. Although Magellan was killed before he made it back to Spain, the voyage he directed became the first to **circumnavigate, or go all the way around**, the globe.

FOCUS ON READING

What would you include in a summary of the information on this page?

LETTER

Columbus Describes America

After his first trip to the New World, Columbus wrote a letter to the king and queen of Spain describing what he found. In his letter, he tried to convince the monarchs that it was worth making other voyages to the New World.

Columbus used very positive language to describe the New World.

Spanish explorers had hoped to find gold, as well as spices, on their voyages.

“Española is a wonder. Its mountains and plains, and meadows, and fields, are so beautiful and rich for planting and sowing, and rearing cattle of all kinds, and for building towns and villages. The harbors on the coast, and the number and size and wholesomeness of the rivers, most of them bearing gold, surpass anything that would be believed by one who had not seen them.”

—Christopher Columbus, from *Selected Letters of Christopher Columbus*, translated by R. H. Major

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

Why do you think Columbus was so impressed with the features of the New World?



Conquest of America

When Spanish explorers arrived in America in the early 1500s, the Aztec Empire in Mexico and the Inca Empire in Peru were at the height of their power. Their buildings and the riches of their cities impressed the conquistadors. The Spanish saw these empires as good sources of gold and silver. They also wanted to convert the native peoples to Christianity.

Spanish explorers led by Cortés and Pizarro soon conquered the Aztecs and Incas. The Spanish had better weapons, and they also brought new diseases such as smallpox. Diseases killed possibly more than three-quarters of the native peoples, who had no immunity to the diseases. The Spanish soon ruled large parts of North and South America.

READING CHECK Identifying Points of View

Why did Europeans call the Americas a “new world”?

English and French in America

Like Spain and Portugal, England and France wanted to find a route to Asia to get spices. After Spain and Portugal explored and gained control of the southern routes, the English and French looked for a waterway through North America.

Exploring New Lands

In 1497 John Cabot, an Italian sailing for England, sailed west to the coast of Canada. Like Columbus, Cabot mistakenly thought he had reached Asia. In 1535 French explorer Jacques Cartier (zhahk kahr-tyay) sailed up the Saint Lawrence River into Canada. Although neither of these explorers found a route to Asia, they claimed land in North America for England and France.

Competing for Land and Wealth

Besides looking for a route to Asia, England hoped to find riches in the New World. But Spain controlled the gold and silver

of the former Aztec and Inca empires. The English queen sent a sailor named **Francis Drake** to the Americas to steal gold and silver from Spanish ships called galleons. Drake became a rich and famous pirate.

Defeat of the Spanish Armada

The Spanish were furious with the English for these raids. In 1588 Spain sent 130 ships to attack England. This fleet, called the **Spanish Armada**, was part of Spain's large, experienced navy. But the English, with their faster ships and better guns, defeated the Armada. Returning from battle, more Spanish ships were lost in storms at sea. Fewer than half the Spanish ships ever returned to Spain.

The defeat of the Spanish Armada saved England from invasion. It also meant Spain no longer ruled the seas, and it allowed England to gain power.

READING CHECK Making Generalizations

Why did France and England send explorers to North America?

A New European Worldview

The voyages of discovery changed the way Europeans thought of the world and their place in it. The explorations brought new knowledge about geography and proved some old beliefs wrong. For example, Europeans learned that ships didn't burn up crossing the equator and that the Americas were a separate landmass from Asia. Geographers made more accurate maps that reflected this new knowledge.

Improved mapmaking also helped shape a new European worldview. For the first time Europeans could see maps of the whole world. They saw new lands and possible trade routes. By controlling the trade routes and the resources in the new lands, they might gain great wealth. Voyages of

discovery brought the beginning of a new period in which Europeans would spread their influence around the world.

READING CHECK Finding Main Ideas How did cartography influence the development of a new European worldview?

SUMMARY AND PREVIEW European explorers sailed on voyages of discovery in the 1400s and 1500s. They found wealth, converts for Christianity, and new continents. In the next section you will read about the effects these discoveries had on Europe, Africa, the Americas, and Asia.

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Online Quiz

KEYWORD: SQ7 HP16

Section 1 Assessment

Reviewing Ideas, Terms, and People HSS 7.11.1

- a. Describe** What were two improvements in shipbuilding that the Portuguese made?

b. Explain Why were spices so expensive in Europe?
- a. Identify** Who directed the first voyage to circumnavigate the globe?

b. Predict What might have happened if **Christopher Columbus** had decided to look to the east to find a route to Asia?
- a. Recall** Where did the English and French look for a route to Asia?

b. Summarize How did the defeat of the **Spanish Armada** shift power in Europe?
- Explain** In what ways did the European worldview change in the 1400s and 1500s?

Critical Thinking

- Summarizing** Draw a chart like the one here. Use it to tell what each explorer discovered.

Explorer	Discovery

FOCUS ON SPEAKING

- Collecting Information** To begin noting information to include in your presentation, create a three-column chart. Label the first column "Africa," the second column "Asia," and the third column "The Americas." Look back through this section and note discoveries made by European explorers about each place.

Mapping New Worlds

During the Age of Exploration, Europeans began to learn more about the size and shape of the world. Sailors and explorers traveled to new lands and brought back new information about places. Then professional mapmakers used this knowledge to create maps. As explorers traveled farther, what had been blank areas on earlier maps disappeared, and people began to see how the world really was.

1536 This map from 1536 shows that the mapmaker was familiar with the coasts of Europe and Africa, but knew less about the Americas. In North America, for example, the coastline is not very accurate and the interior is completely blank.



Many early mapmakers illustrated their maps with legendary monsters like this one.

Mapmakers never had all the information they needed to make their maps. They relied on many different sources of information, like explorers' accounts, earlier maps, and even legends.



1650 This 1650 map is more complete than the 1536 map. Much of the interior of North America is shown, but there are still errors. For example, California is shown as an island.



GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Location** What continents can you identify on the 1536 map?
- 2. Place** Why did the shape of North America on these three maps change over time?

1820 This 1820 map is much more complete than the first two. It is also more accurate. Still, some areas are blank.

The Columbian Exchange

What You Will Learn...

Main Ideas

1. Plants and animals were exchanged among Europe, Asia, Africa, and the Americas.
2. Culture and technology changed as ideas were exchanged between Europe and the Americas.
3. Society and the economy changed in Europe and the Americas.

The Big Idea

The exchange of plants, animals, ideas, and technology between the Old World and the New World brought many changes all over the world.

Key Terms and People

Columbian Exchange, p. 454

plantations, p. 456

Bartolomé de las Casas, p. 457

racism, p. 457



HSS 7.11.2 Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

If YOU were there...

You live in a coastal town in Spain in the 1500s. This week, several ships have returned from the Americas, bringing silver for the royal court. But that's not all. The crew has also brought back some strange foods. One sailor offers you a round, red fruit. Natives in the Americas call it a "tomatl," he tells you. He dares you to taste it, but you are afraid it might be poisonous.

Will you taste the tomato? Why or why not?

BUILDING BACKGROUND New fruits and vegetables such as tomatoes and potatoes looked very strange to Europeans in the 1500s. But new foods were only one part of a much larger exchange of products and ideas that resulted from the voyages of discovery.

Plants and Animals

European explorers set out to find routes to Asia, but their discovery of new lands and new peoples had an effect they never imagined. The exchange of plants, animals, and ideas between the New World (the Americas) and the Old World (Europe) is known as the **Columbian Exchange**. It changed lives in Europe, Asia, Africa, and the Americas.

Old World Plants and Animals

One exchange to occur was the introduction of new plants to the Americas. When European explorers went to the Americas, they took seeds to plant crops. Bananas and sugarcane, originally from Asia, grew well in the warm, humid climate of some of the places where the Spanish and Portuguese settled. Europeans also planted oranges, onions, and lettuce.

Europeans also brought new animals to the Americas. Domesticated animals such as cows, goats, sheep, pigs, horses, and chickens all arrived in the New World with the Spanish.

The Columbian Exchange

QUICK
FACTS



Before the arrival of the Spanish, the people of the Americas didn't have many domesticated animals.

Even accidental exchanges occurred sometimes. Europeans unknowingly took some plants, animals, and diseases to the Americas. For example, rats hid on ships, and explorers carried germs for diseases such as measles and smallpox.

New World Plants and Animals

While Europeans introduced plants and animals to the New World, they also found plants and animals there they had never seen before. They took samples back to Europe as well as to Africa and Asia. This exchange of plants changed the eating habits of people around the world. For example, Europeans hadn't tried tomatoes

until explorers brought them from the Americas. Now they are a **primary** ingredient in Italian food. Europeans also took back potatoes, beans, squash, avocados, pineapples, tobacco, and chili peppers. Even chocolate came from the Americas.

Europeans also carried New World products to other parts of the world. In this way, the Columbian Exchange affected Africa and Asia. Many plants from the Americas also grew well in West Africa and Asia. Sweet potatoes, peanuts, and tomatoes became staples in African cooking. American fruits such as pineapple became popular in India. In China, peanuts and maize became major crops.

READING CHECK Identifying Cause and Effect
What caused the Columbian Exchange?

ACADEMIC VOCABULARY

primary main, most important

Effects of the Columbian Exchange

Many of the foods you eat today didn't exist in America before 1492. Think of a cheeseburger, for example. Without foods from the Old World, you would have no bun, no patty, no cheese, and no lettuce. European explorers brought to the New World wheat for bread, cattle for beef and cheese, and lettuce.

They also brought many other vegetables, grains, and fruits. Now, of course, you can find foods from all over the world in your local grocery store. People in other countries also can get foods that originally were found only in America. The Columbian Exchange affects what you have for dinner nearly every day.

Old World

- Bread
- Beef
- Cheese
- Lettuce



New World

- Corn
- Potato
- Tomato

ANALYSIS SKILL

ANALYZING INFORMATION

How does the Columbian Exchange affect one of your favorite dinners?

Culture and Technology

Along with plants and animals, Europeans introduced their ideas, culture, and technology to the places they explored. People in Asia, Africa, and the Americas all learned new ways of living and working.

Religion and Language

Some of the biggest cultural changes Europeans brought to places they conquered were in religion and language. Christians set out to convert people to their religion. Missionaries went to Asia and Africa, and they also worked to convert American Indians to Christianity. In some places, their religion blended with native traditions to create new kinds of religious practices.

In addition to spreading Christianity, missionaries ran schools. They taught their European languages such as Spanish, Portuguese, and Dutch, the language of the Netherlands.

Technology

Besides religion and language, Europeans introduced new technologies. They took guns and steel to parts of Africa. In the Americas, they introduced guns and steel, as well as ways to use the wheel.

Europeans also introduced the idea of using animals as technology. They brought horses, which were good for transportation and for carrying heavy loads. Oxen could be used to plow fields. People also learned to make candles from cow fat.

European ideas also changed industries in the Americas. For example, animals were used to carry silver from mines. The introduction of sheep and sugarcane also created new industries. People began to make new kinds of textiles and to grow sugarcane on **plantations, or large farms.**

THE IMPACT TODAY

People in many parts of Africa and the Americas still speak Spanish, Portuguese, French, or Dutch.

READING CHECK Summarizing How did European culture change life in the Americas?

Society and the Economy

As industries changed in some places, Europeans increased trade with Asia and the Americas. This change had huge social and economic effects, especially in Africa and the Americas.

Treatment of American Indians

Plantations and mines made money for Portugal and Spain. They also made some colonists in the Americas rich. But plantation agriculture and mining brought poor treatment of American Indians.

It took a lot of workers to run a plantation, so Spanish colonists forced American Indians to work on their land. Forced work, harsh treatment, or disease killed many American Indians. By the 1600s the Indian population had shrunk by more than 80 percent in some areas.

Some clergy in the Americas protested the terrible treatment of American Indians. A priest named **Bartolomé de las Casas**

said that the Spanish should try to convert American Indians to Christianity by showing them love, gentleness, and kindness. The Spanish monarchs agreed, creating laws about the proper treatment of American Indians. However, the colonists did not always follow the laws.

Slavery and Society

Since forced labor and disease killed so many American Indians, las Casas and others suggested using enslaved Africans as workers. Africans had already developed immunities to European diseases. Soon, thousands of Africans were being shipped to the Americas as slave labor.

The mix of Africans, Europeans, and American Indians shaped the social order of the Americas. Europeans held the highest position in society. American Indians, Africans, and those of mixed background held the lowest positions. This social order was based on conquest and racism. **Racism is the belief that some people are better than others because of racial traits, such as skin color.** Both Africans and Indians had darker skin than Europeans did.

Europeans brought new ideas and technologies when they settled new lands. This illustration shows a scene in what is now New Mexico.

What evidence of technology can you see?

European manufactured goods, like this mirror, were new to the Americas.

Missions were built to help spread Christianity.

Europeans brought animals like oxen to pull carts.

Missions and settlements helped spread European languages.



Effects of Exploration

QUICK FACTS

- 1 Old World and New World plants and animals are exchanged.
- 2 European languages and Christianity spread.
- 3 European technologies spread.
- 4 Plantation economies develop based on forced labor and slavery.

Plantation agriculture and the use of slave labor continued in the Americas until the late 1800s. It continued to play a major role in the economies and societies of many countries of the Americas, Africa, and Europe for many years.

READING CHECK Analyzing How did the slave trade affect life in the Americas?

SUMMARY AND PREVIEW The voyages of discovery led to the Columbian Exchange. The Columbian Exchange brought new plants and animals, as well as social and economic changes, to Europe, Africa, Asia, and the Americas. In the next section you will read about more economic changes that developed in Europe.

Section 2 Assessment

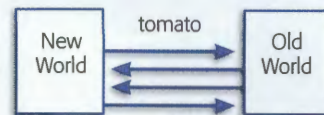
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Online Quiz
 KEYWORD: SQ7 HP16

Reviewing Ideas, Terms, and People **HSS** 7.11.2

1. **a. Recall** Where did peanuts and maize become important crops?
b. Make Inferences Why was the exchange of plants and animals between the Old World and the New World called the **Columbian Exchange**?
2. **a. Identify** What were two technologies that Europeans introduced to the Americas?
b. Summarize How did contact with Europeans change life in the New World?
3. **a. Define** What is **racism**?
b. Analyze How was plantation agriculture related to **racism** in the Americas?
c. Evaluate Judge whether the ideas of **Bartolomé de las Casas** brought positive or negative changes to life in the Americas.

Critical Thinking

4. **Summarizing** Draw a diagram like the one here. Use it to show at least one each of the plants, animals, cultural traits, and technologies that were exchanged between the Old World and the New World. You may draw more arrows if you need more.



FOCUS ON SPEAKING

5. **Identifying Plants, Animals, and Technologies** Add a column labeled "Europe" to your chart. In the appropriate columns of your chart, list the plants, animals, and technologies introduced in the various parts of the world by Europeans.

Origins of Capitalism

If YOU were there...

You are a merchant in Holland in the early 1700s. Your friends tell you about an exciting new business plan. Each of you will spend money on a ship that is sailing to the Indies to trade for spices. If the voyage is successful, you will all share in the money that it makes. But of course, there is always the danger that the ship will sink or be lost. Then you would lose everything.

Will you take a chance on this trading business?

BUILDING BACKGROUND The voyages of discovery influenced world economies. Nations used the natural resources of their colonies to make profits for themselves. This brought sweeping changes in patterns of world trade and shifted power among European nations.

A New Economy

The exchange of products between European countries and their colonies changed economic relations around the world. European countries saw their colonies as a way to get rich.

This new view of the colonies was part of an economic system called **mercantilism**—a system in which a government controls all economic activity in a country and its colonies to make the government stronger and richer. In the 1500s a country's strength was measured by how much gold and silver it had. Under mercantilism, then, governments did everything they could to get more of these precious metals. Mercantilism was the main economic policy in Europe between 1500 and 1800.

To stay rich, European countries tried to export more goods than they imported. The relationship of goods imported to goods exported is known as a country's **balance of trade**. The colonies played a key role in this balance of trade. Believing that colonies existed to help the ruling country, Europeans didn't let colonies trade with other countries. They didn't want their colonies' money going to other nations.

What You Will Learn...

Main Ideas

1. A new economic system called mercantilism emerged.
2. New trading patterns developed in the 1600s and 1700s.
3. Power in Europe shifted as a result of new trade routes, banking, and increased manufacturing.
4. Market economies changed business in Europe.

The Big Idea

Changes in international trading and marketing patterns influenced the development of a new economic system called capitalism.

Key Terms

mercantilism, p. 459
balance of trade, p. 459
cottage industry, p. 460
atlas, p. 461
capitalism, p. 463
market economy, p. 463



HSS 7.11.3 Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.

World Trade Patterns, 1500–1800



ACADEMIC VOCABULARY

acquire to get

European countries used their colonies to **acquire** raw materials such as wood, furs, cotton, and dyes. This way they didn't have to buy raw materials from competing countries. In addition, they didn't allow their colonies to manufacture goods. That way they could take raw materials from their colonies and sell manufactured goods back to them. Manufactured goods were more valuable than raw materials were, so the colonies were good for the European countries' balance of trade.

Trade also created markets for manufactured goods. As a result, manufacturing in Europe—especially cottage industries—increased. **Cottage industry** was a system in which family members worked in their homes to make part of a product. A businessperson gave each family the materials it needed. The businessperson made money by selling the final product.

READING CHECK **Evaluating** Was mercantilism a good or bad policy for Europe? Why?



GEOGRAPHY SKILLS

INTERPRETING MAPS

1. **Place** What were some goods taken from North America to Europe?
2. **Movement** What was taken from Africa to North and South America?

New Trading Patterns

Mercantilism created new trading patterns around the world. In the 1600s and 1700s trade routes connected Europe, Africa, Asia, and the Americas. Many of these routes linked European countries with their colonies. One major trading pattern involved the exchange of raw materials, manufactured products, and slaves among Europe, Africa, and the Americas. This particular trade network became known as the triangular trade.

The Atlantic slave trade was a major part of the trade network. The Portuguese, Dutch, and English all were active in the slave trade.

Slavery had been practiced in many places, including Africa, long before Europeans came. But the Atlantic slave trade was different in its size and its process. European traders crammed enslaved Africans on ships for the long voyage to the Americas. They chained people together, often without enough food or water. People got sick, and many died.

Between the late 1500s and early 1800s Europeans shipped millions of enslaved Africans to colonies in the New World. Most of these slaves were sent to South America and the Caribbean.

READING CHECK **Drawing Inferences** Why do you think trade among Europe, Africa, and the Americas was called triangular trade?

Power Shifts in Europe

Mercantilism was successful in Spain and Portugal, both of which had many wealthy colonies. But while they relied on their colonies for wealth, the northern European countries of England and the Netherlands developed new trade routes and banking industries. The new trade routes and banking, along with increased manufacturing, brought more wealth to England and the Netherlands and shifted the economic power in Europe.

Northern European Trade Routes

A book published in the late 1500s helped traders to find new wealth around the world. That important book was the first **atlas, or collection of maps**. Improved maps, made possible largely by the discoveries of explorers, encouraged traders to find new sources of wealth around the world.

Market economies are based on the idea of supply and demand. This idea states that people will produce goods that other people want. In Europe, market economies developed as populations grew and the world economy developed.



- 1 Population grew in Europe. With more people, there was a greater demand for goods.

England benefited from increased trade. New trading posts in India and China along with trade in North American colonies gave England access to huge markets and many resources.

The Netherlands also became a great trading power. Dutch merchants formed a company to trade directly with Asia. This company was the only one with the right to trade between the Netherlands, Asia, and Africa. The Dutch soon controlled many islands in East Asia, along with trading posts in India, Japan, and southern Africa.

Banking

Increased trade created a need for banks. Realizing this, the Dutch set up a bank. Jews were partly responsible for the growth of banking in the Netherlands. They migrated to the Netherlands in the late 1500s to escape religious persecution in other European countries. Because the Dutch government limited the work Jews could do, and because the Christian Church didn't allow Christians to lend money, many Jews entered the banking business. The Jews were so successful that English rulers invited them to England to help improve business there as well.



- 2 Since people wanted more goods, companies worked to make, or supply, more goods.

Banking improved business by making it easier for merchants to know they were receiving money of the proper value. Banks also loaned money to people who wanted to start new businesses. In doing so, banks contributed to economic growth.

READING CHECK Identifying Cause and Effect

Why did power shift from Spain and Portugal to England and the Netherlands in the 1600s?

Market Economies

Economic growth and new wealth changed business in Europe. Because more people had wealth, they started buying more manufactured goods. The demand for goods increased.

There were several reasons for the increased demand for manufactured goods. First, Europe's population was growing—especially in the cities. More people meant a need for more goods. Second, farmers were growing food at lower costs. With lower expenses, people had more money to spend on manufactured goods. A third reason for increased demand was the addition of colonies, which had to get their manufactured goods from Europe.



3 Finally, the supply of goods met the demand for goods.

As the demand for goods rose, businesspeople realized they could make money by finding better ways to make manufactured goods. They wanted to increase the supply, or amount of goods offered, to meet the demand. This new way of doing business can be considered the beginning of a new economic system called capitalism. **Capitalism** is an economic system in which individuals and private businesses run most industries. Competition among these businesses affects how much goods cost.

Competition among different businesses is most successful in a market economy. In a **market economy**, individuals decide what goods and services they will buy. The government does not decide what people can buy or sell. A market economy works on a balance between supply and demand. If there is a great demand for a product, a seller will increase the supply in order to make more money.

The ability of individuals to control how they make and spend money is a benefit of a market economy and capitalism. In the 1800s capitalism would become the basis for most economic systems in the Western world.

READING CHECK Summarizing What is a market economy?

SUMMARY AND PREVIEW Discoveries and exchanges of goods and ideas around the world brought many changes, including new economic policies, such as mercantilism and capitalism. In the next chapter you will learn about political changes in Europe.

Section 3 Assessment

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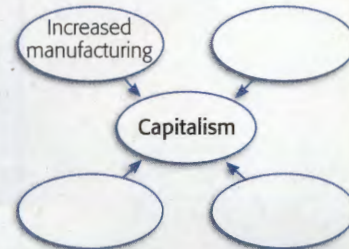
Online Quiz

KEYWORD: SQ7 HP16

Reviewing Ideas, Terms, and People **HSS** 7.11.3 **Critical Thinking**

- Describe** What was **cottage industry**?
 - Explain** How were colonies important to a country with the economic policy of **mercantilism**?
 - Evaluate** Was mercantilism a good policy for Europe's colonies? Why or why not?
- Identify** What countries were active in the slave trade?
- Summarize** Why did power shift to northern Europe?
- Identify** In what kind of economic system do individuals and private businesses run most industries?
 - Explain** How do supply and demand work in a **market economy**?

- Identifying Cause and Effect** Draw a diagram like the one here. Use it to show three other factors that contributed to the development of capitalism in England.



FOCUS ON SPEAKING

- Understanding Economics** Make note of changes to trade and economic systems brought about during the Age of Exploration.

from **Girl with a Pearl Earring**

by Tracy Chevalier (1964–)

About the Reading *The 1999 novel Girl with a Pearl Earring is a work of historical fiction. It is set in the bustling city of Delft, in the Netherlands, during the 1660s. At this time, the Netherlands was one of the wealthiest, most powerful nations in the world. Nevertheless, many Dutch commoners struggled to pay high taxes. The main character of this novel is the teenaged daughter of one such commoner. To help support her family, Griet works as a maid to the family of a middle-class artist. The artist, Johannes Vermeer, was one of the greatest Dutch painters of his time.*

AS YOU READ Picture the city of Delft in your mind.

I had walked along that street all my life, but had never been so aware that my back was to my home. When I reached the end and turned out of sight of my family, though, it became a little easier to walk steadily and look around me. The morning was still cool, the sky a flat grey-white pulled close over Delft like a sheet, the summer sun not yet high enough to burn it away. The canal I walked along was a mirror of white light tinged with green. As the sun grew brighter the canal would darken to the color of moss.

Frans, Agnes, and I used to sit along that canal and throw things in **1** —pebbles, sticks, once a broken tile—and imagine what they might touch on the bottom—not fish, but creatures from our imagination, with many eyes, scales, hands and fins. Frans thought up the most interesting monsters. Agnes was the most frightened. I always stopped the game, too inclined to see things as they were **2** to be able to think up things that were not.

3 There were a few boats on the canal, moving towards Market Square. It was not market day, however, when the canal was so full you couldn't see the water. One boat was carrying river fish for the stalls at Jeronymous Bridge. Another sat low on the water, loaded with bricks. The man poling the boat called out a greeting to me. I merely nodded and lowered my head so that the edge of my cap hid my face.

GUIDED READING

WORD HELP

inclined likely

1 A major canal connected Delft to the cities of Rotterdam and The Hague.

What tells you that the canal was a central part of Griet's life?

2 Griet claims that she is a realist—that she saw things “as they were.”

What does this tell you about the description of the city that follows?

3 What details in this paragraph and the next suggest that Delft had a thriving economy?



ELA Reading 7.3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions.

GUIDED READING

WORD HELP

apprentices people who work for or train under a master craftsman

gilded overlaid with a thin layer of gold

keystones the top center stones in an arch

4 Most people in the Netherlands were Protestant.

How does Griet's description of Delft reflect what you learned about the Reformation?

I crossed a bridge over the canal and turned into the open space of Market Square, even then busy with people criss-crossing it on their way to some task—buying meat at the Meat Hall, or bread at the baker's, taking wood to be weighed at the Weigh House. Children ran errands for their parents, apprentices for their masters, maids for their households. Horses and carts clattered across the stones. To my right was the Town Hall, with its gilded front and white marble faces gazing down from the keystones above the windows. To my left was the New Church, where I had been baptized sixteen years before. Its tall, narrow tower made me think of a stone birdcage. Father had taken us up it once. I would never forget the sight of Delft spread below us, each narrow brick house and steep red roof and green waterway and city gate marked forever in my mind, tiny and yet distinct. I asked my father then if every Dutch city looked like that, but he did not know. He had never visited any other city, not even The Hague, two hours away on foot.

I walked to the center of the square. There the stones had been laid to form an eight-pointed star set inside a circle. Each point aimed towards a different part of Delft. I thought of it as the very center of the town, and as the center of my life. Frans and Agnes and I had played in that star since we were old enough to run in the market. In our favorite game, one of us chose a point and one of us named a thing—a stork, a church, a wheelbarrow, a flower—and we ran in that direction looking for that thing. We had explored most of Delft that way.

One point, however, we had never followed. I had never gone to Papists' Corner, where the Catholics lived. The house where I was to work was just ten minutes from home, the time it took a pot of water to boil, but I had never passed by it.

4 I knew no Catholics. There were not so many in Delft, and none in our street or in the shops we used. It was not that we avoided them, but they kept to themselves.

*Girl with a Pearl Earring (1665),
by Johannes Vermeer*



CONNECTING LITERATURE TO HISTORY

1. **Analyzing** New trade routes and banking, along with increased manufacturing, brought wealth to England and the Netherlands. What details in this excerpt point to economic success of the Netherlands?

2. **Drawing Inferences** The Netherlands became a great trading power. What geographical feature of Delft—and, more broadly, the Netherlands—helped its merchants to succeed in trade?



Analysis

Critical Thinking

Participation

Study

Identifying Central Issues

Understand the Skill

The circumstances that surround historical events can sometimes be complicated and difficult to understand. To accurately understand events, you must be able to identify the central issues involved. A *central issue* is the main topic of concern in a controversy, discussion, or event.

As you think about the central issues of events and problems in history, keep in mind that you need to consider the standards and values of the time. Thinking about the time in which people lived and the things that were important to them will help you understand central issues in history.

Learn the Skill

Use the following guidelines to identify the central issues as you read about historical events.

- 1 Identify the main subject of the information.
- 2 Determine the purpose of the information. Why has the information been provided? Sometimes knowing something about the author can help you determine his or her purpose in providing the information.
- 3 Find the strongest or most forceful statements in the information. These are often clues to the issues or ideas the writer thinks are the most central or important.
- 4 Think about values, concerns, ways of life, and major events that would have been important to the people of the times. Determine how the information might connect to those larger issues.

Practice and Apply the Skill

The following passage reports a discussion between a French explorer and some Algonquin Native Americans. The passage also gives clues to some larger central issues in relations between the French and the Native Americans in North America.

“He [the Algonquin leader] communicated the plan to all the Algonquins, who were not greatly pleased with it, from fear that some accident might happen to the boy, which would cause us to make war on them ... I said that it was not acting like a brother or friend to refuse me what he [their leader] had promised, and what could result in nothing but good to them; taking the boy would be a means of increasing still more our friendship with them and forming one with their neighbors ... I replied that the boy would be able to adapt himself without difficulty to their manner of living and usual food, and that, if through sickness or the fortunes of war any harm should befall him, this would not interrupt my friendly feelings toward them ... But I said that if they treated him badly, and if any misfortune happened to him through their fault, I should in truth be displeased.”

—Samuel de Champlain, from *Voyages of Samuel de Champlain, 1604–1618*, edited by W. L. Grant

Apply the guidelines to help you answer the following questions about the central issues of the dispute described in the passage.

1. What reason did the Indians give for not wanting to take the French boy?
2. What did Champlain say to convince them to cooperate?
3. What do you think is a larger central issue in relations between the French and the Native Americans?

Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

QUICK FACTS


Exploration

Beginning in the late 1400s, European explorers sailed around the globe and discovered the true size and shape of the world.

Trade

The Age of Exploration led to the exchange of plants and animals and to the growth of world trade.

Market economies

New trading patterns led to the development of market economies based on supply and demand.

Reviewing Vocabulary, Terms, and People

For each statement below, write *T* if it is true and *F* if it is false. If the statement is false, write the correct term that would make the sentence a true statement.

- Christopher Columbus** led the first voyage to **circumnavigate** the globe.
- The Spanish created large farms called **plantations** in the Americas.
- The **Columbian Exchange** refers to the exchange of plants, animals, and ideas between the Old World and the New World.
- An economic system in which the government controls all aspects of a country's economy to make it stronger is called **capitalism**.
- In 1588 an English navy destroyed a fleet of Spanish ships called the **balance of trade**.
- An **atlas** is a collection of maps.
- The first person to reach India by sailing around Africa was **Bartolomé de las Casas**.

Comprehension and Critical Thinking

SECTION 1 (Pages 446–451) HSS 7.11.1

- Recall** What did these people achieve: Vasco da Gama, Christopher Columbus, and Ferdinand Magellan?
- Draw Conclusions** How did the astrolabe, the compass, and better maps affect travel by sea?
- Predict** How might European history have been different if the Spanish Armada had defeated the English forces?

SECTION 2 (Pages 454–458) HSS 7.11.2

- Identify** Name three plants and three animals that Europeans brought to the Americas. Name five plants that explorers took back to Europe from the Americas.
- Compare and Contrast** What were some positive results of the Columbian Exchange? What were some negative results?

SECTION 2 (continued)

c. Elaborate How did diseases from Europe affect America—both in the short term and in the long term?

SECTION 3 (Pages 459–463) HSS 7.11.3

- 10. a. Identify** Which countries became more wealthy and powerful by developing new trade routes and banking industries?
- b. Analyze** How did mercantilism eventually lead to the development of capitalism?
- c. Predict** How might the law of supply and demand affect an individual seller? How might it affect a buyer?

Reviewing Themes

- 11. Science and Technology** How did improvements in technology help contribute to the beginning of the Age of Exploration?
- 12. Economics** What led to the shift from mercantilism to capitalism?

Using the Internet

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KEYWORD: SQ7 WH16

- 13. Activity: Understanding Technology in Exploration** In this chapter you learned how accurate maps could not have been made without improved knowledge and technology. Enter the keyword above. Then research the Mars Rover and the Cassini-Huygens space probe, and create a PowerPoint presentation to display your research. Include information on technology that enables this kind of exploration, on how this changes the map of our solar system, and how it may change everyday life.

Reading Skills

Summarizing Reread the text on p. 456. Use it to complete the following activities.

- 14.** Write a summary statement for each paragraph of the text.
- 15.** Combine your paragraph summaries into a single summary statement for the whole text.

Social Studies Skills

Identifying Central Issues The following passage comes from Christopher Columbus's journal. As you read it, think about the central issues in the discovery of the Americas. Then answer the questions that follow.

“As I saw that they were very friendly to us, and perceived that they could be much more easily converted to our holy faith by gentle means than by force, I presented them with some red caps, and strings of beads to wear upon the neck, and many other trifles of small value, wherewith they were much delighted, and became wonderfully attached to us. Afterwards they came swimming to the boats, bringing parrots, balls of cotton thread, javelins, and many other things which they exchanged for articles we gave them, such as glass beads, and hawk's bells; which trade was carried on with the utmost good will . . . It appears to me, that the people . . . would be good servants and I am of opinion that they would very readily become Christians, as they appear to have no religion.”

- 16.** Why does Columbus give the people he meets in America gifts of caps and beads?
- 17.** Why did the native people swim out to the Spaniards' boats?
- 18.** What is the larger central issue in Columbus's first meeting with these people?

FOCUS ON SPEAKING

- 19. Creating Your Report** Think back on what you've learned about the Age of Exploration. Plan the report that you will give to the fifth-grade students. Be sure to tell them about the new ideas, plants and animals, technologies, and economic systems that shaped the world during this time.

Make notes on 5–6 note cards to help you remember what you want to say in your report. Also, design a chart, graph, or other visual aid that will help in your presentation.

When you give your report, keep your audience in mind while you speak. Simplify or explain any vocabulary that a fifth-grader might not understand. Speak slowly and clearly so the students can understand what you are saying.

Standards Assessment

DIRECTIONS: Read each question, and write the letter of the best response.

- 1** Use the map to answer the following question.



The route on the map indicates a voyage of exploration by

- A John Cabot.
 - B Christopher Columbus.
 - C Vasco da Gama.
 - D Francis Drake.
- 2** Who was the first person to direct a voyage that went all the way around the world?
- A Ferdinand Magellan
 - B Pedro Cabral
 - C Francis Drake
 - D Bartolomeu Dias
- 3** The Columbian Exchange is responsible for all of the following *except*
- A the spread of disease from Europe to America.
 - B the introduction of the horse to Europe.
 - C the spread of American crops to Africa and Asia.
 - D the introduction of the wheel to America.

- 4** In the 1500s a nation's power depended *mainly* on

- A the size of its army.
- B its balance of trade.
- C the number of colonies it founded.
- D its wealth in gold and silver.

- 5** According to the policy of mercantilism, what was the *main* purpose of colonies?

- A to be a source of slaves to work in the ruling country
- B to provide a place where the ruling country could send undesirable people
- C to help the ruling country have a favorable balance of trade
- D to serve as bases from which the ruling country could launch attacks on enemies

Connecting with Past Learnings

- 6** In Grade 6 you learned that the Greeks were inspired by the explorations and adventures Homer reported in the *Odyssey*. What European explorer's adventures later similarly inspired other Europeans to explore?

- A Genghis Khan
- B Marco Polo
- C Admiral Zheng He
- D Mansa Musa

- 7** One result of the Columbian Exchange was the spread of Christianity. What other reason for Christianity's spread have you learned about this year?

- A the Crusades
- B the Spanish Inquisition
- C the Reformation
- D the Catholic Reformation