TOPIC 1

The Early Americas and European Exploration

(Prehistory–1600)

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Go back over 10,000 years

to **PRESENT-DAY ALASKA**. The first people to live in North America are arriving from Asia. Over time, American Indians spread across North and South America and learned how to use the environment to make their lives easier.

Explore The Essential Question

How much does geography affect people's lives?

Throughout history people have been affected by the geography that surrounds them. How did early American Indians and people around the world use the land on which they lived?

Unlock the Essential Question in your Active Journal.

Read

about the different civilizations that lived in the Americas, about the Middle Ages, and European exploration.

Lesson 1	The Early Americas
Lesson 2	Cultures of North America
Primary Sources	Constitution of the Iroquois Nations: The Great Binding Law
Lesson 3	Early Europe, Africa, and Asia
Lesson 4	European Exploration in the Americas
Primary Sources	Christopher Columbus, Diary

Watch

NBC LEARN

BOUNCE TO ACTIVATE VIDEO

Austin Celebrates His Heritage.

Learn how one boy investigates who he is.

▲ The Pyramid of the Sun is in an ancient city called Teotihuacan in modern day Mexico.

TOPIC 1

The Early Americas and European Exploration

(Prehistory–1600)

Learn more about the early Americas and European exploration of the world by making your own map and timeline in your Active Journal.

INTERACTIVE

Interactive Timeline

What happened and when?

People learn to farm. . . Impressive civilizations form in the Americas. . . Europeans learn about lands they never knew existed. Explore the timeline to learn what was happening before 1600.

10,000 years ago people from Asia migrate and settle in North America.

TOPIC EVENTS

500 **700**

WORLD EVENTS

c. 600
Islam is founded.

1095
The First Crusade begins.

INTERACTIVE

Interactive Map

Where did some early American Indians live?

Before European explorers arrived in the Americas, many different cultures thrived in the Western Hemisphere. Locate the regions on the map where the Eastern Woodlands and Great Plains cultures lived.

1492
Christopher Columbus arrives in the Americas.

900
The Maya abandon their cities.

c.1300
The Aztec create a civilization in central Mexico.

1307
Emperor Mansa Musa strengthens the empire of Mali.

c. 1430
Gutenberg uses movable type.

1520
Magellan reaches South America.

Who will you meet?

Hiawatha, who helped organize an alliance of the Iroquois nations

Christopher Columbus, the first European explorer to reach the Americas

Ferdinand Magellan, a Portuguese explorer whose crew sailed around the world

Quest

Document-Based Writing Inquiry

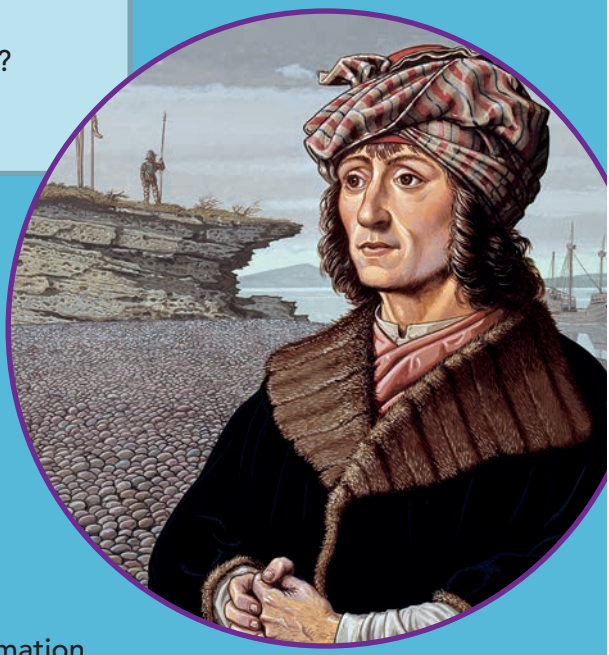
The Easter Mutiny

Quest KICK OFF

The year is **1520**, and Ferdinand Magellan is trying to sail around the world. During the journey, members of his crew revolt against Magellan and lead a mutiny on Easter Sunday.

How reliable is Antonio Pigafetta's account of the Easter Mutiny?

How do the different accounts of the Easter Mutiny differ? Find out as you explore how point of view can affect our understanding of a person or event.



▲ Antonio Pigafetta

1 Ask Questions

Start by considering the language Pigafetta used in his account. Get started by making a list of questions you would want to ask about how to judge word choices and tone. Write the questions in your Active Journal.

2 Investigate

As you read the lessons in this topic, look for Quest CONNECTIONS that provide information on how different points of view can affect how we evaluate information. Capture notes in your Active Journal.

3 Examine Primary Sources

Next explore primary sources about the Easter Mutiny. They will help you learn about the different ways people remembered the events. Make notes about the sources in your Active Journal.

Quest FINDINGS

4 Write Your Essay

At the end of this topic, you will write an essay in which you examine the reliability of Pigafetta's account. In your essay, be sure to clearly state your view in a strong topic sentence, use logical organization, and support your conclusion with evidence and relevant facts.

LESSON 1

The Early Americas

GET READY TO READ

START UP

Examine the photo of the Maya temple. What does this pyramid tell you about Maya society?

GUIDING QUESTIONS

- How did people first reach the Americas?
- How would you describe the early civilizations and cultures of the Americas?
- What are some of the greatest achievements of early civilizations in the Americas?

TAKE NOTES

Literacy Skills: Summarize

Use the graphic organizer in your Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your Active Journal to practice the vocabulary words.

Vocabulary		Academic Vocabulary
glacier	city-state	according to
settlement	causeway	complex
surplus	quipu	
civilization	terrace	

Like other early people around the world, the first Americans left no written records to tell us where they came from or when they arrived. However, scientists have found evidence to suggest that the first people reached the Americas sometime during the last ice age.

Who Were the First Americans?

According to geologists, the Earth has gone through several ice ages. The last ice age occurred between 100,000 and 10,000 years ago. During that time, thick sheets of ice, called **glaciers**, covered almost one third of the Earth. In North America, glaciers stretched across Canada and reached as far south as present-day Kentucky.

Early Peoples Spread Across a Continent Glaciers locked up water from the oceans, causing sea levels to fall and uncovering land that had been under water. In the far north, a land bridge joined Siberia in northeastern Asia to present-day Alaska.

Most scientists think that bands of hunters, tracking herds of grazing animals, reached North America by way of this land bridge.

The First Americans Arrive

GEOGRAPHY SKILLS

This map depicts both the land-bridge and coastal-route theories of North American migration.

1. **Movement** What were the two ways the first Americans may have arrived from Asia?
2. **Identify Supporting Details** What route do scientists who disagree with the land-bridge migration theory believe early Americans followed?

Other scientists disagree. They think that the first Americans crossed the icy Arctic waters by boat, reaching North America by sea.

Once these early hunters reached the Americas, they had to keep moving in search of food. Slowly, over thousands of years, they spread across North America, Central America, and South America. The physical environments where they settled varied widely. American Indians adapted to the physical environments of mountain plateaus, dry deserts, fertile plains, lush woodlands, and thick rain forests. In adapting to these varied environments, American Indian groups developed many different customs.

Adapting to and Modifying Environments About 12,000 years ago, the last ice age ended. Glaciers melted. The land bridge between Siberia and Alaska disappeared.

About the same time, some kinds of large animals died out. This forced hunting bands to adapt to new conditions. Smaller animals, wild berries, nuts, grains, and fish became a larger part of their diets.

About 5,000 years ago, people in the Americas learned to grow crops such as corn, beans, and squash. Farming modified the environment and brought great changes to those who practiced it. Farmers no longer had to keep moving to find food. Instead, they stayed in one place and began to build permanent **settlements**, or small communities. As farming methods improved, people produced more food, which in turn allowed the population to grow.

Academic Vocabulary
according to • *prep.,* as stated by

READING CHECK **Understand Effects** How did farming affect communities in the Americas?

The Olmec

Farming was a key advance for early societies in the Americas. In time, some farming communities in the Americas grew enough **surplus**, or extra, food to support large populations, and the first cities emerged.

Cities marked the rise of the first civilization in the Americas. A **civilization** is a society—or a people sharing a language, territory, and economy—that has certain basic features. Among these are cities, an organized government, different social classes, a **complex** religion, and some method of record keeping.

Academic Vocabulary
complex • *adj.,* composed of two or more parts

The earliest known civilization in the Americas was that of the Olmec in present-day Mexico. The Olmec lived in the lowlands along the Gulf of Mexico about 3,500 years ago. Scientists have found huge stone heads carved by the Olmec. Some were 10 feet tall and weighed several tons. Smaller figures showed creatures that were part human and part animal.

Olmec farmers supplied nearby cities with food. There, powerful leaders built stone temples. The Olmec left few written records, but they did make many advances. They studied the stars and developed a calendar to predict the change of seasons and mark the passage of time.

READING CHECK Identify Supporting Details What features of Olmec society indicate that it was a civilization?

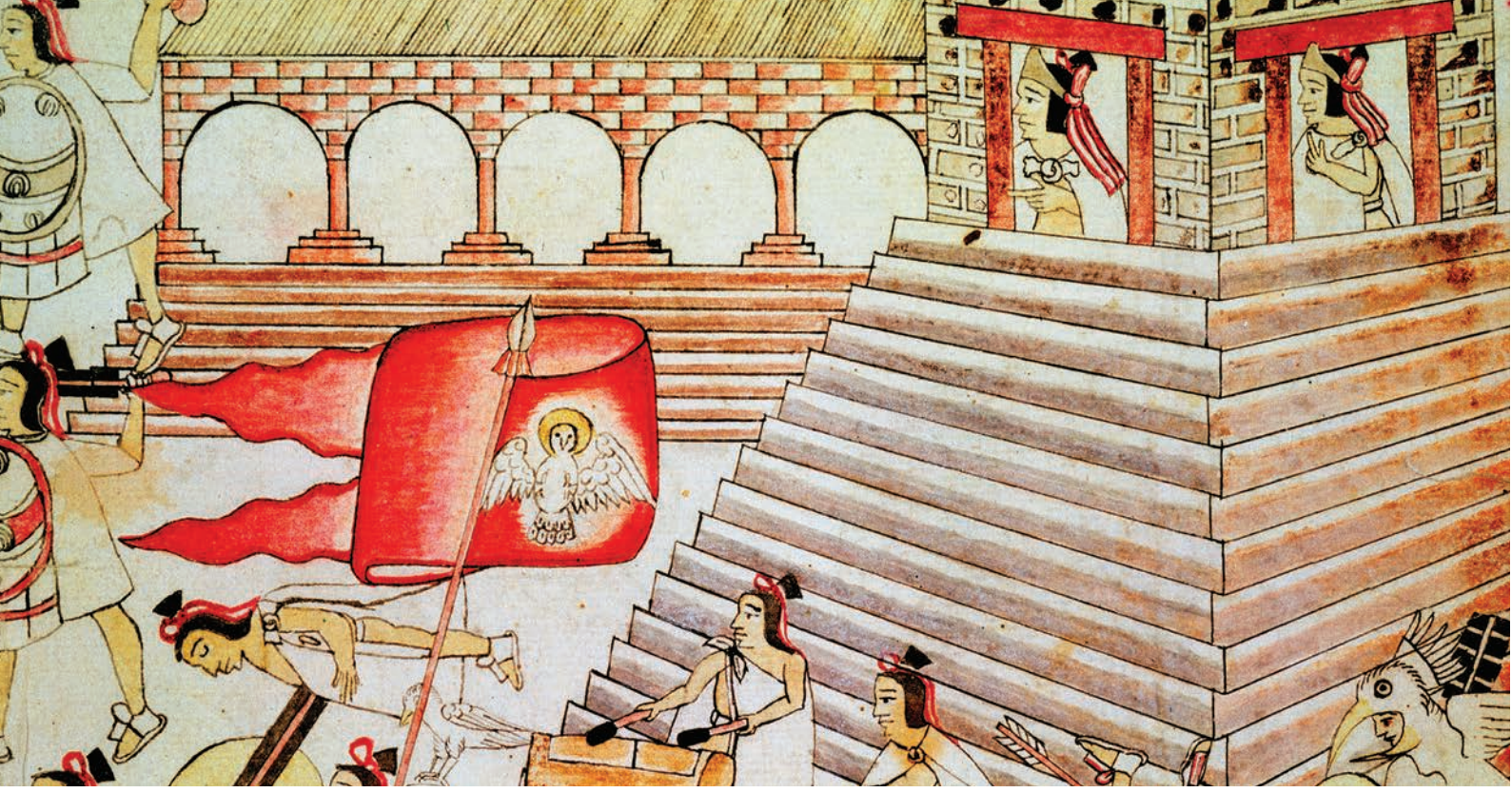
The Maya

The Olmec influenced many later peoples, including the Maya. The early Maya lived in the rain forests of what are today Honduras, Belize, Guatemala, and southern Mexico. About 3,000 years ago, they began clearing the rain forest and draining swamps to create farmland.

Maya farmers were able to produce great harvests of corn, enough to feed large cities. As the Maya population grew, city-states began to spring up from Central America to southern Mexico. A **city-state** is a political unit that controls a city and its surrounding land. Trade flowed along a network of roads that linked inland city-states and the coast. City-states often waged war with one another for land, riches, and access to trade routes.

Maya Social Classes Nobles also held great power in Maya society. The most powerful nobles were the kings, who also served as high priests.

Analyze Images The Olmec, a tropical civilization, left behind many carvings of giant stone heads. They are generally thought to be portraits of Olmec rulers. **Use Visual Information** How can you tell that this object is made of stone?



Analyze Images Like the Maya, the Aztec also built temples and palaces atop huge stone pyramids. **Infer** What position in society might the person at the top of the pyramid hold?

Other nobles also became priests. Priests held great power in Maya society. Only priests, the Maya believed, could perform the ceremonies needed to bring good harvests or victory in battle. Priests conducted these ceremonies in temples built on top of huge pyramids.

Still other nobles served as warriors and government officials. Near the bottom of Maya society were laborers and farmers, who grew corn, squash, and many other crops. Below them were slaves, most of whom were prisoners of war or criminals.

Achievements in Mathematics and Astronomy Maya priests had to know exactly when to honor the many gods who were thought to control the natural world. Every day, priests anxiously studied the sun, moon, and stars. They learned much about the movement of these bodies.

Based on their observations, priests made great advances in astronomy and mathematics. They learned to predict eclipses and created a relatively accurate, 365-day calendar. They also developed a system of numbers that included the new concept of zero.

Then, around 900 CE, the Maya abandoned their cities. Historians are not sure why. Perhaps they did so because of warfare, a drought—or both. The rain forests swallowed up the great Maya temples and palaces. Although Maya cities decayed, the Maya people survived. Today, more than 2 million people in Guatemala and southern Mexico speak Mayan languages.

INTERACTIVE
Aztec Temple

READING CHECK **Infer** Why did city-states form as the Maya population grew?

The Aztec

Long after the Maya cities were abandoned, a new civilization arose to the northwest. Its builders were the Aztec. The early Aztec were nomads, people who moved from place to place in search of food. In the 1300s, the Aztec settled around Lake Texcoco (tays KOH koh) in central Mexico. From there, they built a powerful empire.

Tenochtitlán On an island in the middle of the lake, the Aztec built their capital, Tenochtitlán (tay nawch tee TLAHN). They constructed a system of **causeways**, or raised roads made of packed earth. The causeways linked the capital to the mainland.

▲ The Aztec used astronomy to develop a calendar. This calendar is carved from stone.

The Aztec learned to farm the shallow swamps of Lake Texcoco. In some places, they dug canals, using the mud they removed to fill in parts of the lake. In other places, they attached floating reed mats to the lake bottom with long stakes. Then, they piled mud onto the mats to create farmland. Aztec farmers harvested several crops a year on these *chinampas*, or floating gardens.

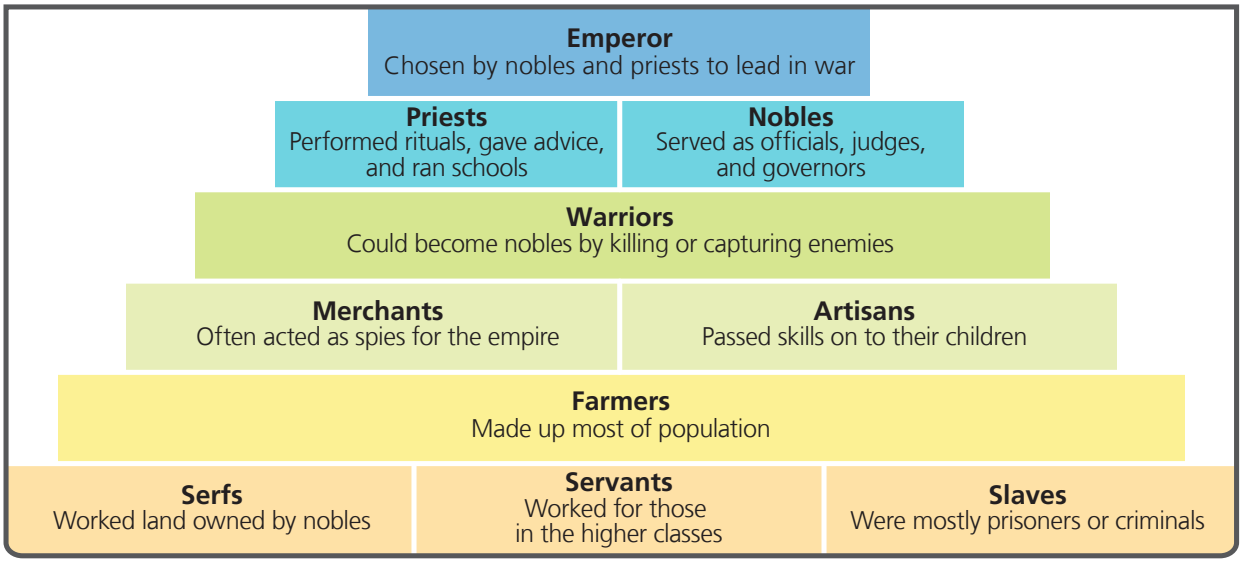
With riches from trade and conquest, Tenochtitlán prospered. Its markets offered a wide variety of goods. "There are daily more than 60,000 people bartering and selling," wrote a Spanish visitor in the 1500s.

Religion Like the Maya, Aztec priests studied the heavens and developed complex calendars. Such calendars gave them the ability to tell their people when to plant or harvest.

The Aztec paid special attention to the god who controlled the sun. They believed that each day the sun battled its way across the heavens.

Analyze Charts Aztec society was hierarchical, meaning some groups have more power than those below them. **Draw Conclusions** What does the organization of Aztec society tell us about Aztec values?

Aztec Society



Did you know?

At its height, the Aztec empire is thought to have been made up of more than 400 small states and some 5 to 6 million people. It covered a territory of more than 80,000 square miles.

They compared the sun's battle to their own, calling themselves "warriors of the sun." They believed that the sun required human sacrifices in order to rise each day. The Aztec therefore killed thousands of prisoners each year to please this powerful god.

A Powerful Empire By 1500, the Aztec ruled a huge empire. It stretched from the Gulf of Mexico to the Pacific Ocean and included millions of people. The Aztec took great pride in their empire and their capital. "Who could conquer Tenochtitlán?" boasted an Aztec poet. "Who could shake the foundation of heaven?"

The Aztec world was far from peaceful, however. Heavy taxes and the sacrifice of huge numbers of prisoners of war sparked many revolts. The Aztec waged war in part to capture more prisoners for sacrifice. Across the empire, people conquered by the Aztec were eager for revenge. Enemies of the Aztec would eventually help outsiders from distant lands destroy the Aztec empire.

READING CHECK Summarize How did the Aztec benefit from digging canals?

The Inca

Far to the south of the Aztec, the Inca built one of the largest empires in the Americas. By 1500, their empire stretched for almost 2,500 miles along the west coast of South America.

An Impressive Capital The center of the Incan empire was the magnificent capital at Cuzco (KOOS koh), located high in the Andes in present-day Peru. Cuzco was a holy city to the Inca. All nobles in the empire tried to visit it at least once in their lifetimes. The city had massive palaces and temples made of stone and decorated with gold.

Analyze Images The remains of the ancient city of Machu Picchu show evidence of the incredible engineering capabilities of the Inca. **Infer** How might the buildings at Machu Picchu have looked when the Inca lived there?

At the center was the palace of the emperor, who was known as the Sapa Inca. The emperor was regarded as a god descended from the sun god.

From Cuzco, the emperor ruled more than 10 million people. They lived in varied environments, from coastal deserts to lowland jungles to the highlands of the Andes. The Inca had conquered the land through warfare.

The Incan empire was very well organized. The emperor was kept well informed about affairs in all parts of his empire. He sent high officials out to act as governors of his domain. The governors made sure that every person worked at least part of the time on projects for the state, such as road building, mining, and farming.

Incan Achievements To unite their empire, the Inca maintained a system of roads that covered more than 10,000 miles. Builders carved roads in rock cliffs and stretched rope bridges across deep gorges. Runners spread royal orders using the roads.

The runners carried with them a **quipu** (KEE poo). This was a cord or string with knots that stood for numbers or categories. The numbers might represent bags of goods that the government ordered from different parts of the empire. The quipu was also used by officials to keep records.

The Inca were skilled engineers. They built massive stone temples and forts. With only human labor, ropes, and wooden rollers, they moved stones weighing up to 200 tons. They also used their engineering skills to farm the dry, rugged mountain lands. They became experts at creating **terraces**—or wide, flat steps of land—out of the steep mountainsides. Sturdy stone walls kept rain from washing away the soil.

READING CHECK **Identify Main Ideas** Why was a system of roads so important to the Inca?

Analyze Images The Inca created a water system for the city of Machu Picchu using the natural stone from the mountains. **Use Visual Information** Why do you think the Inca designed the system in this way?

Lesson Check

Practice Vocabulary

1. How did a **surplus** of food lead to the first **civilizations**?
2. Why did the Aztec construct **causeways**?

Critical Thinking and Writing

3. **Identify Cause and Effect** How might the last ice age have helped hunters reach North America?
4. **Identify Supporting Details** What major impact did the development of farming have on the early settlers of the Americas?
5. **Understand Effects** How did the Aztecs' religious beliefs weaken their empire?
6. **Writing Workshop: Generate Questions to Focus Research** At the end of this topic, you will write a research paper on the question: How did a travel-related invention or improvement in one of the societies covered impact people's lives? Make a list of questions for this lesson that would need to be answered in order to write the paper. Record your questions in your Active Journal

LESSON 2

Cultures of North America

GET READY TO READ

START UP

Examine the photo of the Serpent Mound found in present-day Ohio. Why do you think the American Indians of the region constructed such a mound?

GUIDING QUESTIONS

- What early societies formed in North America?
- What are the human and physical characteristics of different regions of North America?
- What were the religious beliefs of American Indian groups in North America?

TAKE NOTES

Literacy Skills: Classify and Categorize Use the graphic organizer and your Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your Active Journal to practice the vocabulary words.

Vocabulary		Academic Vocabulary
culture	diffusion	characteristic
adobe	potlatch	maintain
pueblo	clan	
culture region	Iroquois League	
tribe		

Scholars have found evidence of complex societies in North America. Traders and migrating people carried foods, goods, arts, and beliefs from Central America and Mexico to the early peoples of North America.

Early North American Societies

These peoples developed many distinct cultures in North America. A **culture** is the entire way of life of a people. It includes their homes, clothing, economy, arts, and government.

Land and People of the Southwest At least 3,000 years ago, knowledge of farming spread northward. Gradually, farming societies emerged in what is today the American Southwest. Much of this region is desert, with little rainfall and hot summers. The early societies in this region included the Hohokam (hoh HOH kahm) and Anasazi (ah nuh SAH zee).

The Hohokam lived in present-day southern Arizona. About 2,000 years ago, they dug networks of irrigation ditches for farming.

The ditches carried water from the Salt and Gila (HEE luh) rivers to fields in the desert land, allowing farmers to grow corn, squash, and beans.

The Anasazi lived in the Four Corners region, where modern-day Colorado, Utah, New Mexico, and Arizona meet. Like the Hohokam, the Anasazi irrigated the desert in order to farm. They also created a network of roads to link dozens of towns. Traders traveled these roads, carrying cotton, sandals, and blankets woven from turkey feathers.

Anasazi Houses The Anasazi built large buildings with walls of stone and **adobe**, or sundried brick. When the Spanish later saw similar buildings in the early 1500s, they called them **pueblos** (PWEHB lohz), the Spanish word for "villages." (They also called the descendants of the Anasazi the Pueblo Indians.) About 1,000 years ago, some Anasazi villages faced attacks from warlike neighbors. To escape that threat, they built new homes along steep cliffs. Toeholds cut into the rock let people climb the cliff walls. Farmers planted their crops on land above the cliffs.

Mound Builders Far to the east, other farming cultures flourished in North America. Among them were the Mound Builders, various cultures that built large earth mounds beginning about 3,000 years ago. Thousands of these mounds dot the landscape from the Appalachian Mountains to the Mississippi Valley and from Wisconsin to Florida. What is now the eastern half of the United States had a wetter climate than the Southwest, and the Mound Builders were able to farm without irrigation.

The first mounds were used for burials. Later mounds were used for religious ceremonies. They were similar in function to the pyramid temples of the Maya.

The best-known groups of Mound Builders were the Hopewell and the Mississippians. The Mississippians took advantage of their moist climate to grow enough crops to feed large towns. Between 700 CE and 1500, the Mississippians built a city at Cahokia (kah HOH kee ah) in present-day Illinois. As many as 30,000 people may have lived there at one time.

READING CHECK Identify Supporting Details How did the Hohokam adapt to living in a desert region?

Analyze Images The Anasazi used stone and adobe to build this settlement in modern New Mexico. **Infer** Much of this settlement still stands, even though it was built more than 900 years ago. What does that tell you about Anasazi construction skills?

American Indian Culture Regions

GEOGRAPHY SKILLS

Groups of American Indians formed shared cultures in different geographic regions.

1. **Place** In what culture region did the Miami live?
2. **Infer** Why do you think few tribes lived in the Arctic/Subarctic region?

What Were the Cultural and Physical Characteristics of North America?

Like American Indian groups today, early American Indians included many different people with many distinct cultures. In North America alone, there were hundreds of American Indian languages spoken. American Indian cultures, too, varied greatly, much like the cultures of the people of Europe.

American Indian cultures were adapted to the many different physical environments of North America. The physical **characteristics** of the environment in each region influenced population distribution and settlement patterns, or where American Indians lived, right up to modern times.

A **culture region** is a region in which people share a similar way of life. Most culture regions shared similar physical environments. Each culture region was home to many different tribes. A **tribe** is a community of people who share common customs, language, and rituals. Members of a tribe saw themselves as a distinct people who shared a common origin. Tribal leaders often made decisions for the group.

Hunting, Gathering, and Fishing

American Indians developed a variety of ways to meet their basic needs for food, clothing, and shelter. In some culture regions, tribes hunted animals and gathered nuts, fruits, and vegetables that grew in the wild. Other tribes depended on the sea for food. They made boats out of animal skins or carved canoes out of trees. From their boats and canoes, they speared or netted fish or hunted marine animals such as seals, walrus, and whales.

Farming Other tribes lived mostly by farming, planting corn, beans, and squash. American Indian tribes farmed in many parts of North America, from the American Southwest to the Eastern Woodlands. Over time, farmers improved their crops. For example, more than 5,000 years ago, wild corn was tiny, about the size of a human finger. Indian farmers developed dozens of varieties of corn, including ones with larger ears.

Academic Vocabulary
characteristic • *n.,* a distinguishing trait, quality, or property

Trade American Indians traded with one another for goods not found within their own region. Trade networks linked people across large distances. Goods sometimes traveled more than 1,000 miles from where they were made.

In the Northwest, traders met near the Dalles on the Columbia River. Local Indians caught and dried salmon, which they exchanged for goods and produce from other places. More than goods were exchanged by the different groups. New ideas and skills also spread.

This process of spreading ideas from one culture to another is known as **diffusion**. Through diffusion, skills such as farming spread from one American Indian group to another.

INTERACTIVE

Native American Culture Regions of North America

Adapting to and Modifying Environments

American Indian cultures adapted to the physical features of different regions. These features influenced the kinds of food people raised, collected, or caught. Climate determined people's needs for clothing and shelter. Resources provided the materials they were able to use.

Climate and resources also affected organization. Where climates were harsh and resources limited, people struggled to find enough food and shelter. In such regions, people were often nomadic. They lived in small hunting bands. Each band included a number of families. In regions with more favorable climates and plentiful resources, people tended to live in larger groups and stay in one place for longer periods.

Cultures of the Arctic and Subarctic Regions

Frozen seas and icy, treeless plains made up the world of the Inuit, who lived in the Arctic region. The Inuit used all the limited resources of their environment. In the short summer season, they collected driftwood along the ocean shore, using it for tools and shelters.

Analyze Charts American Indians supported themselves by being resourceful. **Draw Conclusions** How did the foods American Indians ate influence their way of life?

Ways American Indians Supported Themselves

	FORAGING	FARMING	HUNTING
FOOD SOURCE	Fruits, nuts, seeds, roots, stems, and leaves from wild plants	Cultivated plants such as maize, beans, and squash	Wild game and fish
TOOLS AND TECHNOLOGY	Grinding tools for crushing seeds	Tools for clearing and cultivating: axes; hoes made with bone, shells, or stone	Tools such as spears and sharp points; trapping and netting food
INNOVATIONS	Baskets for storage	Methods for storing and preserving foods over winter months; irrigation methods	Techniques for drying meat and fish to balance the food supply over the winter
CULTURAL CHANGES	Mobility needed to find new food sources	Cultivating land required more labor but also created settlements and communities	Mobility needed when food resources became depleted
ADVANTAGES	No need to work in fields and risk fatal encounters with wild animals	Control over the food supply when growing conditions were favorable	Hunted animals provided clothing and shelter in addition to food
DISADVANTAGES	Poor weather could lead to shortages	Poor weather conditions could wipe out a harvest	Required a plentiful supply of wild game

Analyze Images The Inuit used caribou and seal fur to make warm clothing that would offer protection against extreme Arctic weather. **Infer** How might clothing worn by groups to the south have been different?

For most of the year, the Inuit lived in pit houses, houses dug into the ground and covered with wood and skins. Lamps filled with seal oil kept their homes warm even in the bitter cold. Women made warm clothing out of furs and waterproof boots out of seal skins.

The Subarctic culture region consisted of a belt of forest stretching across North America south of the Arctic. This forest is made up mainly of conifers, or cone-bearing trees such as hemlock and spruce. People in the Subarctic lived where they could find food. Groups like the Chipewyan (chip uh WY un) were nomads, following large game like caribou. Physical characteristics of the environment influenced their settlement patterns. The Carrier, for example, settled near salmon streams, although they sometimes moved to other hunting sites.

Cultures of the California, Great Basin, and Plateau Regions The California region offers more forgiving climates, with mainly hot, dry summers and mild, wet winters. The physical features included mountains, coastal lowland, and interior valleys and deserts.

Over 200 different tribes called this region home. Along the Colorado River, land was irrigated to grow corn, pumpkin, and beans. In the Northwest, the Yoruk (YAWR uk) used redwood trees to build houses and canoes and caught the plentiful fish of that region. In central California, salmon and acorns were plentiful. People there hunted and gathered plant products instead of farming. With enough food nearby, people could spend time producing crafts. The Pomo wove watertight baskets out of grasses and reeds.

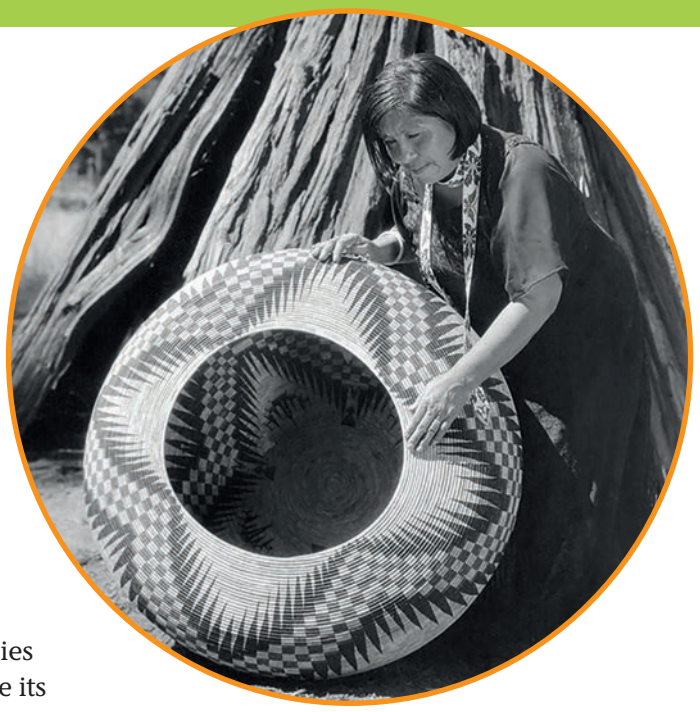
The Great Basin culture region consisted of mountains and valleys with a dry climate, with hot summers and cold winters. Many of the bands that lived here, like the Bannock, were small and nomadic. They traveled to find seeds, nuts, roots, and bulbs. The Northern Paiute (PY yoot) lived near lakes and marshes. Hunting, fishing, and farming often provided enough food for them to stay in one place.

The Plateau region, centered on the Columbia Plateau, has a cool and dry environment, but winter snows feed rivers flowing through the region. Surprisingly, numbers of hardy plants and animals thrive in the region. Among the people of the Plateau region were the Ute (YOOT) and Shoshone (shah SHOH nee). The American Indians of the region had few possessions beyond digging sticks, baskets, and tools and weapons needed for hunting.

Cultures of the Northwest Coastal Region Elsewhere in North America the climate was kinder, which helped more complex cultures emerge. The people of the mountainous Northwest Coast enjoyed milder temperatures and abundant rainfall and food supplies. They gathered rich harvests of fish from the sea.

From nearby forests, they cut down tall cedar trees and split the trunks into planks for houses and canoes. With plenty of food, the people of the Pacific Northwest stayed in one place. They built permanent villages and prospered from trade with nearby groups.

Within a village, a family gained status according to how much it owned and could give away. Families sometimes competed with one another. To improve its standing, a family might hold a **potlatch**, or ceremonial dinner, to show off its wealth. The potlatch could last for many days. The family invited many guests and gave everyone gifts. The more goods a family gave away, the more respect it earned. However, people who received gifts at a potlatch were then expected to hold their own potlatches.



▲ This basket is representative of Great Basin American Indian artwork. It is made of grass roots, fern roots, and redbud roots.

Analyze Images The abundant forests of the Pacific Northwest provided the trees American Indians used to carve totem poles. The images on the poles often told stories from Indian creation stories. **Use Visual Information** Do you think the images symbolize animals or people?

▲ This stone head was made by a Mississippian artist. It dates to between 1200 and 1500 CE.

Cultures of the Southwest Region

The Southwest is a hot and dry region consisting of deserts, the southern Rocky Mountains, and the Colorado Plateau. People could survive only if they found water.

The Pueblo people used irrigation methods such as building dams and tanks to store water. They were able to grow corn and cotton on small farms. However, it wasn't all work in the desert. The Hohokam played games on ballcourts and made beautiful art with acid-etchings on shells.

Cultures of the Southeast Region

Many tribes lived in southeastern North America. This region is made up of coastal plains, the southern Appalachian Mountains, and rolling hills and valleys. It has hot summers, mild winters, and plenty of rainfall. Among the people of this region were the Natchez (NACH ihz). They benefited from the region's warm, moist climate. They hunted, fished, and farmed in the fertile Mississippi Valley.

The Natchez calendar divided the year into 13 months. Each month was named after a food or an animal that the Natchez harvested or hunted. Their months included Strawberry, Little Corn, Mulberry, Deer, Turkey, and Bear.

The ruler of the Natchez was known as the Great Sun and was worshipped as a god. The Great Sun's feet never touched the ground. Either he was carried on a litter or he walked on mats. Below the Great Sun were members of his family, called Little Suns.

Analyze Images The Nachez built ceremonial mounds to bury their dead and for other religious events. **Synthesize Visual Information** What do you think the Nachez may have done with the smaller mound atop the large mound?

Analyze Images Before Europeans brought horses to the Americas, Great Plains tribes hunted buffalo on foot, dressed as wolves. **Use Visual Information** How did horses make it easier for American Indians to hunt buffalo?

Next came Nobles, then Honored People, and finally Stinkards, or commoners, who made up the majority of the people.

By law, Nobles had to marry Stinkards. Even the Great Sun chose a Stinkard as a wife. In this way, no one family could hold the position of Great Sun forever. In time, even descendants of a Great Sun became Stinkards.

Cultures of the Great Plains Region The Great Plains were dry, open grasslands in the center of North America with very few trees, hot summers, and cold winters. Tribes like the Sioux (SOO) hunted wild animals to survive. The Sioux were nomads who followed the buffalo. They ate buffalo meat and used the hide to build tents. These tents were easy to carry when they were on the move. No part of the buffalo was wasted. They made spoons and cups out of the horns and weapons from the bones.

Cultures of the Eastern Woodlands Region Like the peoples of the Southwest and Southeast, the peoples of the Eastern Woodlands were not nomads. Their culture region spanned what is today much of the Midwest and Northeast. This region includes coastal plains, the northern Appalachian Mountains, the Great Lakes region, and interior rolling hills and plains. The region receives plenty of rainfall, with warm summers and snowy winters.

The Iroquois (IHR uh kwoi) lived near lakes and streams. They cleared land for farming, which was mostly done by women. Their diet was based on the "Three Sisters": corn, squash, and beans. Algonquian (al GAHN kwee un) tribes lived near the ocean and along the Great Lakes. Many of them farmed as well. In some places the soil was too poor to farm. Instead, the Algonquian built boats for fishing. Like the Iroquois, they also used trees from the forests to make houses and tools.

READING CHECK **Identify Cause and Effect** Why did the tribes who lived in the Southwest region irrigate the land?

INTERACTIVE
Housing and the Environment

Religious Beliefs

The many American Indian groups held a wide variety of beliefs. Yet, they shared some basic ideas.

Close Ties to Nature Whether hunting, fishing, farming, or gathering wild plants, many American Indians felt a close connection to the physical environment. Their prayers and ceremonies were designed to **maintain** a balance between people and the forces of nature. They believed that they must adapt their ways to the natural world in order to survive and prosper.

Academic Vocabulary
maintain • *v.,* to keep in an existing state

Many American Indians believed that the world was full of powerful, unseen forces and spirits. They honored those spirits, which were thought to act and feel like humans.

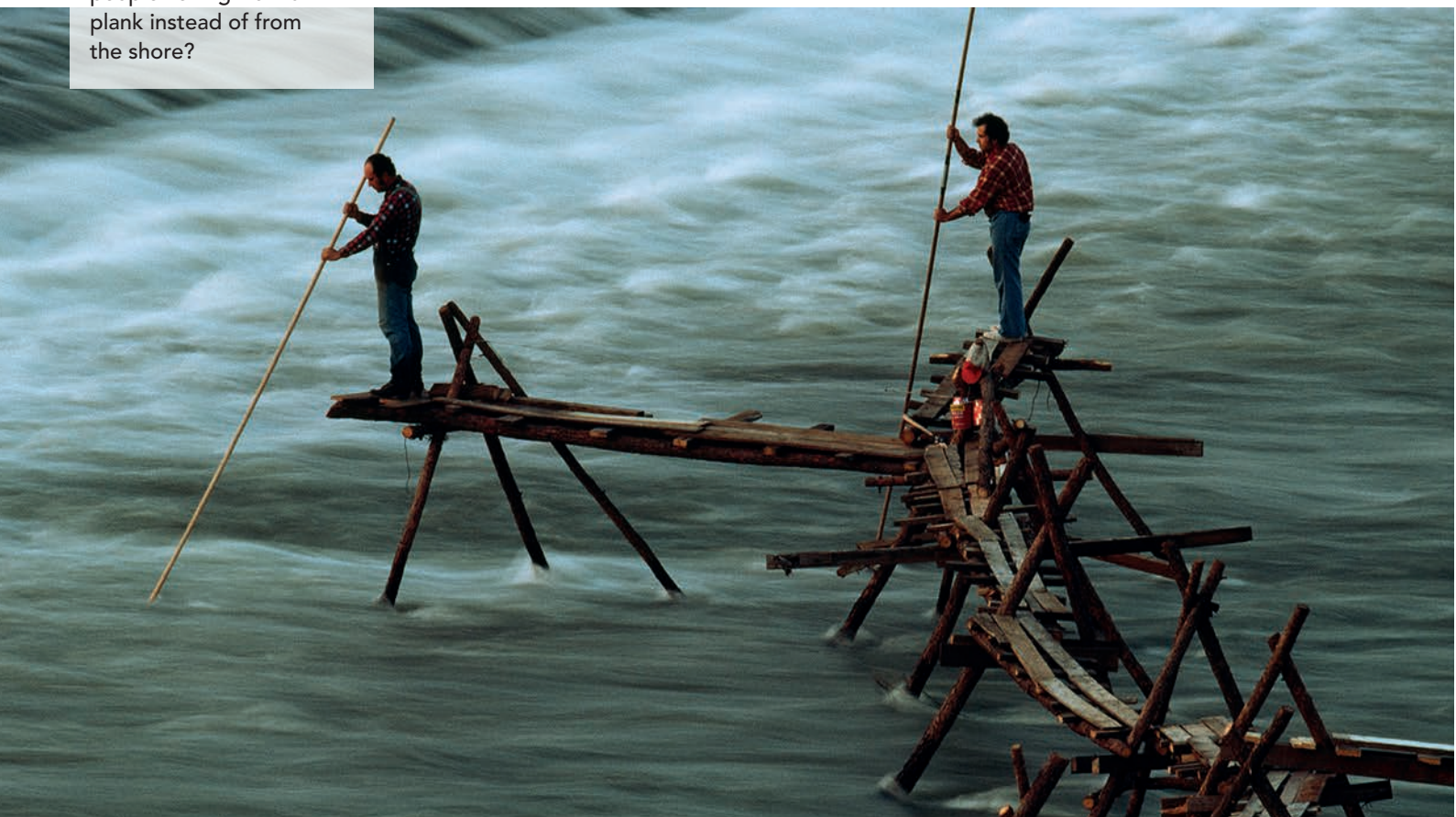
In the Pacific Northwest, many tribes relied on fishing. One such group was the Kwakiutl (kwah kee OOT ul). Each year when they caught their first fish of the season, they chanted this prayer:

Primary Source

"We have come to meet alive, Swimmer, do not feel wrong about what I have done to you, friend Swimmer, for that is the reason why you came, that I may spear you, that I may eat you, Supernatural One, you, Long-Life-Giver, you Swimmer. Now protect us, me and my wife."

—Kwakiutl Prayer of Thanks

Analyze Images
American Indians, such as the Kwakiutl, still fish for salmon using traditional methods. **Infer** Why are these people fishing from a plank instead of from the shore?



Analyze Images Pueblo Indians perform a dance in New Mexico. **Use Visual Information** What is the woman second from the right in this picture holding in her hands? Why might this be the case?

Special Ceremonies Kachinas were spirits represented by masked Indian dancers. The Pueblo believed kachinas could bring good harvests. At Pueblo festivals, the kachinas danced. Religious leaders prayed to the spirits and gave them gifts.

In the Southwest and the Southeast, many tribes held a Green Corn Ceremony when the corn ripened in the fall. The ceremony lasted for several days. It marked the end of the old year and the beginning of a new one. On the last day, a sacred fire was lit. Dancers circled the flames, and the people enjoyed a great feast. Women used coals from the fire to make new fires in their houses.

READING CHECK **Draw Conclusions** What do you think American Indians might have assumed if there was a lack of rain?

The Iroquois League

The Iroquois (IHR uh kwoi) people of present-day New York State called themselves the People of the Long House. They took great pride in their sturdy dwellings, called long houses. A typical long house was about 150 feet long and 20 feet wide. Twelve or more families lived in a long house.

Women had a special place in Iroquois society. They owned all the household property and were in charge of planting and harvesting. When a man married, he moved in with his wife's family.

Women also had political power. They chose clan leaders. A **clan** is a group of related families. If a clan leader did not do his job well, the women could remove him from his position.

Quick Activity

Create a matching game. Match characteristics of different American Indian cultures to facts about their climate, resources, and lifestyles.

Analyze Images The Iroquois lived in wooden long houses that were built clustered together. The long houses were built of posts and poles covered with tree bark. **Draw Conclusions** Why would the cultures of the Great Plains have been unable to build long houses covered with tree bark?

The Iroquois included five nations that spoke similar languages: the Mohawk, Seneca, Onondaga (ahn un DAW guh), Oneida (oh NY duh), and Cayuga (kay YOO guh). Each nation had its own ruling council. Until the 1500s, the five nations were frequently at war.

Then, in the 1500s, the five Iroquois nations formed an alliance to end the fighting. According to legend, a religious leader named Dekanawida (deh kan ah WEE dah) inspired Hiawatha (hy ah WAH thah) to organize the alliance. It became the **Iroquois League**.

A council of 50 specially chosen tribal leaders, called sachems, met once a year. The council made decisions for the League. Here, too, women had a political role because they chose the sachems and watched over their actions.

The Iroquois alliance did not end the fighting. The Iroquois spoke a different language from the Algonquian tribes, their neighbors to the east and west. The two groups fought many wars over land and trade.

READING CHECK **Identify Supporting Details** What role did women play in Iroquois culture?

Lesson Check

Practice Vocabulary

1. What were the buildings in Anasazi **culture** made from, and what did the Spanish call them?
2. What role did women play in the **clans** of the **Iroquois League**?

Critical Thinking and Writing

3. **Compare and Contrast** What did the Anasazi and Hohokam do to adapt to their environments?
4. **Identify Main Ideas** How did harsh climates and warmer climates affect American Indian cultures differently?
5. **Writing Workshop: Support Ideas with Evidence** In your Active Journal, record details about the impact of trade networks on the peoples of North America.

Constitution of the Iroquois Nations: The Great Binding Law

In the 1500s, the five Iroquois nations formed an alliance to end the frequent wars among them. A council of 50 tribal leaders met once a year to resolve issues. Women chose the leaders and monitored their actions. The oral constitution of the Iroquois Confederacy was called the Great Binding Law.

▶ Hiawatha speaks to members of the council at the creation of the Iroquois League.

When a leader or lord was selected to represent his tribe, the constitution required that this pledge be recited.

"We now do crown you with the sacred emblem of the deer's antlers, the emblem of your Lordship. You shall now become a mentor of the people of the Five Nations. The thickness of your skin shall be seven spans—which is to say that you shall be proof against ① anger, offensive actions and criticism. Your heart shall be filled with peace and good will and your mind filled with a yearning [longing] for the welfare of the people of the Confederacy. With endless patience you shall carry out your duty and your firmness shall be tempered [lessened] with tenderness for your people. Neither anger nor fury shall find lodgement ② in your mind and all your words and actions shall be marked with calm deliberation. In all of your deliberations in the Confederate Council, in your efforts at law making, in all your official acts, self interest shall be cast into oblivion. ③ Cast not over your shoulder behind you the warnings of the nephews and nieces should they chide you for any error or wrong you may do, but return to the way of the Great Law which is just and right. Look and listen for the welfare of the whole people and have always in view not only the present but also the coming generations, even those whose faces are yet beneath the surface of the ground—the unborn of the future Nation."

—Constitution of the Iroquois Nations: The Great Binding Law, Gayanashagowa

Analyzing Primary Sources

Cite specific evidence from the source to support your answers.

1. **Cite Evidence** What behavior was a tribal leader told to avoid?
2. **Identify Supporting Details** According to the pledge, what were two things that the leaders were expected to focus on?

Reading and Vocabulary Support

① "Be proof against" means that these behaviors should not occur.

② "Lodgement" means to reside.

③ What does it mean to "cast into oblivion"?

Be an Informed Citizen

Follow these steps to become an informed citizen.

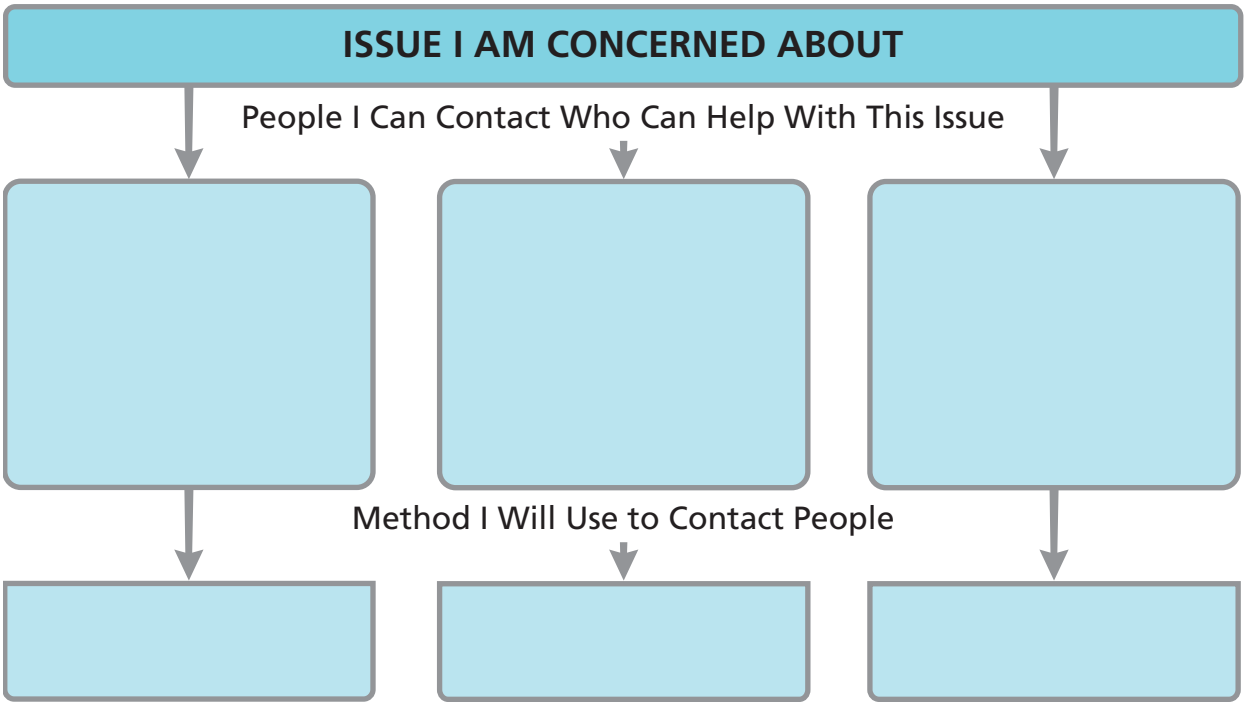
INTERACTIVE
Being an Informed Citizen

1 **Learn the issues.** A great way to begin to understand the responsibilities of citizenship is to first find topics of interest to you. Next, become well informed about civic affairs in your town, city, or country. Read newspapers, magazines, and articles you find online about events happening in your area or around the world. Analyze the information you read to come to your own conclusions. Radio programs, podcasts, and social media are also great ways to keep up with current events and interact with others about issues.

2 **Get involved.** Attend community events to speak with others who know the issues. Become well informed about how policies are made and changed. Find out who to speak to if you would like to take part in civic affairs and policy creation. There are government websites that can help direct you to the right person. These websites will also provide his or her contact details.

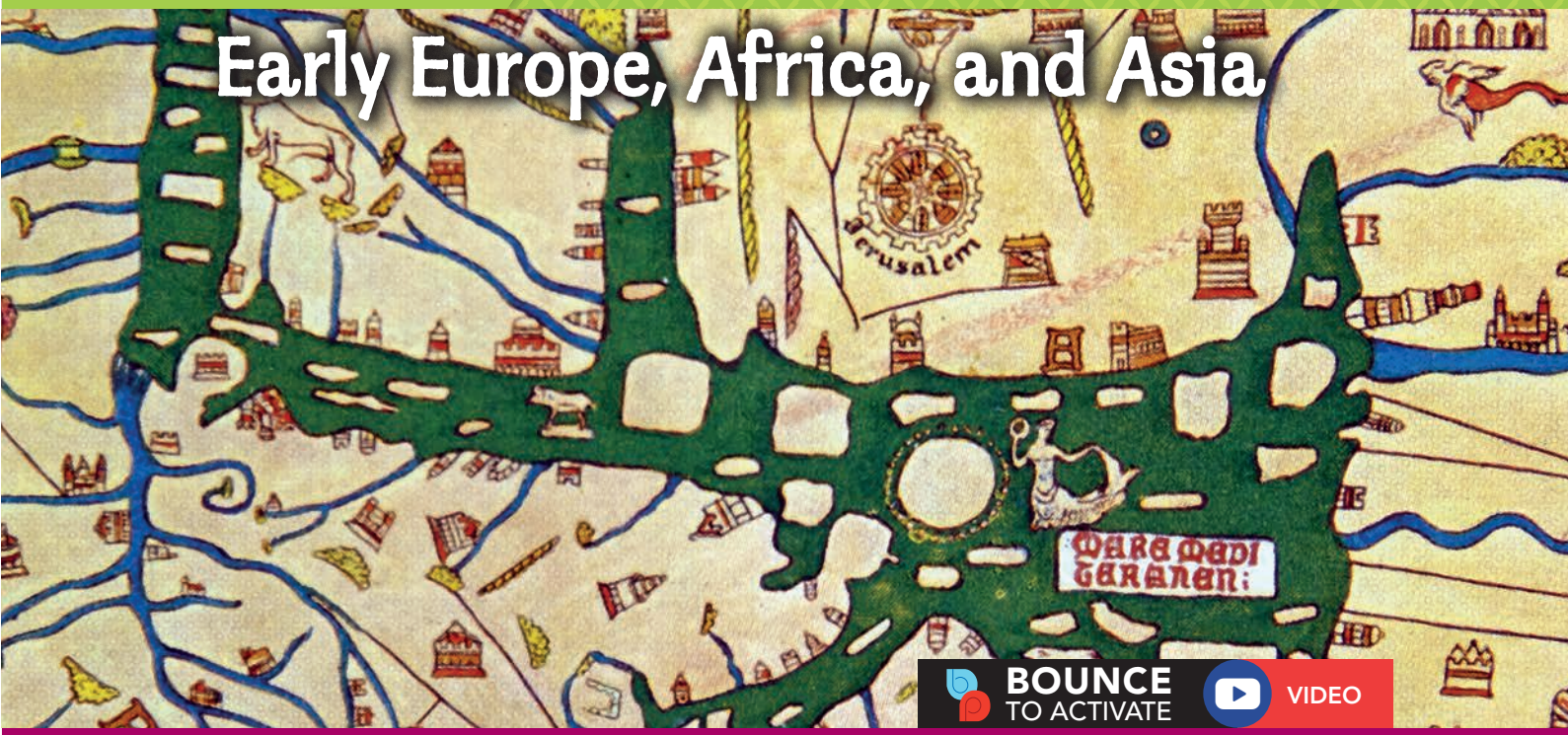
3 **Take a stand and reach out.** Write, call, or meet with your elected officials to become a better informed, more responsible citizen. To be an informed voter, do research about candidates who are running for office. Start your own blog or website to explore issues, interact with others, and be part of the community or national dialogue.

Complete the graphic organizer below to help you become an informed citizen.



LESSON 3

Early Europe, Africa, and Asia



BOUNCE TO ACTIVATE VIDEO

GET READY TO READ

START UP

Examine the map of the world from 1280. How does it differ from modern maps?

GUIDING QUESTIONS

- How did Europe change during the Middle Ages?
- Describe trade and technological innovations in the Muslim world, Africa, and East Asia.
- What was the impact of technological innovations on the Renaissance?

TAKE NOTES

Literacy Skills: Summarize

Use the graphic organizer in your Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your Active Journal to practice the vocabulary words.

Vocabulary		Academic Vocabulary
feudalism	caravan	decline
manor	kinship	innovation
Crusades	Renaissance	
astrolabe		
Silk Road		

The period from about 500 to around 1500 is known as the Middle Ages. Many wars were fought, but the world also became more interconnected as trade grew and explorers traveled widely.

What Was Europe Like in the Middle Ages?

During the early Middle Ages, invasion and war were common. People in Europe had to find new means of defending themselves.

Feudalism A new kind of government evolved during the Middle Ages. Kings and queens divided their lands among warrior nobles. In return, nobles promised to fight for the ruler when asked. This system of rule by lords who ruled their lands but owed loyalty and military service to a monarch is called **feudalism** (FYOOD ul iz um).

At the top of feudal society stood the king and the most powerful lords. Next came the lesser nobles. Most people in feudal society were peasants who farmed the lord's lands and could not leave the land without the lord's permission.

Analyze Images A typical medieval manor included a castle, a church, fields for agriculture and livestock, and dwellings for serfs. ❶ Castle ❷ Church ❸ Serf home ❹ Fields ❺ Mill
Identify Cause and Effect Why was the mill placed along the river?

Feudal Life Feudal life revolved around the **manor**, which included the lord's castle and the lands around it. Manor lands might include several villages. Each manor was self-sufficient. That is, people made almost everything they needed. Life for peasants was hard. Peasants were farmers who worked mostly by hand on small plots. They struggled to produce enough food just to survive.

By about 900, life began to change. Peasants used new methods of farming to produce more food. Warfare **declined** and trade began to grow. Slowly, people began to look beyond their isolated villages.

Religion in Medieval Europe The most powerful force in medieval western Europe was the Roman Catholic Church. The Roman Catholic Church was the main branch of Christianity in western Europe. Like other branches of Christianity, it was based on the teachings of Jesus, who had lived centuries earlier. During ancient and early medieval times, the religion spread across Europe.

The Church ruled more than religious life. It owned large amounts of land and offered the only source of education. The clergy were often the only people who could read and write. Because of their efforts, much of the learning from the ancient world was preserved.

While Christianity was the main religion in western Europe, the region also had a strong Jewish community. The Jewish people's religion was Judaism, a religion centuries older than Christianity. It, too, had spread across Europe in ancient and early medieval times. While Jewish people played an important role in medieval Europe, they often faced persecution, or attacks because of their beliefs.

Academic Vocabulary
decline • *v.,* to draw to a close

The Crusades The pace of change in Europe increased between 1100 and 1300. This was in part because of the Crusades.

The **Crusades** were a series of wars fought by Christians to control the region then known as the Holy Land or Palestine, much of which is now Israel. This region included Jerusalem and the other places where Jesus had lived and taught. Muslims had controlled this region for centuries.

During the Crusades, tens of thousands of Christians journeyed to the Middle East. Fighting between Christians and Muslims continued for almost 200 years. Christians won some victories, and they ruled kingdoms in the region for more than 100 years. But in the end, they failed to keep control of the Holy Land.

Trade Grows The Crusades had important effects on Europe, however. Crusaders traveled beyond their villages and came into contact with other civilizations. In the Middle East, they tasted new foods, such as rice, oranges, dates, and new spices. They saw beautiful silks and woven rugs.

Europe had traded with the Middle East before the Crusades. However, returning Crusaders demanded more Asian foods, spices, and silks. Italian merchants could get high prices for such goods. They outfitted ships and increased trade with the Muslim world.

Technological Innovations in Navigation Trade brought new knowledge and with it, new technological **innovations**. From the Muslim world, Europeans acquired sailing skills and the magnetic compass. Muslims had adopted the magnetic compass from the Chinese. The magnetic needle of the compass always pointed north, which helped ships stay on course.

Another useful instrument was the **astrolabe** (AS troh layb), which helped sailors determine their latitude while at sea. These new instruments let Europeans sail far out to sea, beyond sight of land. By 1500, Portugal had taken the lead in this new overseas travel.

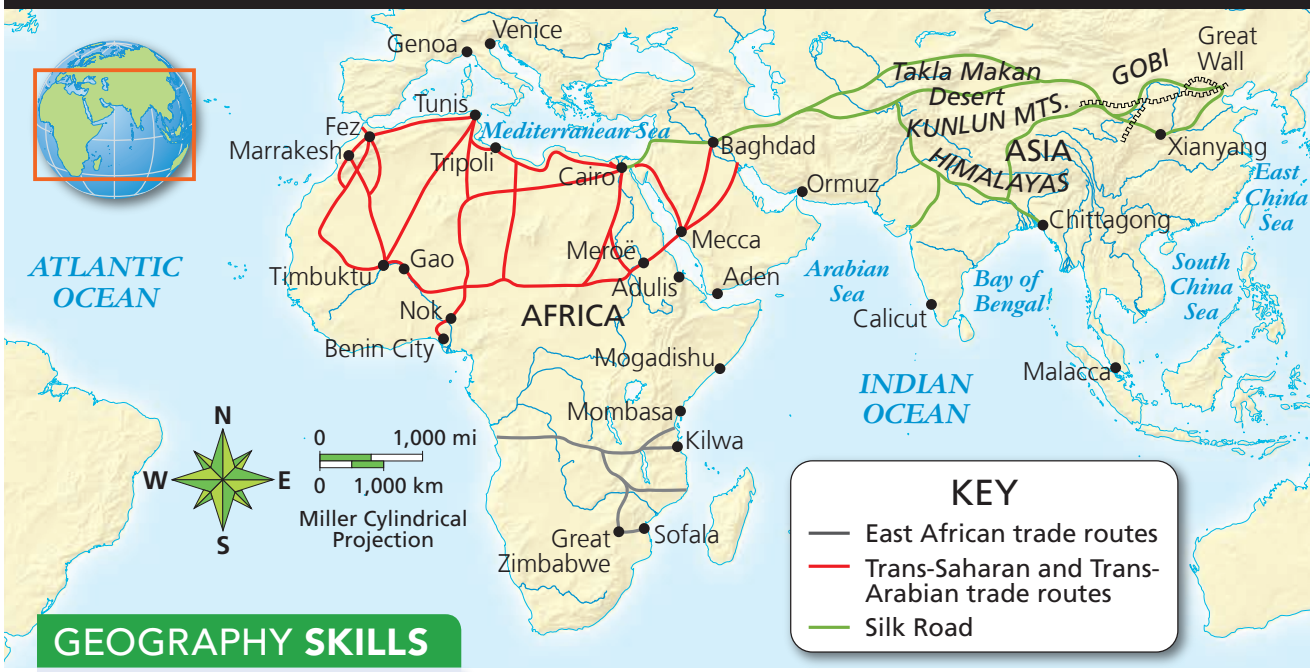
READING CHECK **Identify Main Ideas** How did the Crusades affect trade in the Middle Ages?

INTERACTIVE
How an Astrolabe Works

Academic Vocabulary
innovation • *n.,* a new method or idea

Analyze Images Many medieval Christians joined the Crusades to fight for control of territory in the Middle East. **Identify Supporting Details** What item hanging from the horse suggests a battle will occur?

Trade in Asia and Africa



GEOGRAPHY SKILLS

Traders used routes such as the Trans-Saharan route and the Silk Road to transport goods to different places.

1. **Location** Which cities on the Trans-Saharan and Trans-Arabian trade routes were located on the Mediterranean Sea?
2. **Draw Conclusions** Which of the three routes probably had the least amount of trading? Why?

How Was the Middle East a Crossroads of the World?

Middle Eastern merchants played a large role in this growing trade. Linking Europe, Africa, and Asia, the Middle East was a major crossroads of the world.

Muslim Conquests and Inventions The growth of trade was also linked to the spread of a new religion. In the early 600s, a new religion, Islam, emerged in Arabia. A people called the Arabs lived in Arabia, in the southern Middle East.

Islam won many followers among the Arabs. Beginning in the 600s, Islam spread rapidly. Devout followers conquered North Africa and much of Spain. They conquered lands to the east, too, from Persia to India and beyond. Eventually, the Muslim world spread from South Asia to what is now Portugal and Spain. In many countries ruled by Muslims, however, there were also communities of Christians and Jewish people.

Islam expanded through trade and conquest. While some remained faithful to Christianity, Judaism, and other religions, many people in conquered lands chose to convert to the new religion.

Others were converted by force, or under the threat of crippling taxes. Elsewhere, Muslim merchants carried the new faith to people living along the trade routes of Asia and Africa.

Islam united Muslims from many lands and fostered the growth of trade. Muslims had a basic duty to make a pilgrimage, or journey, to the holy city of Mecca at least once in their lives. Every year, people from across the Muslim world traveled to Mecca.

INTERACTIVE

Routes of Exploration and Trade

Muslims from North Africa, Persia, Afghanistan, India, Spain, and West Africa crowded Mecca's dusty streets. They prayed in Arabic, the language of Islam. This regular travel encouraged trade among the Muslim lands.

People in the mainly Muslim Middle East developed many of the technologies we use today. Experiments with how light enters the eye led 10th century Muslim mathematician Ibn al-Haitham to invent the first pin-hole camera. A Muslim engineer invented the crankshaft, a key device in modern machinery, and the windmill was invented in Persia in the 600s to grind corn.

▲ The astrolabe helped sea captains determine the latitude of their ships.

Navigating the Seas Middle Eastern merchants traded across a vast area. They sailed to ports around the Indian Ocean. Their ships used large, triangular sails that allowed captains to sail close to the direction the wind was blowing from.

Middle Eastern sailors had knowledge of wind and weather conditions in the Indian Ocean. As a result, merchants in ports around the region knew when the trading ships had to sail and when they would return. Middle Easterners made important technological innovations in the astrolabe, which, as you have learned, helped sailors find their way far from shore.

Middle Eastern merchants sold porcelains, perfumes, and fabrics from China. Jade and tea were popular, too.

The Spice Islands of Indonesia offered nutmeg, clove, and mace. Cloth, indigo, and sugar came from East Africa, as well as spices, salt, and slaves. Goods like textiles and spices traveled well. They quickly spread across the globe.

Analyze Charts Trade routes made it possible for people in Africa and Eurasia to exchange goods with one another. **Identify Main Ideas** How did the exchange of goods and information between Africa and Eurasia benefit both regions?

Trade in Africa and Eurasia

AFRICA		EURASIA	
Domesticated camels enabled North African merchants to cross the Sahara. Caravans could include merchants, missionaries, pilgrims, and scholars.		Improvements in land and sea travel enabled goods and ideas to travel between East Asia, South Asia, the Middle East, and Europe.	
RESOURCES AND GOODS	**TECHNOLOGY AND EDUCATION**	**RESOURCES AND GOODS**	**TECHNOLOGY AND EDUCATION**
• Gold, copper, and salt • Ivory for artistic carving • Kola nuts for medicine; coffee beans prized as a stimulant	• Advanced metal forging techniques for toolmaking • Weaving techniques for patterned textiles • Education in mathematics, medicine, law, geography, history, and art at universities • Training in carpentry, fishing, and tailoring	• Spices for flavorings, perfumes, and medicines as well as European wines • Textiles including silk and wool • Copper, iron, and silver	• Techniques for making pottery, ceramics, glazes, glass, and lacquerware • Study in mathematics, medicine, and engineering; advances in agricultural and irrigation techniques • Architectural domes and arches in mosques, temples, and churches • Surgical instruments and techniques

Trade Along the Silk Road Some Middle Eastern traders traveled the overland routes that crossed the grasslands, mountains, and deserts of Central Asia and linked China and the Middle East. These routes had become known as the **Silk Road** because prized Chinese silks had been carried westward along them for more than 1,000 years.

Travel on the Silk Road was dangerous. Desert storms, hunger, and bandits were a constant threat. Traders formed **caravans**, or groups of people who traveled together for safety. Despite the dangers, trade along the Silk Road prospered.

By the 1400s, trade goods were flowing across a huge area. More than just silk was traded on the Silk Road. Everything from horses to spices and gems traveled along the route.

READING CHECK **Identify Cause and Effect** What impact did the Silk Road have on trade?

African Trade and Cultures

Trade routes played a large role in Africa, too. Long-distance trade routes crossed the vast Sahara, the desert linking West Africa and North Africa.

A peaceful afternoon in a West African village might be pierced by sounds of a horn. Children would shout, "Batafo! Batafo!" Traders! Soon, a long line of porters and camels arrived. Villagers watched as the tired travelers unloaded sacks of salt or dried fish. Gold, fabrics, jewelry, and slaves were also part of the caravan.

Sea traders also spread navigation technologies throughout Africa and eventually to Europe. The lateen sail was a triangular sail that allowed ships to travel toward the wind.

Although historians cannot be certain, it is likely that North Africans adapted the astrolabe for sea travel, too. It was used by African, Arab, and Indian sailors and then adopted by Europeans.

BIOGRAPHY

5 Things to Know About MANSA MUSA

Emperor of Mali c. 1280 -c. 1337

- He built an empire in West Africa that was known far and wide for its wealth.
- On his journey to Mecca, his caravan had more than 70,000 men and 80 camels, which carried 300 pounds of gold each.
- Historians say he might have been the wealthiest person to have ever lived.
- His empire was one of the largest in the world at that time.
- He built the Great Mosque in the city of Timbuktu, which still stands.

Critical Thinking What information indicates that Mansa Musa was rich and powerful?

Analyze Images This medieval map shows Mansa Musa on his throne. **Use Visual Information** What information does the image of Mansa Musa on his throne, holding a golden object, add to the map?

East African City-States Trade had long flowed up and down the coast of East Africa. Small villages that had good natural harbors grew into busy trading centers.

Gold from Zimbabwe (zim BAH bweh), a powerful inland state, was carried to coastal cities such as Kilwa and Sofala. From there, ships carried the gold, and prized goods such as hardwoods and ivory, across the Indian Ocean to Arabia, India, and China.

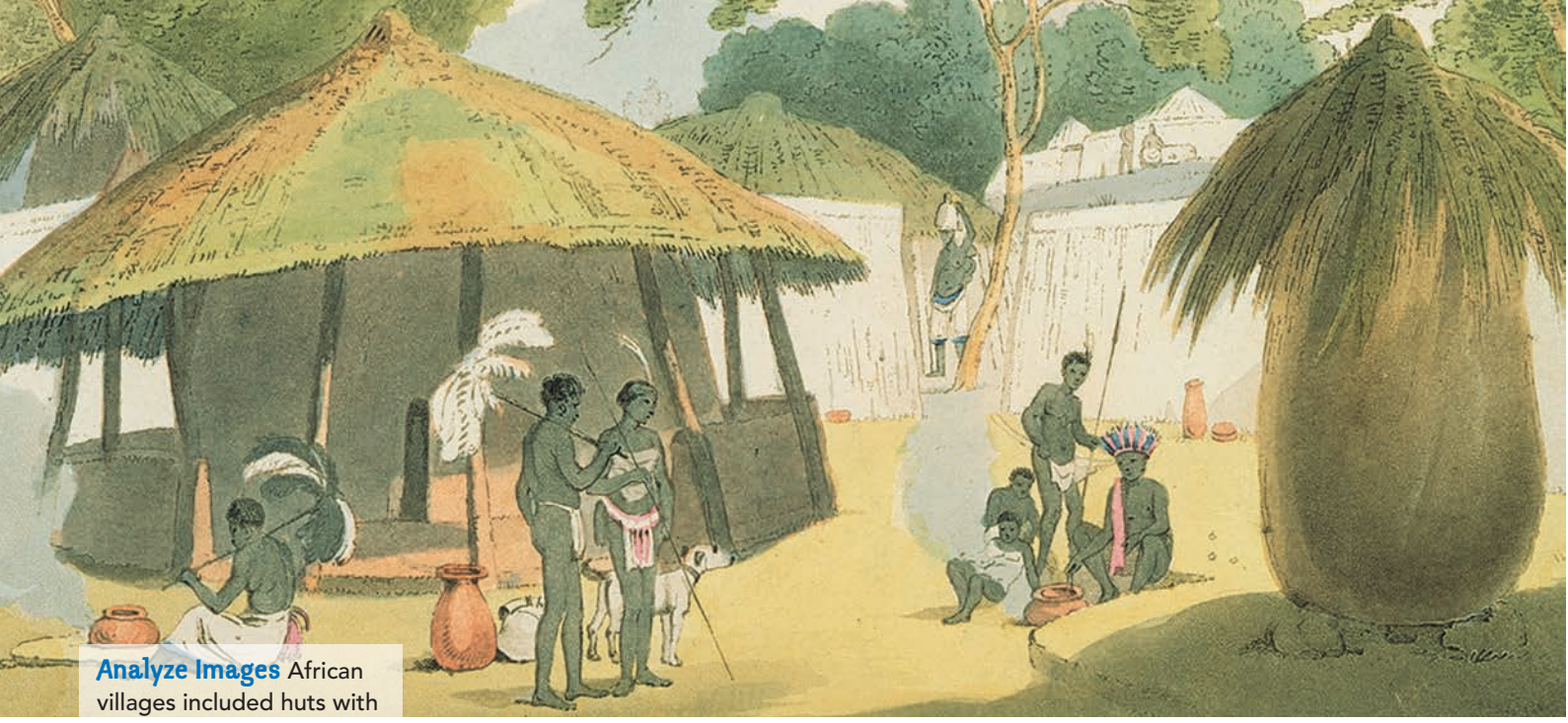
Wealth from trade helped local East African rulers build strong city-states. East African city-states gained wealth and power by trading people as well as goods. They traded enslaved people from the interior of East Africa to Arabs and other groups across the Indian Ocean.

Many rulers of these city-states became Muslims. In time, Muslim culture influenced East African traditions. The blend of cultures led to the rise of a new language, Swahili, which blended Arabic words and local African languages.

West African Trading Kingdoms A region of grasslands, called the savanna, covers much of West Africa. Several rich trading kingdoms emerged there. Among the best known were Mali and Songhai (SAWNG hy). The city of Timbuktu was the major trading center for both kingdoms. These West African empires gained power through warfare. They conquered neighboring peoples and took control of surrounding lands.

The kingdom of Mali rose in about 1200 and flourished for about 200 years. Like the rulers of East Africa's city-states, many rulers in West African kingdoms adopted the religion of Islam.

Mali's most famous ruler, Mansa Musa, was a Muslim. In 1324, the emperor made a pilgrimage to Mecca. On the way, he and his caravan stopped in Cairo, Egypt. His wealth in gold amazed the Egyptians.



Analyze Images African villages included huts with roofs made from grass. **Infer** What other material from the environment did Africans use?

In time, stories of Mansa Musa's immense wealth reached Europe. A Spanish map from that time shows Mansa Musa on his throne, holding a golden object:

Primary Source

"So abundant is the gold in his country that this lord is the richest and most noble king in all the land."

—*Catalan Atlas*, 1375

In the 1400s, Songhai emerged as the most powerful empire in West Africa. Muslim emperors extended Songhai's power and made Timbuktu into a thriving city.

Ways of Life in Africa Ways of life varied greatly across the huge continent of Africa. While powerful trading states flourished in some regions, most people lived outside these kingdoms. Many lived in small villages. They made a living by herding, fishing, or farming.

Family relationships were important in African cultures. Although family patterns varied across Africa, many people lived within an extended family.

In an extended family, several generations live in one household. An extended family usually included grandparents, parents, children, and sometimes aunts, uncles, and cousins. The grandparents, or elders, received special respect for their wisdom and knowledge.

Ties of **kinship**, or sharing a common ancestor, linked families. People related by kinship owed loyalty to one another. Kinship ties encouraged a strong sense of community and cooperation.

Religious beliefs varied widely across Africa. Yet, African beliefs reflected some common threads. Links among family members lasted after death.

Quest CONNECTIONS

Read the quote. Does the quote verify the information in Mansa Musa's biography? Record your findings in your Active Journal.

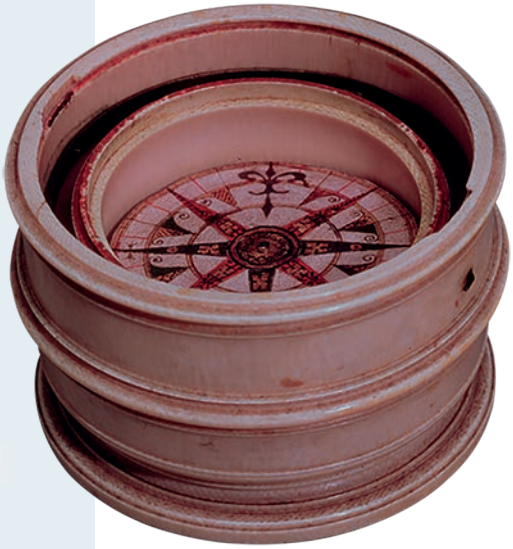
In their rituals and ceremonies, many Africans honored the spirits of their ancestors as well as the forces of nature. Powerful spirits, they believed, could harm or could help the living.

READING CHECK **Summarize** How would you explain what an extended family is to a friend?

Chinese Trade and Technology

Africa had many different cultures and kingdoms. By contrast, in China, power was centered on one emperor. Chinese rulers were often suspicious of outsiders. Long distances and physical barriers separated China from Egypt, the Middle East, and India. This isolation contributed to the Chinese belief that China was the center of the Earth and the sole source of civilization. The ancient Chinese looked down on outsiders.

China Uses Technology to Increase Trade Chinese inventions changed shipbuilding around the globe. The Chinese invented the rudder, which made it easier to steer large ships. They created watertight compartments that went in the ship's hull to reduce the risk of sinking. They also probably invented the magnetic compass, which decreased the likelihood of getting lost on the open seas.



Analyze Images Historians believe the Chinese may have invented the magnetic compass. A later version is shown below. The rudder on this Chinese trading ship allowed the craft to be steered more easily. ❶ rudder ❷ compass ❸ watertight compartment **Infer** What do you think was located in the watertight compartments?

A young emperor who came to power in 1402 was eager to use these new technologies to increase trade. He ordered a huge fleet to be built and named Zheng He (JUNG HUH) to command it. Zheng He's fleet numbered more than 300 ships. It carried tons of trade goods. The largest ships were more than 400 feet long.

Zheng's fleet traded at ports in Southeast Asia, India, Arabia, and East Africa. At every port, Chinese traders carried on a brisk business. They expanded Chinese trade and influence across a wide region.

The Voyages End Zheng He's great fleet returned home with exotic goods and animals, such as giraffes, that the Chinese had never seen. However, China's overseas voyages soon ended. A new emperor decided that China had nothing to learn from the outside world. He outlawed most foreign trade. However, traders like Zheng He had spread Chinese technological innovations around the world.

The Chinese first invented paper in 105 CE. They also developed a printing press with movable type. The Chinese made advancements in timekeeping, developing several different kinds of clocks. They also invented gunpowder. Europeans later used gunpowder in handguns and cannons, which were based on Chinese designs.

READING CHECK **Identify Supporting Details** How did new technologies improve Chinese ships?

European Renaissance and Exploration

Increased trade and travel made Europeans eager to learn more about the wider world. Scholars looked in monastery libraries for manuscripts of ancient Greek and Roman works. Some traveled to the Middle East, where many ancient works had been preserved.

As scholars studied ancient learning, they began to make their own discoveries. They produced new books on art, medicine, astronomy, and chemistry.

Analyze Images Nobles benefited from the trade with Asia and Africa. They wore clothes made from silk and ate food flavored with spices from East Asia. **Infer** Why do you think nobles chose expensive fabrics for their clothes?

This great burst of learning and technological innovation was called the **Renaissance** (REN uh sahns). It is a French word meaning rebirth. The Renaissance lasted from the late 1300s until the 1600s.

The Chinese had invented the printing press and movable type, or metal letters that could be used to print paper. However, the Chinese language required thousands of different letters, and movable type had little impact.

During the 1430s, a German printer named Johannes Gutenberg (GOOT un burg) is believed to have invented movable type without knowing that it had existed in China. Movable type was much more useful for printing in European languages, which used only 26 letters. Together, movable type and the printing press helped to spread Renaissance learning. Before movable type and the printing press, books were scarce and costly because each was copied by hand. With these technological innovations, large numbers of books could be produced quickly and at a low cost. Soon more people began to read, and learning spread more quickly.

▲ Moveable type made printed books available to many people and spread the knowledge of Renaissance thinkers and explorers.

A Search for New Trade Routes

During the Renaissance, trade brought new prosperity. European rulers began to increase their power. In England and France, kings and queens worked to bring powerful feudal lords under their control. In Spain and Portugal, Christian monarchs drove out Muslim rulers, who had governed there for centuries.

Rulers in England, France, Spain, and Portugal were eager to increase their wealth. They saw the great profits that could be made through trade. However, Middle Eastern and Italian merchants controlled the trade routes across the Mediterranean Sea. So, western Europe's leaders began hunting for other routes to Asia. European rulers also looked to Africa as a source of riches. Tales of Mansa Musa's wealth had created a stir in Europe, but no one knew the source of African gold.

Portuguese Voyages Portugal was an early leader in the search for a new trade route to Asia and for the source of African gold. In the early 1400s, Prince Henry, known as Henry the Navigator, encouraged sea captains to sail south along the coast of West Africa. Realizing that Portugal needed better navigators to accomplish the task, he set up an informal school to teach sailors techniques of navigation and the art of shipbuilding.

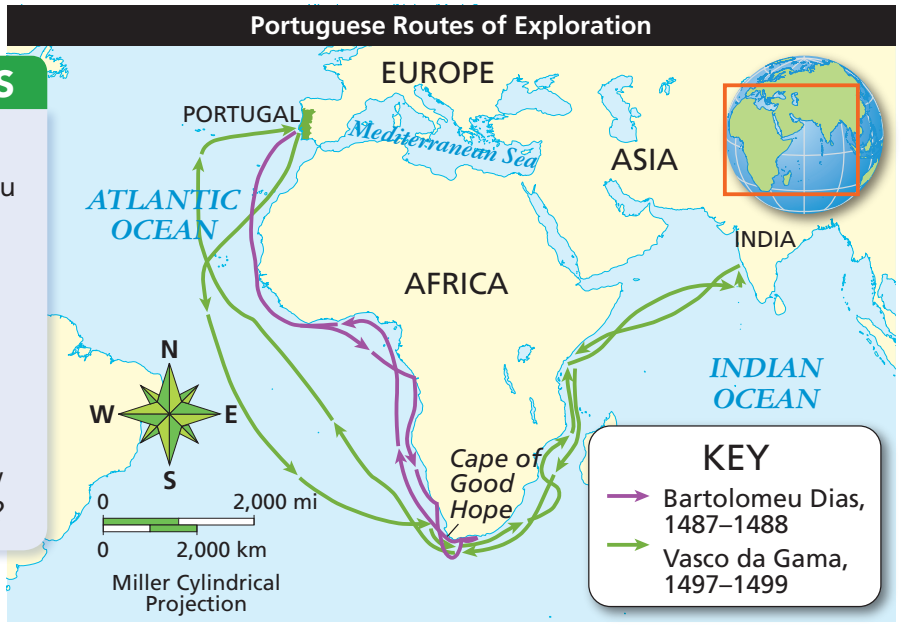
Under Henry's guidance, the Portuguese designed a new type of ship. The caravel (KAR uh vel) had triangular sails and a steering rudder. Caravels could be sailed closer to the direction from which the wind was blowing. Portuguese caravels stopped at many places along the coast of West Africa.

INTERACTIVE
Seafaring Technologies

GEOGRAPHY SKILLS

This map shows the sea routes taken by Bartolomeu Dias and Vasco da Gama.

1. **Movement** Which Portuguese explorer stayed closer to land?
2. **Infer** Why do you think Vasco da Gama chose a route that did not follow the west coast of Africa?



They traded cloth, silver, textiles, and grain for gold and ivory. They also bought Africans who had been forced into slavery and sold them in Europe and elsewhere.

Further Exploration Slowly, Portuguese explorers ventured farther south, hoping to find a sea route around Africa to the rich spice trade of Asia. In 1488, Bartolomeu Dias reached the southern tip of Africa. The Portuguese pushed on to the East Indies, the islands of Southeast Asia and the source of valuable spices.

READING CHECK **Understand Effects** What effect did movable type and the printing press have on learning?

Lesson Check

Practice Vocabulary

1. Describe life on the **manor** in **feudal** Europe.
2. How did innovations such as the compass and **astrolabe** help sailors?
3. What happened in Europe during the **Renaissance**?

Critical Thinking and Writing

4. **Identify Supporting Details** What was the impact of the Roman Catholic Church in medieval western Europe?
5. **Identify Cause and Effect** What encouraged Muslims from different lands to trade with one another?
6. **Identify Cause and Effect** What advantages did Middle Eastern merchants possess that allowed them to take such a central role in the expansion of trade?
7. **Draw Conclusions** In what ways did trade between China and other civilizations have long-term effects worldwide?
8. **Writing Workshop: Find and Use Credible Sources** You will need more information to write your paper. List three credible sources of information you could use to write a research paper about improved technology for travel, such as the astrolabe.

LESSON 4

European Exploration in the Americas

BOUNCE TO ACTIVATE VIDEO

GET READY TO READ

START UP

Study the replica of one of the ships Christopher Columbus used to reach North America. Write three questions you have about sea travel during that time.

GUIDING QUESTIONS

- Why did Europeans explore the Americas?
- What was the impact of European exploration of the Americas?
- How did European and American Indian interactions affect both cultures?

TAKE NOTES

Literacy Skills: Identify Cause and Effect

Use the graphic organizer in your Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your Active Journal to practice the vocabulary words.

Vocabulary	Academic Vocabulary
colony	modification
turning point	despite
circumnavigate	
Columbian Exchange	

Many stories exist about early people from Europe or Asia sailing to the Americas. Yet, real evidence has been hard to find. Most experts agree that such voyages were rare, if they occurred at all. Unlike other possible early voyagers to the Americas, the Vikings left behind a detailed record of their voyages.

Contact with the Americas

In 1001, Viking sailors led by Leif Erikson reached the eastern tip of North America. Archaeologists have found evidence of the Viking settlement of Vinland in present-day Newfoundland, Canada. The Vikings did not stay in Vinland long and no one is sure why they left. However, Viking stories describe fierce battles with Skraelings, the Viking name for the Inuit.

Evidence suggests that Asians continued to cross the Bering Sea into North America after the last ice age ended. Some scholars believe that ancient seafarers from Polynesia may have traveled to the Americas using their knowledge of the stars and winds.

Analyze Images The Vikings were one of the first groups to travel from Europe to the Americas. Their boats were powered by sail and oars. **Draw Conclusions** What disadvantages do you see in using this type of boat for travel in the ocean?

Modern Polynesians have sailed canoes thousands of miles in this way. Still others think that fishing boats from China and Japan blew off course and landed on the western coast of North or South America.

Perhaps such voyages occurred. If so, they were long forgotten. Before 1492, the peoples of Asia and Europe had no knowledge of the Americas and their remarkable civilizations.

READING CHECK Identify Supporting Details Why are we uncertain whether early people from Europe or Asia, other than the Vikings, sailed to America?

The Voyages of Columbus

Portuguese sailors had pioneered new routes around Africa toward Asia in the late 1400s. Spain, too, wanted a share of the riches. King Ferdinand and Queen Isabella hoped to keep their rival, Portugal, from controlling trade with India, China, and Japan. They agreed to finance a voyage of exploration by Christopher Columbus. Columbus, an Italian sea captain, planned to reach the East Indies by sailing west across the Atlantic. Finding a sea route straight to Asia would give the Spanish direct access to the silks, spices, and precious metals of Asia. The spice trade was a major cause for European exploration and a reason the Spanish rulers supported Columbus's voyage. They also wanted wealth from any source. "Get gold," King Ferdinand said to Columbus. "Humanely if possible, but at all hazards—get gold."

Crossing the Atlantic In August 1492, Columbus set out with three ships and about 90 sailors. As captain, he commanded the largest vessel, the *Santa María*. The other ships were the *Niña* and the *Pinta*.

After a brief stop at the Canary Islands, the little fleet continued west into unknown seas. Fair winds sped them along, but a month passed without the sight of land. Some sailors began to grumble. They had never been away from land for so long and feared being lost at sea. Still, Columbus sailed on.

Did you know?

Many streets in the United States have been named in honor of Christopher Columbus, such as this one in New York City.

On October 7, sailors saw flocks of birds flying southwest. Columbus changed course to follow the birds. A few days later, crew members spotted tree branches and flowers floating in the water. At 2 A.M. on October 12, the lookout on the *Pinta* spotted white cliffs shining in the moonlight. *"Tierra! Tierra!"* he shouted. "Land! Land!"

At dawn, Columbus rowed ashore and planted the banner of Spain. He was convinced that he had reached the East Indies in Asia. He called the people he found there "Indians." In fact, he had reached islands off the coasts of North America and South America in the Caribbean Sea. These islands later became known as the West Indies. For three months, Columbus explored the West Indies. To his delight, he found signs of gold on the islands. Eager to report his success, he returned to Spain.

Columbus Claims Lands for Spain In Spain, Columbus presented Queen Isabella and King Ferdinand with gifts of pink pearls and brilliantly colored parrots. Columbus brought with him many things that Europeans had never seen before: tobacco, pineapples, and hammocks used for sleeping. Columbus also described the "Indians" he had met, the Taino (TY noh). The Taino, he promised, could easily be converted to Christianity and could also be used as slaves.

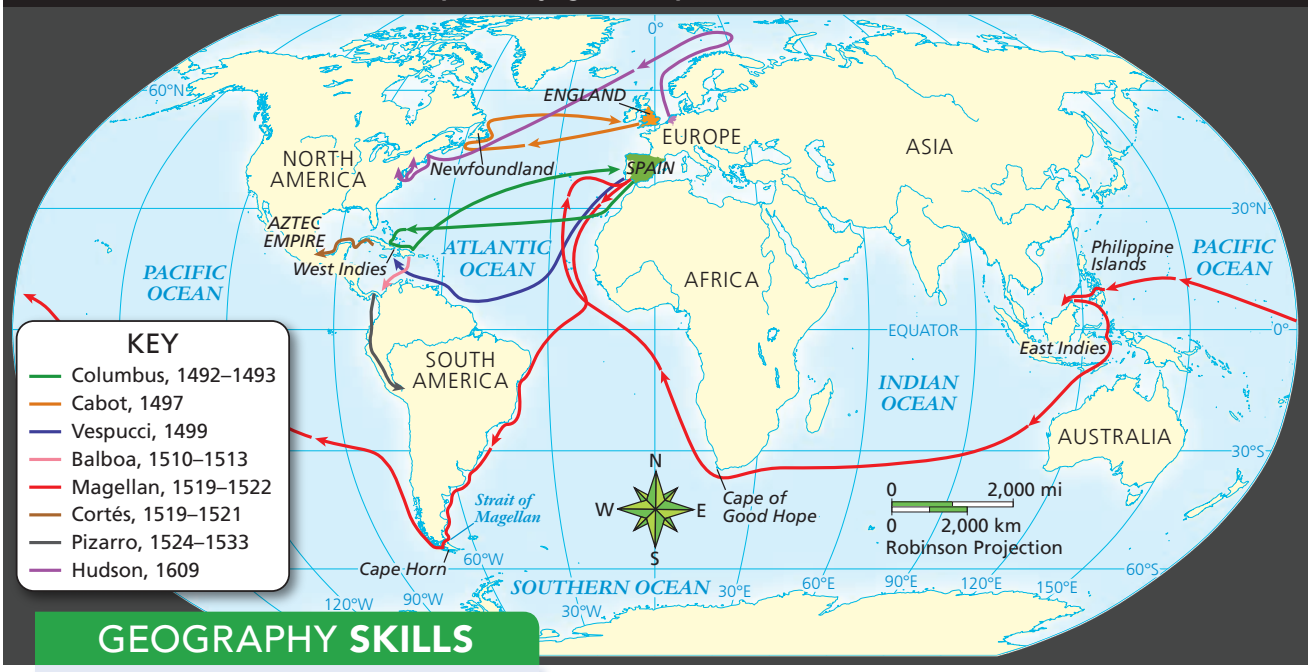
The Spanish monarchs were impressed. They gave Columbus the title Admiral of the Ocean Sea. They also agreed to finance future voyages. The promise of great wealth, and the chance to spread Christianity, gave them a reason to explore further.

Columbus made three more voyages across the Atlantic. In 1493, he founded the first Spanish colony in the Americas, Santo Domingo, on an island he called Hispaniola (present-day Haiti and the Dominican Republic). A **colony** is an area settled and ruled by the government of a distant land. Columbus also explored present-day Cuba and Jamaica. He sailed along the coasts of Central America and northern South America. He claimed all of these lands for Queen Isabella of Spain.

Columbus proved to be a better explorer than governor. During his third expedition, settlers on Hispaniola complained of his harsh rule. Queen Isabella appointed an investigator, who sent Columbus back to Spain in chains.

Analyze Images This illustration shows Columbus meeting the Taino of the West Indies. His voyages benefited Spain but brought much misery to the world of the Taino. **Infer** How do you think the Taino might have reacted to Columbus's arrival?

European Voyages of Exploration, 1492–1609



GEOGRAPHY SKILLS

Many Europeans went on voyages of exploration in the 1400s, 1500s, and 1600s.

1. **Location** From which European country did most voyages of exploration originate?
2. **Infer** Why do you think Magellan was the only explorer to sail around the world?

In the end, the queen pardoned Columbus, but he never regained the honors he had won earlier. He died in 1506, still convinced that he had reached Asia.

The Impact of Columbus's Voyages Columbus has long been honored as the bold sea captain who "discovered America." Today, we recognize that American Indians had settled these lands long before 1492. Still, in at least one sense, Columbus deserves the honors history has given him. Europeans knew nothing of the Americas until Columbus told them about this "new world." His daring voyages marked the beginning of lasting contact among the peoples of Europe, Africa, and the Americas.

For a great many American Indians, contact had tragic results. Columbus and those who followed were convinced that European culture was superior to that of the Indians. The Spanish claimed Taino lands and forced the Taino to work in gold mines, on ranches, or in Spanish households. Many Taino died from harsh conditions or European diseases. The Taino population was wiped out.

For better or worse, the voyages of Columbus signaled a turning point for the Americas. A **turning point** is a moment in history that marks a decisive change. Curious Europeans saw the new lands as a place where they could settle, trade, and grow rich.

READING CHECK **Identify Main Ideas** What reasons did Spain have for sending Columbus on his voyages?

Spanish Exploration Continues

After the voyages of Columbus, the Spanish explored and settled other Caribbean islands. They wanted to take advantage of the land Columbus had found, seeking gold, crops, slaves, and converts to Christianity for the Spanish crown. By 1511, they had conquered Puerto Rico, Jamaica, and Cuba. They also explored the eastern coasts of North America and South America in search of a western route to Asia.

In 1513, Vasco Núñez de Balboa (bal BOH uh) crossed the Isthmus of Panama. American Indians had told him that a large body of water lay to the west. With a party of Spanish soldiers and Indians, Balboa reached the Pacific Ocean and claimed the ocean for Spain.

The Spanish had no idea how wide the Pacific was until a sea captain named Ferdinand Magellan (muh JEL un) sailed across it. The expedition—made up of five ships and about 250 crew members—left Spain in 1519. Fifteen months later, it cut through the stormy southern tip of South America by way of what is now known as the Strait of Magellan and entered the Pacific Ocean. Crossing the vast Pacific, the sailors ran out of food:

Quest CONNECTIONS

What fact from Magellan's biography helps you to verify the facts in Pigafetta's account? Record your ideas in your Active Journal.

Primary Source

"We remained 3 months and 20 days without taking in provisions or other refreshments and ate only old biscuit reduced to powder, full of grubs and stinking from the dirt which rats had made on it. We drank water that was yellow and stinking."

—Antonio Pigafetta, *The Diary of Antonio Pigafetta*

INTERACTIVE

Reasons to Explore

BIOGRAPHY 5 Things to Know About FERDINAND MAGELLAN

Portuguese Explorer 1480–1521

- He sailed around South America and spent 99 days crossing the Pacific Ocean.
- He became interested in sea exploration as a boy, when he worked for the family of Portugal's queen.
- He launched his journey because he was looking for the Spice Islands, which are off the coast of Indonesia.
- During the journey, members of his crew rebelled against him and tried to take over the fleet, but Magellan stopped them.
- Magellan died in battle before he reached the Spice Islands.

Critical Thinking Why do you think Magellan's crew rebelled against him?

INTERACTIVE

The Columbian Exchange

Magellan himself was killed in a battle with the local people of the Philippine Islands off the coast of Asia.

In 1522, only one ship and 18 sailors returned to Spain. They were the first people to **circumnavigate**, or sail completely around, the world. In doing so, they had found an all-water western route to Asia. Europeans became aware of the true size of the Earth.

READING CHECK **Understand Effects** Explain the significance of Magellan's voyage.

How Did the Columbian Exchange Affect the Rest of the World?

Academic Vocabulary
modification • *n.,* a change

The encounter between the peoples of the Eastern and Western Hemispheres sparked a global exchange of goods and ideas. Because it started with the voyages of Columbus, this transfer is known as the **Columbian Exchange**. The Columbian Exchange refers to a biological and cultural exchange of animals, plants, human populations, diseases, food, government, technology, the arts, and languages.

The exchange went in both directions. Europeans learned much from American Indians. At the same time, Europeans contributed in many ways to the culture of the Americas. This exchange also brought about many **modifications**, or changes, to the physical environment of the Americas, with both positive and negative results.

Changing Environments Europeans introduced domestic animals such as chickens from Europe and Africa. European pigs, cattle, and horses often escaped into the wild and multiplied rapidly. Forests and grasslands were converted to pastures. As horses spread through what would become the United States, Indians learned to ride them and used them to carry heavy loads.

Analyze Images Horses and other domesticated animals were introduced to the Americas by Europeans. Horses soon became part of American Indians' way of life. **Understand Effects** In what ways do you think horses helped American Indians?

THE COLUMBIAN EXCHANGE

Famines and starvation were common events in Europe during the Middle Ages. Famine affected native peoples of the Americas as well. As a result of the Columbian Exchange, newly arrived species made the food supply more abundant and diverse on both sides of the ocean.

CORN OR MAIZE

Previously unknown, corn became a dietary staple in Mediterranean, African, and Asian countries.

WHEAT AND RICE

Brought by Spaniards, wheat and rice grew well in the Americas. Rice was sometimes used as a substitute for corn.

FROM THE AMERICAS TO EUROPE, AFRICA, AND ASIA

- maize
- potatoes
- sweet potatoes
- beans
- peanuts
- squash
- pumpkins
- peppers
- pineapples
- tomatoes
- cocoa

FROM EUROPE, AFRICA, AND ASIA TO THE AMERICAS

- wheat
- sugar
- bananas
- rice
- grapes
- olive oil
- dandelions
- horses
- pigs
- cows
- goats
- chickens

SUGAR

Europeans brought both sugar cane and enslaved Africans to grow it to the Americas.

COWS AND PIGS

Cows and pigs were unknown in the Americas before Europeans brought them. Over time, American Indians added beef and pork to their diets.

Plants from Europe and Africa changed the way American Indians lived. The first bananas came from the Canary Islands. By 1520, one Spaniard reported that banana trees had spread "so greatly that it is marvelous to see the great abundance of them." Oranges, lemons, and figs were also new to the Americas. In North America, explorers also brought such plants as bluegrass, the daisy, and the dandelion. These plants spread quickly in American soil and modified American grasslands.

Tragically, Europeans also brought new diseases, such as smallpox and influenza. American Indians had no resistance to these diseases. Historians estimate that within 75 years, diseases from Europe had killed almost 90 percent of the people in the Caribbean Islands and in Mexico.

Analyze Graphs The Columbian Exchange affected people all over the world. **Identify Main Ideas** What were some positive consequences of the Columbian Exchange?

American Indian Influences on Europe, Africa, and Asia For their part, American Indians introduced Europeans, Africans, and Asians to new foods, customs, and ideas. After 1492, elements of American Indian ways of life gradually spread around the world. Sadly, disease also spread from the Americas to Europe and other parts of the world.

American Indians introduced Europeans to valuable food crops such as corn, potatoes, sweet potatoes, beans, tomatoes, manioc, squash, peanuts, pineapples, and blueberries. Today, almost half the world's food crops come from plants that were first grown in the Americas.

Europeans carried the new foods with them as they sailed around the world. Everywhere, people's diets changed and populations increased. In South Asia, people used American hot peppers and chilies to spice stews. Chinese peasants began growing corn and sweet potatoes. Italians made sauces from tomatoes. People in West Africa grew manioc and corn.

Quick Activity

Plan a dinner party using food from the Columbian Exchange. Record your plan in your Active Journal.

Analyze Images In the 1600s, European settlers traveled along the Mississippi River in canoes. **Synthesize Visual Information** What is one difference between this canoe and the boats the Vikings used?

European settlers often adopted American Indian skills. In the North, Indians showed Europeans how to use snowshoes and trap beavers and other fur-bearing animals. European explorers learned how to paddle Indian canoes. Some leaders studied American Indian political structures. In the 1700s, Benjamin Franklin admired the Iroquois League and urged American colonists to unite in a similar way.

Positive and Negative Consequences

Through the Columbian Exchange, Europeans and American Indians modified their environments and gained new resources and skills. At the same time, warfare and disease killed many on both sides. Europeans viewed expansion positively. They gained great wealth, explored trade routes, and spread Christianity. Yet their farming, mining, and diseases took a toll on the physical environment and left many American Indians dead. **Despite** these negatives, the Columbian Exchange shaped the modern world, including what would become the United States.

Academic Vocabulary
despite • *prep.,* in spite of; notwithstanding

READING CHECK **Summarize** How would you define the Columbian Exchange?

Lesson Check

Practice Vocabulary

1. What was the first Spanish **colony** in the Americas?
2. How did the **Columbian Exchange** affect Europe and the Americas?

Critical Thinking and Writing

3. **Use Evidence** How did European expansion in the Americas affect American Indians?
4. **Compare and Contrast** How did the expeditions of Vasco Nuñez de Balboa and Ferdinand Magellan differ?
5. **Summarize** the career of Christopher Columbus.
6. **Draw Conclusions** Why were American Indians so susceptible to European diseases, such as influenza?
7. **Writing Workshop: Develop a Clear Thesis** You should now choose the invention or improvement for your paper. Write a thesis in your Active Journal in which you address the question: How did a travel-related invention or improvement in one of the societies covered in this topic impact people's lives?

Christopher Columbus, Diary

During his voyage across the Atlantic Ocean, Christopher Columbus recorded his thoughts. In these excerpts, you will see that Columbus was concerned about his crew.

▶ When Columbus returned to Europe from his first voyage, he gave his journal, written during the expedition, to Queen Isabella.

Sunday, 9 September. Sailed this day nineteen leagues ①, and determined to count less than the true number, that the crew might not be dismayed if the voyage should prove long. ② In the night sailed one hundred and twenty miles, at the rate of ten miles an hour, which make thirty leagues. The sailors steered badly, causing the vessels to fall to leeward toward the northeast, for which the Admiral reprimanded them repeatedly.

Monday, 10 September. This day and night sailed sixty leagues ③, at the rate of ten miles an hour, which are two leagues and a half. Reckoned only forty-eight leagues, that the men might not be terrified if they should be long upon the voyage. . . .

Thursday, 11 October. Steered west-southwest; and encountered a heavier sea than they had met with before in the whole voyage. Saw pardelas ④ and a green rush near the vessel. The crew of the Pinta saw a cane and a log; they also picked up a stick which appeared to have been carved with an iron tool, a piece of cane, a plant which grows on land, and a board. The crew of the Nina saw other signs of land, and a stalk loaded with rose berries. These signs encouraged them, and they all grew cheerful. ⑤

After sunset steered their original course west and sailed twelve miles an hour till two hours after midnight, going ninety miles, which are twenty-two leagues and a half; and as the Pinta was the swiftest sailer, and kept ahead of the Admiral, she discovered land and made the signals which had been ordered.

Reading and Vocabulary Support

① A *league* is a unit of measurement equal to about four miles.

② Why do you think Columbus wanted his crew to believe they had traveled fewer miles than they had?

③ How many miles is 60 leagues?

④ A *pardela* is a type of bird.

⑤ Why do you think the crew was encouraged by all the signs of land they had seen?

Analyzing Primary Sources

Cite specific evidence from the document to support your answers.

1. Why was it a problem that the sailors accidentally steered the ship toward the northeast?
2. How do you think Columbus's crew felt when they saw land, after more than two months at sea? Explain.

Quest CONNECTIONS

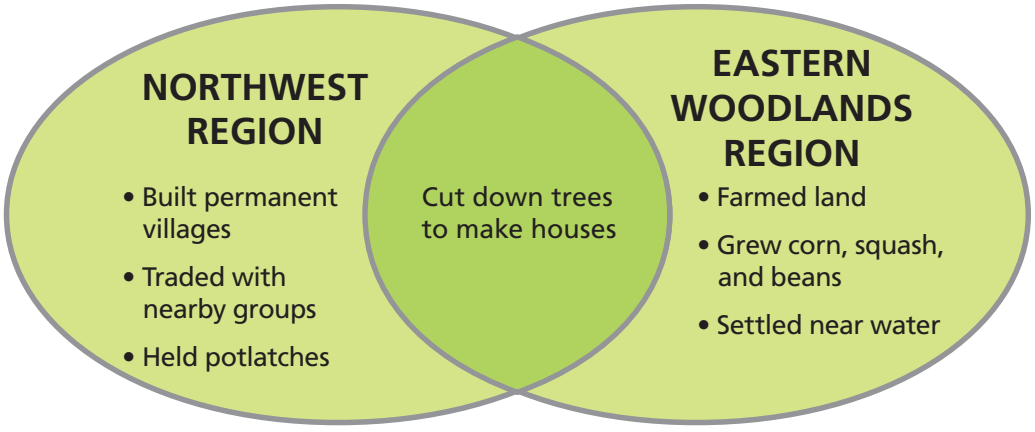
Do you believe Columbus's account of his journey? Do the details he provides give credibility to his account?

TOPIC 1

Review and Assessment

VISUAL REVIEW

Life in the Northwest and Eastern Woodlands Regions



Trade in Africa and Eurasia

TRADE, TECHNOLOGY, AND EDUCATION IN AFRICA, EUROPE, AND ASIA

Technology

- Advanced metal-forging techniques for toolmaking
- Weaving techniques for patterned textiles
- Teaching in mathematics, medicine, law, geography, history, and art at universities
- Training in carpentry, fishing, and tailoring

Education

- Techniques for making pottery, ceramics, glazes, glass, and lacquerware
- Study in mathematics, medicine, and engineering; advances in irrigation techniques
- Architectural domes and arches in buildings
- Surgical instruments and techniques

READING REVIEW

Use the Take Notes and Practice Vocabulary activities in your Active Journal to review the topic.

INTERACTIVE

Practice Vocabulary using the Topic Mini-Games.

Quest FINDINGS

Write Your Essay

Get help for writing your essay in your Active Journal.

ASSESSMENT

Vocabulary and Key Ideas

1. **List** What were the early **civilizations** of Central and South America?
2. **Define** What is a **city-state**?
3. **Describe** What are some ways that American Indian **tribes** interacted with one another?
4. **Describe** life for most people living under **feudalism**.
5. **Check Understanding** What happened during the **Renaissance**?
6. **Identify** Who founded the first Spanish **colony** in the Americas?
7. **Explain** How did the **Columbian Exchange** change the relationship between the Eastern and Western Hemispheres?

Critical Thinking and Writing

8. **Identify Supporting Details** How did the Maya and Aztec civilizations use science and math?
9. **Compare and Contrast** How did the physical environment of the Chipewyan and Carrier affect settlement patterns?
10. **Identify Cause and Effect** What was the impact of the Crusades on the trading relationship between Europe and the Middle East?
11. **Identify Main Ideas** What were the political, religious, and economic reasons for Spanish exploration of North America?
12. **Revisit the Essential Question** How much did geography affect the lives of American Indians and European explorers?
13. **Writer's Workshop: Write a Research Paper** Using the notes you made in your Active Journal, answer the following question in a research paper: How did a travel-related invention or improvement in one of the societies covered in this topic impact people's lives?

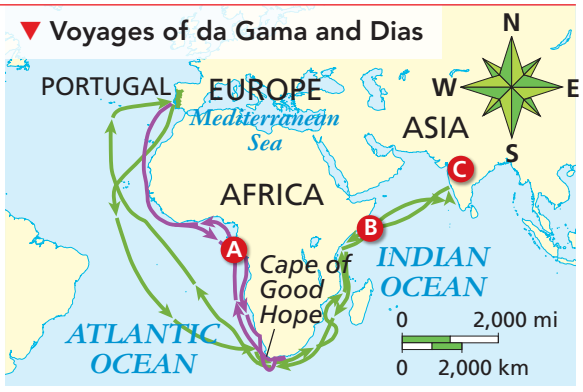
Analyze Primary Sources

14. How would you describe the people who Christopher Columbus met?
    A. suspicious
    B. friendly
    C. angry
    D. religious

"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 . . . 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."

—from the diary of Christopher Columbus

Analyze Maps

15. Which letter represents the route of Bartolomeu Dias?
16. Which letter represents the route of Vasco da Gama? How did it differ from that of Dias?
17. What was the easternmost point of da Gama's sea route?

▼ Voyages of da Gama and Dias