
PART ONE

The Creation of American Society 1450–1763

Part Instructional Objectives

After you have taught this part, your students should be able to answer the following questions:

1. What were the main characteristics of traditional European society, and how successfully did European settlers replicate that society in America?
2. How did the Columbian Exchange affect the lives of Europeans and Native Americans?
3. How did whites, Native Americans, and Africans interact socially and economically?
4. How did traditional English notions of government give way to calls for political sovereignty and representative assemblies in America?
5. How did family roles, immigrants, and changing religious values affect the emergence of a new American identity?

	ECONOMY	SOCIETY	GOVERNMENT	RELIGION	CULTURE
	From staple crops to internal growth	Ethnic, racial, and class divisions	From monarchy to republic	From hierarchy to pluralism	The creation of American identity
1450	<ul style="list-style-type: none"> ▶ Native American subsistence economy ▶ Europeans fish off North American coast 	<ul style="list-style-type: none"> ▶ Sporadic warfare among Indian peoples ▶ Spanish conquest of Mexico (1519–1521) 	<ul style="list-style-type: none"> ▶ Rise of monarchical nation-states in Europe 	<ul style="list-style-type: none"> ▶ Protestant Reformation begins (1517) 	<ul style="list-style-type: none"> ▶ Diverse Native American cultures in eastern woodlands
1600	<ul style="list-style-type: none"> ▶ First staple export crops: furs and tobacco 	<ul style="list-style-type: none"> ▶ English-Indian wars ▶ African servitude begins in Virginia (1619) 	<ul style="list-style-type: none"> ▶ James I claims divine right to rule England ▶ Virginia House of Burgesses (1619) 	<ul style="list-style-type: none"> ▶ English Puritans and Catholics migrate to America to escape persecution 	<ul style="list-style-type: none"> ▶ Puritans implant Calvinism, education, and freehold ideal
1640	<ul style="list-style-type: none"> ▶ New England trades with sugar islands ▶ First mercantilist regulation: Navigation Act (1651) 	<ul style="list-style-type: none"> ▶ White indentured servitude in Chesapeake ▶ Indians retreat inland ▶ Virginia laws deprive Africans of rights (1671) 	<ul style="list-style-type: none"> ▶ Puritan Revolution in England ▶ Stuart restoration (1660) ▶ Bacon’s Rebellion in Virginia (1675) 	<ul style="list-style-type: none"> ▶ Puritans in Massachusetts Bay quash “heresy” ▶ Religious liberty in Rhode Island 	<ul style="list-style-type: none"> ▶ Aristocratic aspirations in Chesapeake region
1680	<ul style="list-style-type: none"> ▶ Tobacco trade stagnates ▶ Rice cultivation begins in South Carolina 	<ul style="list-style-type: none"> ▶ Indian slavery in the Carolinas ▶ Ethnic rebellion in New York (1689) 	<ul style="list-style-type: none"> ▶ Dominion of New England (1686–1689) ▶ Glorious Revolution in England (1688–1689) 	<ul style="list-style-type: none"> ▶ Rise of tolerance 	<ul style="list-style-type: none"> ▶ Emergence of African American language and culture
1720	<ul style="list-style-type: none"> ▶ Mature yeoman farm economy in north ▶ Cultivation of rice expands ▶ Imports from Britain increase 	<ul style="list-style-type: none"> ▶ Scots-Irish and German migration ▶ Growing inequality in rural and urban areas 	<ul style="list-style-type: none"> ▶ Rise of the colonial representative assemblies ▶ Era of salutary neglect in colonial administration 	<ul style="list-style-type: none"> ▶ German and Scots-Irish Pietists in Middle Atlantic region ▶ Great Awakening 	<ul style="list-style-type: none"> ▶ Expansion of colleges, newspapers, and magazines ▶ Franklin and the American Enlightenment
1760	<ul style="list-style-type: none"> ▶ End of British military aid sparks postwar recession 	<ul style="list-style-type: none"> ▶ Uprisings by tenants and backcountry farmers ▶ Artisan protests in seaport cities 	<ul style="list-style-type: none"> ▶ Britain victorious over French in “Great War for Empire” (1757–1763) ▶ British ministry tightens control of American colonies 	<ul style="list-style-type: none"> ▶ Evangelical Baptists in Virginia 	<ul style="list-style-type: none"> ▶ First signs of an American identity

Historians know that societies are made over time, not born in a moment. They are the creation of decades, even centuries, of human endeavor and experience. Historians also know that the first Americans were hunters and gatherers who migrated to the Western Hemisphere from Asia. Over hundreds of generations, these migrants—the Native Americans—came to live in a wide variety of environments and cultures. In much of North America, they developed kinship-based societies that relied on farming and hunting. But in the lower Mississippi River Valley, Native Americans fashioned a hierarchical social order similar to that of the great civilizations of the Aztecs, Mayas, and Incas of Mesoamerica.

In Part One, we describe how Europeans, with their steel weapons, attractive trade goods, and most importantly their diseases, shredded the fabric of most

Native American cultures. Throughout the Western Hemisphere, men and women of European origin—the Spanish in Mesoamerica and South America, the French in Canada, the English along the Atlantic coast—gradually achieved domination over the native peoples.

Our story focuses on the Europeans who settled in the English mainland colonies. They came hoping to transplant their traditional societies, cultures, and religious beliefs in the soil of the New World. But things did not work out exactly as they planned. In learning to live in the new land, English, Germans, and Scots-Irish created societies in British North America that differed from those of their homelands in their economies, social character, political systems, religions, and cultures. Here, in brief, is the story of that transformation as we explain it in Part One.

Economy

Many European settlements succeeded as economic ventures. Traditional Europe was made up of poor, overcrowded, and unequal societies that periodically suffered devastating famines. But with few people and a bountiful natural environment, the settlers in North America created a bustling economy. Indeed, in the northern mainland colonies, communities of independent farm families in rural areas and merchants and artisans in America's growing port towns and cities prospered in what British and German migrants called "the best poor man's country."

Society

At the same time, many European settlements became places of oppressive captivity for Africans, with profound consequences for America's social development. To replace the dwindling supply of white indentured servants from Europe, planters in the Chesapeake region imported enslaved African workers to grow tobacco. Wealthy British and French planters in the West Indies, aided by African traders and political leaders, bought hundreds of thousands of slaves from many African regions and forced them to labor on sugar plantations. Slowly and with great effort, the slaves and their descendants created a variety of African American cultures within the European-dominated societies in which they lived.

Government

Simultaneously, the white settlers in the English mainland colonies devised an increasingly free and competitive political system. The first migrants transplanted authoritarian institutions to America and, until 1689, English authorities intervened frequently in their economic and political affairs. Thereafter, local governments and representative assemblies became more important and created a tradition of self-rule that would spark demands for political independence from Britain in the years following the conclusion of the Great War for Empire in 1763.

Religion

The American experience profoundly changed religious institutions and values. Many migrants left Europe because of conflicts among rival Christian churches and persecution by government officials; they hoped to practice their religion in America without interference. Religion flourished in the English colonies, especially after the evangelical revivals of the 1740s, but the churches became less dogmatic. Many Americans rejected the harshest tenets of Calvinism (a strict Protestant faith); others embraced the rationalism of the European Enlightenment. As a result, American Protestant Christianity became increasingly tolerant, democratic, and optimistic.

Culture

The new American society witnessed new forms of family and community life. The first English settlers lived in patriarchal families ruled by dominant fathers and in communities controlled by men of high status. However, by 1750, many American fathers no longer strictly managed their children's lives and, because of widespread property ownership, many men and some women enjoyed personal independence. This new American society was increasingly pluralistic, composed of migrants from many European ethnic groups—English, Scots, Scots-Irish, Dutch, and Germans—as well as West African slaves and Native American peoples. Distinct regional cultures developed in New England, the Middle Atlantic colonies, the Chesapeake, and the Carolinas. Consequently, an overarching American identity based on the English language, English legal and political institutions, and shared experiences emerged very slowly.

Thus, the story of the English colonial experience is both depressing and uplifting. On the one hand, Europeans and their diseases destroyed many Native American peoples and European slaveowners held an increasing number of African Americans in bondage. On the other hand, white migrants enjoyed unprecedented opportunities for economic security, political freedom, and spiritual fulfillment.

Chapter 1

Worlds Collide: Europe, Africa, and America 1450–1620

Teaching Resources

Chapter Instructional Objectives

After you have taught this chapter, your students should be able to answer the following questions:

1. How did Native American peoples structure their societies? Why did each society develop different economic, social, and political systems?
2. What were the main characteristics of traditional European society?
3. How did the European Renaissance and Reformation affect the organization of American society?
4. Why did European nations pursue overseas exploration and colonization?
5. Why do historians describe the contact between Europeans and Native Americans as the “Columbian Exchange”?
6. How did the Spanish invasion of the New World affect the lives of peoples in the Americas, Europe, and Africa?

Chapter Annotated Outline

I. Native American Societies

A. The First Americans

1. The first people to live in the Western Hemisphere were small bands of tribal migrants from Asia. They followed animal herds over land and by sea over twenty thousand years ago, when the last Ice Age created a 100-mile-wide land bridge over the Bering Strait, connecting Siberia and Alaska.
2. Most anthropologists agree that the main migratory stream from Asia developed between 15,000 to 9,000 years ago.

3. Glacial melting then submerged the land bridge and created the Bering Strait, reducing contact between peoples in North America and Asia for three hundred generations.
 4. Anthropologists also agree that a second wave of migrants, the ancestors of the Navajos and the Apaches, crossed the narrow Bering Strait in boats approximately 8,000 years ago.
 5. A third migration around five thousand years ago brought the ancestors of the Aleut and Inuit peoples, the Eskimos, to North America.
 6. For centuries, Native Americans were hunter-gatherers; around 3000 B.C. many societies developed farming based on corn, beans, and squash.
 7. Agricultural surplus led to populous, urbanized, and wealthy societies in Mexico, Peru, and the Mississippi River Valley.
- ##### B. The Mayas and the Aztecs
1. The flowering of civilization in Mesoamerica began among the Olmec people, who lived along the Gulf Coast of Mexico around 700 B.C. Subsequently the Mayan peoples of the Yucatán Peninsula and Guatemala built large urban religious centers.
 2. An elite class claiming descent from the gods ruled Mayan society and lived off the goods and taxes extracted from peasant families.
 3. Mayan astronomers created a calendar that recorded historical events and predicted eclipses of the sun and the moon. The Mayas also developed hieroglyphic writing.
 4. Mayan skills in astronomy and writing

increased the authority and power of the class of warriors and priests that ruled Mayan society, and provided the people with a sense of history and identity. By facilitating the movement of goods and ideas, they also increased the prosperity of Mayan society and the complexity of its culture.

5. Beginning around A.D. 800, Mayan civilization declined, perhaps caused by a two-century-long dry period that produced an economic crisis, social unrest, and population dispersal.
 6. By A.D. 900 many Mayan religious centers were abandoned. The remaining city-states would resist the Spanish invasion during the 1520s.
 7. A second major Mesoamerican civilization developed around the city of Teotihuacán (pop. 100,000) in central Mexico. By A.D. 800 Teotihuacán had also declined, probably because of a long-term drought and recurrent invasions by seminomadic warrior peoples.
 8. In A.D. 1325 the Aztecs built the lake city of Tenochtitlán (Mexico City), a base from where they learned the settled ways of resident peoples, and established a complex hierarchical social order that subjugated most of central Mexico through invasion, economic tribute, and human sacrifice.
 9. Aztec priests and warrior-nobles ruled over twenty **clans** of free Aztec commoners who farmed communally owned land. Aztec slaves and serfs also labored on elite private estates.
 10. By A.D. 1500 Tenochtitlán had grown into a metropolis of over 200,000 inhabitants, and the Aztecs' wealth, strong institutions, and military power posed a formidable challenge to any adversary.
- C. The Indians of the North
1. The Indians north of the Rio Grande had less complex and coercive societies, and lacked occupational diversity, social hierarchy, and strong state institutions.
 2. Most of these societies were self-governing tribes composed of clans, groups of related families that traced their lineage to a real or legendary common ancestor.
 3. By A.D. 100 the Hopewells in present-day Ohio had spread their influence from Louisiana to Wisconsin by organizing themselves in large villages, establishing extensive trade networks, and increasing their food supply through domesticating plants.
 4. Hopewell trade networks were impressive. They imported obsidian from the Rocky Mountains, copper from the Great Lakes, and pottery and marine shells from the Gulf of Mexico.
 5. The Hopewells built large burial mounds and surrounded them with extensive circular, rectangular, or octagonal earthworks that in some cases still survive. Skilled Hopewell artisans fashioned striking ornaments to bury with the dead.
 6. A second series of complex cultures developed in the Southwest. The Hohokam and Mogollon cultures developed by A.D. 600, and the Anasazi by 900. Master architects, the Anasazi built residential-ceremonial villages in steep cliffs, a pueblo in Chaco Canyon that housed one thousand people, and 400 miles of straight roads.
 7. The Hohokam people along the border of present-day Arizona and New Mexico used irrigation to grow crops, fashioned fine pottery, and worshiped their gods on Mesoamerican-like platform mounds; by the year 1000 they were living in elaborate multiroom stone structures called **pueblos**.
 8. Drought brought on soil exhaustion and the collapse of all of these cultures after 1150. Cities like Chaco Canyon were abandoned and the population dispersed to smaller settlements. The descendants of these peoples—including the Acomas, Zunis, and Hopis—later built strong but smaller village societies better suited to the dry and unpredictable climate of the American Southwest.
 9. The advanced farming technology of Mesoamerica spread into the Mississippi River Valley around A.D. 800; the Mississippian civilization was the last large-scale culture to emerge north of the Rio Grande.
 10. By 1150 the largest city, Cahokia, near present-day St. Louis, boasted a population of 15,000 to 20,000 and more than one hundred temple mounds, one of them as large as the great Egyptian pyramids. As in Mesoamerica, the tribute paid by peasant farmers supported a privileged class of nobles and priests who waged war against neighboring chiefdoms, patronized artisans, and claimed descent from the sun god.

11. By 1350 overpopulation, urban disease, and warfare led to the decline of the Mississippian civilization. The large population had overburdened the environment, depleting nearby forests and herds of deer. Still, Mississippian institutions and practices endured for centuries.
 12. In the Muskogean-speaking societies—and among the Algonquian-speaking peoples who lived farther north and to the east, in present-day Virginia—farming became the work of women. While the men hunted and fished, the women used flint hoes to raise corn, squash, and beans.
 13. Because of the importance of farming, a **matrilineal** inheritance system developed among many eastern Indian peoples. Women cultivated the fields around semi-permanent settlements and passed the use rights to the fields to their daughters.
- II. Europe Encounters Africa and the Americas, 1450–1550
- A. European Agricultural Society
 1. There were only a few large cities in Western Europe before 1450; only Paris, London, and Naples had as many as 100,000 residents. More than 90 percent of the population were **peasants** living in small rural communities.
 2. Cooperative farming was a necessity because of the lack of available land; most farm families exchanged their surplus farm products with their neighbors or bartered it for local services due to poor roads and transportation systems.
 3. Most peasants yearned to be **yeomen**, owners of small farms that provided a marginally comfortable living, but few achieved that goal due to exploitation by landlords.
 4. As with the Native American cultures, many aspects of European life followed a seasonal pattern; even European birth and death patterns appear to have been seasonal, indicating the profoundly rural nature of peasant existence.
 5. Mortality rates among the peasants were high, primarily from disease. Hunger, disease, and violence were part of the fabric of daily life. Although most peasants accepted their difficult circumstances, others hoped for a better life. The deprived rural classes of Britain, Spain, and Germany would supply the majority of white migrants to the Western Hemisphere during the colonial period.
 - B. Hierarchy and Authority
 1. In the traditional European social order, authority came from above; kings and princes owned vast tracts of land, conscripted men for military service, and lived in splendor off the labor of the peasantry.
 2. Collectively, noblemen who possessed large landed estates had the power to challenge royal authority through control of the local military and legislative institutions.
 3. The man ruled his women and children; his power was codified in laws, sanctioned by social custom, and justified by the teachings of the Christian Church.
 4. On marriage, an English woman assumed her husband's surname and was required to submit to his orders. She also surrendered to her husband her legal right to all her property. When he died, she received a **dower**, one-third of the family's property for her use during her lifetime.
 5. The inheritance practice of **primogeniture**, which bestowed all land on the eldest son, forced many younger children to join the ranks of the roaming poor; few men—and even fewer women—had much personal freedom or individual identity. Fathers often demanded that children work for them until their mid-twenties.
 6. Hierarchy and authority through family, church, and village prevailed because they offered a measure of social order and security; these values shaped the violent and unpredictable American social order well into the eighteenth century.
 - C. The Power of Religion
 1. The Roman Catholic Church served as one of the great unifying forces in Western European society; the Church provided a pervasive authority and discipline through Christian dogma, a church staffed by priests in every village, and the unifying language of Latin.
 2. Like the Indians of North America, European peasants originally were pagans and animists: They believed that unpredictable spiritual forces governed the natural world and that those spirits had to be paid ritual honor. The Church attacked paganism by devising a religious calendar that transformed pagan agricultural festivals into Christian holy days. Christian doctrine penetrated the lives of peasants; to avert famine and plague, Christians offered prayers to Christ and the saints.

3. Crushing other religions and suppressing heresies among Christians was an obligation of rulers and a task of the new orders of Christian knights.
 4. Between 1096 and 1291 successive armies of Christians embarked on Crusades; Muslims were a prime target of the crusaders. Christians also persecuted **pagans**, those who believed in polytheism, for **heresy**.
 5. The Crusades strengthened the Christian identity of the European population and helped broaden the intellectual and economic horizons of the European privileged class.
 6. Military successes against Islamic peoples and the absorption of Arab knowledge also enabled European elites to set out to capture the Arab-dominated trade routes that stretched from Constantinople to Beijing and from the Mediterranean to the East Indian seas.
- D. The Renaissance Changes Europe, 1300–1500
1. Stimulated by the wealth and learning of the Arab and Chinese world and the re-introduction of Greek and Roman texts following the Black Death that destroyed one-third of the population, Europe experienced a “rebirth” of learning, economic development, and cultural life. The Renaissance had the most impact on the upper classes.
 2. A new ruling class of moneyed elite—merchants, bankers, and textile manufacturers—created the concept of **civic humanism**. This **ideology** celebrated public virtue and service to the state and would profoundly influence European and American conceptions of government and national expansion. In Italy this movement led to the establishment of city-states as **republics** without princes or kings.
 3. Works by artists such as Michelangelo, Palladio, and da Vinci were part of a flowering of artistic genius that set standards that still influence the modern era.
 4. Following Niccolò Machiavelli’s advice in *The Prince* (1513), an alliance of monarchs, merchants, and royal bureaucrats challenged the power of the agrarian nobility by creating royal law courts and bureaucracies.
 5. Monarchs allowed merchants to trade throughout their realms, granted privileges to the artisan organizations called **guilds**, and safeguarded commercial transactions, thereby encouraging domestic manufacturing and foreign trade. In return, kings and princes extracted taxes from towns and loans from merchants to support their armies and officials.
6. This mutually enriching alliance of monarchs, merchants, and royal bureaucrats (which eventually became known as mercantilism) propelled Europe into its first age of overseas expansion under Spain and Portugal.
7. Because Arabs and Italians dominated trade in the Mediterranean, Prince Henry of Portugal sought an alternate oceanic route to Asia; under Henry’s direction, Portugal led European expansion overseas. Arab learning and innovations in sail and ship design facilitated Henry’s success.
 8. Eventually Henry’s mariners sailed far into the Atlantic, where they discovered and colonized the Azores and Madeira Islands; from there they explored the sub-Saharan African coast.
- E. West African Society and Slavery
1. Vast and diverse, West Africa stretches along the coast from present-day Senegal to Angola.
 2. In the 1400s tropical rain forest covered much of the coast, but a series of great rivers—the Senegal, Gambia, Volta, Niger, and Congo—provided access to the interior, where most people lived. There were few coastal cities because there was little seaborne trade.
 3. Most West Africans farmed small plots and lived with extended families in small villages that specialized in certain crops, ranging from millet and cotton to livestock, yams, and oil-rich palm nuts. They traded both raw and manufactured goods with one another, including rare items such as salt, iron, gold, textiles, and ivory.
 4. The majority of the population lived in hierarchical societies ruled by princes, similar to the Aztec and Maya peoples in Mesoamerica. Some Africans inhabited smaller-scale stateless societies based on household and lineage.
 5. Among West Atlantic-speakers, the Fulani and Wolof peoples were most numerous. Mande-speakers in the upper Niger region included the Malinke and Bambara peoples; the Yorubas and the Ibos of southern Nigeria spoke varieties of the Kwa lan-

guage. Finally, the Mossis and other Voltaic-speakers inhabited the area along the upper Volta River.

6. Spiritual beliefs varied greatly, with most West Africans recognizing a variety of deities. West Africans who lived immediately south of the Sahara—the Fulanis in Senegal, Mande-speakers in Mali, and the Hausas in northern Nigeria—learned about Islam from Arab merchants and missionaries.
 7. At first, European traders had a positive impact on the West African peoples by introducing new plants (coconuts and lemons), animals (pigs), and metal products (iron) and by expanding the African trade networks.
 8. From small, fortified trading posts on the coast, Europeans shipped metal products, manufactures, and slaves along the coast and to inland regions, and took gold, ivory, and pepper in return.
 9. In 1502 Vasco da Gama’s ships outgunned Arab fleets; the Portuguese government soon built fortified trading posts on the coast, and opened trade routes from Africa to Indonesia and up the coast of Asia to China and Japan.
 10. Portuguese traders joined African states and Arab merchants in the slave trade. Bonded labor—slavery, serfdom, indentured servitude—was the norm in most premodern societies, and in Africa it took the form of slavery.
 11. A small portion of West Africans were **trade slaves**, mostly war captives and criminals sold from one kingdom to another as agricultural workers. Some African slaves were carried overland in caravans by Arab traders to the Mediterranean region.
 12. To exploit this trade, Portuguese merchants established forts at small port cities—first at Elmina in 1482 and later at Gorée, Mpinda, and Loango—where they bought gold and slaves from African princes and warlords.
 13. Initially the Portuguese carried a few thousand African slaves each year to work on sugar plantations in the Cape Verde Islands, the Azores, and the Madeira Islands; they also sold slaves in Lisbon, which soon had a black population of 9,000.
 14. After 1550 other Europeans soon joined the West African’s long-established trade in humans; by 1700 Europeans shipped hundreds of thousands of slaves to new American sugar plantations in Brazil and West Indies.
- F. Europeans Explore America
1. Explorers financed by the Spanish monarchs, King Ferdinand of Aragon and Queen Isabel of Castile, discovered the Western Hemisphere for Europeans.
 2. Married in an arranged match to combine their Christian kingdoms, the young rulers completed the centuries-long *reconquista*. In 1492 their armies captured Granada, the last Islamic state in Western Europe.
 3. Simultaneously, Ferdinand and Isabel sought trade and empire, and enlisted the services of Christopher Columbus, a Christian mariner from Genoa.
 4. Misinterpreting the findings of Italian geographers, Columbus believed that the Atlantic Ocean, long feared by Arab merchants as a 10,000-mile-wide “green sea of darkness,” was a much narrower channel of water separating Europe from Asia. Although dubious about Columbus’s theory, Ferdinand and Isabel arranged financial backing from Spanish merchants and charged Columbus with finding a western route to Asia and carrying Christianity to its peoples.
 5. Christopher Columbus set sail in three small ships in August 1492. After a perilous voyage of 3,000 miles, he disembarked on October 12 on an island in the present-day Bahamas, believing he had reached Asia—“the Indies,” in fifteenth-century parlance.
 6. Columbus called the native inhabitants (the Taino, Arawak, and Carib) Indians and the islands the West Indies.
 7. Although Columbus found no gold, the monarchs sent three more expeditions over the next twelve years; they wanted to make the new land they called *Las Indias* (the Indies) a Spanish empire.
 8. During those expeditions, Columbus began the colonization of the West Indies, transporting more than a thousand Spanish settlers—all men—and hundreds of domestic animals.
 9. A German geographer soon labeled the “new” continents “America” in honor of a Genoese explorer, Amerigo Vespucci.

Vespucci, who had explored the region around 1500, believed that the land was *not* Asia and called it a *nuevo mundo*, a new world.

10. The Spanish disregarded Vespucci's term, and continued to consider all new lands as part of the Indies.
- G. The Spanish Conquest
1. Spanish adventurers ruled the peoples of the Indies with an iron hand. After subduing the Arawaks and Tainos on Hispaniola, the Spanish probed the mainland for gold and slaves.
 2. Rumors of rich Indian kingdoms in the interior encouraged other Spaniards, including hardened veterans of the *reconquista*, to launch an invasion.
 3. In 1519 Hernán Cortés, a member of the Spanish gentry class, and his fellow Spanish conquistadors landed on the Mexican coast and began a conquest of the Aztec empire. Luck, Indian allies, and superb negotiation strategies enabled the Spanish to emerge victorious.
 4. Moctezuma, the Aztec ruler, believed that Cortés might be a returning god and allowed him to enter the empire without challenge.
 5. Superior European military technology, internal divisions within the Aztec empire, and the assistance of a female native interpreter named Malinali (Malinche) also contributed to Spanish victory.
 6. The Spanish also had a silent ally, disease. A smallpox outbreak of 70 days decimated the population of Tenochtitlan, enabling Cortés and his crew to infiltrate the city. Subsequent outbreaks of measles, influenza, and smallpox facilitated Aztec collapse.
 7. In the 1520s the Spanish conquest entered a new phase when Francisco Pizarro overthrew the Inca empire in Peru; the Incas were also easy prey because of internal fighting over the throne and disease brought by the Spanish.
 8. The Spanish invasion changed life forever in the Americas. Disease and warfare wiped out virtually all of the Indians of Hispaniola—at least 300,000 people.
 9. The conquistadors remained powerful because they held royal grants (*encomiendas*) giving them legal control of the native population, principally on plantations and livestock ranches exporting goods to Europe.
10. The Spanish invasion of the Americas had a significant impact on life in Europe, the Americas, and Africa due to a process of transfer known as the **Columbian Exchange**.
 11. The gold and silver that had formerly honored Aztec gods now gilded the Catholic churches of Europe and flowed into the countinghouses of Spain, making that nation the richest and most powerful in Europe.
 12. Between 1500 and 1650 no fewer than 350,000 Spaniards migrated to Mesoamerica and western South America. More than 75 percent of the Spanish settlers were men, and many of them took Indian women as wives or mistresses.
 13. Consequently, a substantial mixed-race population, called **mestizos**, quickly appeared, along with an elaborate, race-based **caste system**.
 14. Moreover, the surviving Indian peoples lost a vital part of their cultural identity when Spanish priests suppressed their worship of traditional gods and converted them to Catholicism.
 15. The empire contained about 17 million people: a dominant caste of 3.2 million Spaniards; 5.5 million people of mixed Indian and European heritage; 1.0 million African slaves; and 7.5 million Indians, who lived mostly on marginal lands.
- III. The Protestant Reformation and the Rise of England
- A. The Protestant Movement
1. Christianity ceased to be a unifying force in European society as new religious doctrines divided Christians into armed ideological camps of Catholics and Protestants and created centuries of religious wars.
 2. During these conflicts, France replaced Spain as the most powerful European state, and Holland and England emerged as Protestant nations determined to colonize the Western Hemisphere.
 3. Over the centuries the Catholic Church became a large and wealthy institution, controlling vast resources and political power throughout Europe. Critics of church wealth began to voice their concerns following the Renaissance.
 4. In 1517 a Catholic priest named Martin

Luther publicly challenged Roman Catholic practices and doctrine with his Ninety-five Theses; the document condemned the sale of **indulgences** by the Church.

5. Luther argued three main points: He believed that people could be saved only by grace, not good works; he dismissed the need for priests to act as intermediaries between Christians and God; and he downplayed the role of high-ranking clergymen and popes by naming the Bible the ultimate authority in matters of faith.
 6. As peasants mounted violent social protests of their own, Luther urged obedience to established political institutions and condemned the teachings of religious dissidents more radical than him.
 7. Eventually, the Peace of Augsburg (1555) divided Germany into Lutheran states in the north and Catholic principalities in the south. It allowed princes to decide the religion of their subjects; southern German rulers installed Catholicism, and Northern German rulers chose Lutheranism.
 8. In his *Institutes of the Christian Religion* (1536), Protestant John Calvin preached **predestination**—the idea that God determines who will be saved before they are born.
 9. When the pope denied his request for a marriage annulment, King Henry VIII broke with the Roman Catholic Church and created a national Church of England.
 10. Henry's daughter, Elizabeth I, combined Lutheran and Calvinist beliefs but retained the Catholic ritual of Holy Communion in her religious reforms. This compromise angered some radical Protestants who took inspiration from the Presbyterian system in which male church elders guided the church.
 11. Other radical Protestants called themselves Puritans; they wanted to purify the church of "false" Catholic teachings and practices.
- B. The Dutch and English Challenge Spain
1. King Philip II wanted to root Protestantism out of the Netherlands and England, as well as Islam from North Africa. He failed in both efforts.
 2. To protect their Calvinism and political liberties, the seven northern provinces of the Spanish Netherlands declared their independence in 1581 and became the Dutch Republic (or Holland).
 3. To assist the Dutch independence movement, Queen Elizabeth I dispatched 6,000 troops to the Netherlands.
 4. She also supported military expeditions to extend direct English rule over Gaelic-speaking Catholic regions of Ireland. Calling the Irish "wild savages," English troops brutally massacred thousands, prefiguring the treatment of Indians in America.
 5. Through her actions Elizabeth immediately became the enemy of King Phillip of Spain.
 6. In 1588 the Spanish Armada sailed out to reimpose Catholic rule in England and Holland but was defeated when a storm allowed the English to claim victory.
 7. Shrugging off this defeat, Philip continued to spend his American gold on religious wars. This ill-advised policy diverted resources from industrial investment in Spain and weakened its economy.
 8. Oppressed by high taxes on agriculture and fearful of military service, more than 200,000 residents of Castile, the richest region of Spain, migrated to America.
 9. As the Spanish government and economy struggled, the Dutch Republic became the leading commercial power of Europe.
 10. Amsterdam emerged as the financial capital of northern Europe, and the Dutch Republic replaced Portugal as the dominant trader in Indonesia and West Africa.
 11. Dutch merchants also looked across the Atlantic: They created the West India Company, which invested in sugar plantations in Brazil and established the fur-trading colony of New Netherland along the Hudson River in North America.
 12. England's economy was stimulated by a rise in population (from 3 million in 1500 to 5 million in 1630) and by **mercantilism**, a system of state-supported manufacturing and trade.
 13. Mercantilist-minded monarchs like Queen Elizabeth encouraged merchants to invest in domestic manufacturing, thereby increasing exports and decreasing imports.
 14. The domestic English textile industry relied on **outwork**: Merchants bought wool from the owners of great estates and

then hired landless peasants to spin and weave the wool into cloth. The government further helped textile entrepreneurs by setting low rates for wages.

15. By 1600 the success of merchant-oriented policies helped to give the English and the Dutch the ability to challenge Spain's monopoly in the Western Hemisphere.
- C. The Social Causes of English Colonization
1. England sent more than merchant fleets and manufactures to America. Economic changes would bring thousands of poor, landless English peasants to search for prosperity in the Americas.
 2. The **Price Revolution**, major inflation as a result of Spanish dumping of gold and silver on the European market, caused social changes in England; the nobility were its first casualties largely because they had rented their lands on long-term leases at low rents. In contrast, the **gentry**, or nonnoble landowners, prospered by offering short-term leases at high rates.
 3. As the influence of the House of Commons increased, rich commoners and small property owners gained a voice in government; this process of creating representative government had profound consequences for English and American political history.
 4. The Price Revolution likewise transformed the lives of peasants. The economic stimulus of Spanish gold spurred the expansion of the textile industry. To increase the supply of wool, profit-minded landlords and wool merchants persuaded Parliament to pass **enclosure acts**, laws that allowed owners to fence in the open fields that surrounded many peasant villages and put sheep to graze on them.
 5. Because of the Enclosure acts, the Price Revolution, and crop failure, many peasants lost the means to earn a living and were willing to go to America as **indentured servants**, signing a contract in which the individual agreed to work without wages for four or five years in exchange for passage to America and room and board for the term of the contract.
 6. This massive migration to America brought about a new collision between European and Native American worlds.

Key Terms

clan A group of related families that share a real or legendary common ancestor. Most Native peoples north of the Rio Grande organized their societies around clan groups, which combined to form a distinct people based on language and culture. (9)

pueblos Multistory and multiroom stone or mud-brick buildings built as residences by Native peoples in the southwestern United States. (11)

matrilineal A system of family organization in which social identity and property descend through the female line. Children are usually raised in their mother's household, and her brother (their uncle) plays an important role in their lives. (14)

peasant The traditional term for a farmworker in Europe. Some peasants owned land, while others leased or rented small plots from landlords. In some regions, peasants lived in compact communities with strong collective institutions. (14)

yeoman In England between 1500 and 1800, a farmer who owned enough land to support his family in reasonable comfort. In America, Thomas Jefferson envisioned a nation of yeomen, of politically and financially independent farmers. (14)

dower, dower right A legal right originating in Europe and carried to the American colonies that provided a widow with the use of one-third of the family's land and goods during her lifetime. (16)

primogeniture The practice of passing family land, by will or by custom, to the eldest son. Republic-minded Americans of the Revolutionary era felt this practice was unfair, but they did not prohibit it. However, most state legislatures eventually passed laws providing that if a father dies without a will, all his children must receive an equal portion of his estate. (16)

pagan A person whose spiritual beliefs center on the natural world. Pagans do not worship a supernatural God; instead, they pay homage to spirits and spiritual forces that dwell in the natural world. (16)

heresy A religious doctrine inconsistent with the teachings of a church. Some of the Crusades between 1096 and 1291 targeted groups of Christians whose beliefs the Roman Catholic Church judged to be heretical. (16)

republic A state without a monarch that is ruled by a representative system of government. In designing governments for the newly independent American

states, Patriot leaders chose a republican form. They considered it an antidote to the poisonous corruption they had seen in the British monarchy. (20)

civic humanism The belief that individuals owe a service to their community and its government. During the Renaissance, political theorists argued that selfless service was of critical importance in a republic, a form of government in which authority lies in the hands of some or all of the citizenry. (20)

ideology A systematic philosophy or political theory that purports to explain the character of the social world or to prescribe a set of values or beliefs. (20)

guild An organization of skilled workers in medieval and early modern Europe that regulated the entry into and the practice of a trade. Guilds did not develop in colonial America because artisans generally were in short supply. (20)

trade slaves West Africans who were sold by one African kingdom to another and who were not considered members of the society that had enslaved them. For centuries, Arab merchants carried trade slaves to the Mediterranean region; around 1440, Portuguese ship captains joined in this trade and began buying slaves from African princes and warlords. (23)

reconquista The campaign by Spanish Catholics to drive North African Moors (Muslim Arabs) from the European mainland. After a centuries-long effort to recover their lands, the Spaniards defeated the Moors at Granada in 1492 and secured control of all of Spain. (23)

encomiendas Land grants in America given by the Spanish kings to privileged landholders (*encomiendados*) in the sixteenth century. *Encomiendas* also gave the landholders legal control over Native peoples who lived on or near their estates. (25)

Columbian Exchange The transfer in the sixteenth century of agricultural products and diseases from the Western Hemisphere to other continents, and vice versa. (25)

mestizo A person of mixed blood; specifically, the child of a European and a Native American. (28)

caste system A form of social organization that divides a society along relatively rigid lines of status based primarily on birth. (28)

indulgence A certificate granted by the Catholic Church that claimed to pardon a sinner from pun-

ishment in the afterlife. In his Ninety-five Theses, written in 1517, Martin Luther condemned the selling of indulgences, which was a common practice among Catholic clergy. (29)

predestination The idea that God chooses certain people for salvation even before they are born. Sixteenth-century theologian John Calvin was the main proponent of this doctrine, which became a fundamental tenet of Puritan theology. (29)

outwork A system of manufacturing, also known as putting out, used extensively in the English woolen industry in the sixteenth and seventeenth centuries. Merchants bought wool and then hired landless peasants who lived in small cottages to spin and weave it into cloth, which the merchants would sell in English and foreign markets. (32)

mercantilism A set of parliamentary policies, first enacted in 1650 and constantly updated, that regulated colonial commerce and manufacturing for the enrichment of Britain. The policies ensured that the American colonies produced agricultural goods and raw materials for export to Britain, where they were sold to other European nations or made into finished goods. (32)

Price Revolution The impact of the high rate of inflation in Europe in the mid-1500s. American gold and silver, brought to Europe by Spain, doubled the money supply at a time when the population also was increasing. The increase in prices caused profound social changes—reducing the political power of the aristocracy and leaving many peasant families on the brink of poverty—setting the stage for substantial migration to America. (32)

gentry A class of Englishmen and -women who were substantial landholders but lacked the social privileges and titles of nobility. During the Price Revolution of the sixteenth century, the relative wealth and status of the gentry rose while those of the aristocracy fell. (33)

enclosure acts Laws passed in sixteenth-century England that allowed landowners to fence in the open fields that surrounded many villages and use them for grazing sheep. Such enclosures left peasants in those villages without land to cultivate, forcing them to work as wage laborers or as wool spinners and weavers. (33)

indenture A contract that required service for a specified period. In the seventeenth century, indentures brought thousands of workers to North America. In exchange for agreeing to work for four or five years without wages, the workers received

passage across the Atlantic, room and board, and status as a free person at the end of the contract period. (34)

Lecture Strategies

1. Implicit in the notion of worlds colliding is a comparison of Europeans, Africans, and Native Americans encountering alien cultures. Using this framework, you might compare and contrast the main characteristics of European and Native American civilizations to provide the basis for students to understand cultural interactions in a historical context. This binary focus sets up a subsequent lecture to explain why and how Europeans dominated the Americas and Africa. A central goal would be to explain how cultural differences shaped the variant actions and responses of the cultural groups to the broader forces of expansion and encounter set in motion by Europe.
2. Another major lecture would detail why and how Europeans eventually took over the Americas by manipulating African and Native American peoples. Compare and contrast European and Native American civilizations to explain how Europeans used more than superior military technology to vanquish native opposition throughout the Americas. Examine demography, social order, political organization, agrarian labor systems, trade and exchange, technology, religion, and science among the Mayans, Aztecs, or native peoples such as the Hopewell and Mississippian cultures. Compare and contrast these factors with the economic, social, political, and cultural life of Europe in the fifteenth century. Analyze the impact of the viral diseases Europeans brought to the Americas. Discuss how epidemics spread so quickly, had such a devastating effect, and disorganized and demoralized Native Americans. How did the impact of epidemics affect the contemporary European and Native American interpretations of what was happening?
3. Native American resistance to European invasion was widespread throughout the early colonial period. Write a lecture that traces the complexities of this phenomenon across cultural groups and regions in the Americas that came under Spanish control before 1600. Examine political, social, economic, environmental, and disease factors that shaped the different responses of native people to European arrival.
4. Students will need help unraveling the complex process of European state development, specifically in England, which had such a profound influ-

ence on the course of American history. Students often take for granted the rise of the constitutional nation-state that has become the norm in the modern world. But its rise was by no means guaranteed. The complexity of its development lies in the interactions among religion, economics, and social and political organization. How and when did changes in one area affect those in another?

5. Exploration and colonization are major efforts that require the considerable resources of a nation. Explain to students the logic of exploration and colonization. What did the Europeans want? How did they go about getting it? Why were they successful? What kind of mercantile system did they develop? Examine how the Portuguese took most of the fifteenth century to develop a colonial system in which they imported African slaves to colonial plantations in order to produce tropical crops, which were then imported into the mother country and traded throughout Europe. Then show how that system became the model for the colonial systems developed by Spain in the sixteenth and seventeenth centuries.

Reviewing the Text

These questions are from the textbook and follow each main section of the narrative. They are provided in the Computerized Test Bank with suggested responses, for your convenience.

Native American Societies (pp. 6–14)

1. What were the major similarities and differences between the civilizations of Mesoamerica and the Mississippian culture to the north?

Similarities

- Formed complex, large-scale societies with large permanent populations based in fortified cities
- Practiced advanced farming techniques based on plant domestication
- Extensive trade networks with neighboring societies
- Produced agricultural surplus that led to population increase, class specialization, and city-state formation
- Farmers built pyramids and large temple mounds, directed by an elite class of rulers and priests
- Tribute and taxes (in the form of goods) paid by peasant farmers supported an elite class of nobles and priests who ruled through descent from the sun god, waged war against neighboring chiefdoms, patronized skilled artisans.

- Large populations overburden the environment, depleting local food supplies, leading to disease. Maya experienced a two-century drought producing economic crisis for overburdened peasants, leading to migration.
- Mesoamerican rituals may have influenced the development of Mississippian culture: examples are Mayan refugees from war-torn Yucatan influencing Mississippi River Valley and Natchez customs of ceremonial burial in mounds
- Buried remains of dead in ceremonial mounds

Differences

- Inhabited different regions: Central Mesoamerica vs. North America
 - Mesoamerica possessed more people (40 million in Mesoamerica and South America combined); North America = 7 million
 - Mesoamerica declines earlier (800 A.D. for Maya and Teotihuacan vs. 1350 A.D. for Mississippians) due to later development of population increase and later arrival of farming technology (800 A.D. for Mississippians)
2. How did the climate affect the rise and decline of various native peoples?
 - Climate changes during the last Ice Age enabled native people to walk across a land bridge over the Bering Strait to North America around 10,000 B.C.
 - The warming of the climate then isolated North American Indians from European migration and diseases until the arrival of Columbus in 1492. Native people succumbed rapidly to European diseases because of geographical isolation.
 - Climate shaped the development of farming technology in the Americas, concentrating corn, beans, and squash cultivation in the warm and moist soil of Mesoamerica where it later spread as far north as Canada.
 - Climate changes, including drought, shaped the migratory patterns of North American Indians over time.
 3. How were eastern woodland Indian societies organized and governed?
 - The societies were comprised of diverse cultures, ranging from larger, more agriculturally based societies to smaller Algonquian and Iroquoian societies who combined hunting/gathering with farming.
 - They inhabited semi-permanent settlements surrounded by fields.

- They were self-governing tribes composed of clans. Clan elders conducted ceremonies and policed societies, but did not form a distinct ruling class.
- Eastern woodland societies did not encourage accumulation of material goods and land ownership; resources were shared, which encouraged reciprocity rather than accumulation among people.
- Lineage and household formed the basis of society.
- Gender specialization: farming controlled by women after large-scale societies declined and dispersed into smaller settlements following disease exposure from the 1540s de Soto expedition.
- A matrilineal inheritance system developed due to control of farming by women; women passed use-rights of fields to daughters.
- Fathers stood outside the main lines of kinship; primary responsibility of child rearing fell to mothers and brothers who often lived with sisters rather than wives.
- Religious rituals centered on annual agricultural cycle, for example, green corn and strawberry festivals of the Iroquois.
- But because household and lineage was the basis of society, not hereditary and divinely ordained leadership, leaders lacked power compared to Mesoamerica, and could not compel all people to follow them into war or make other major decisions.

Europe Encounters Africa and the Americas, 1450–1550 (pp. 14–28)

1. Compare and contrast the main characteristics of traditional European society and West African society. How were they each similar to and different from Native American societies?

European society vs. West African society

- *Similarities:* Agriculturally based pagan culture combined with monotheism; relative poverty of peasant classes; lived in small villages with extended families; male-ruled society; multiplicity of languages; majority of people lived in hierarchical societies ruled by princes.
- *Differences:* More unified religion in Europe based on Christianity; Europeans made more widespread use of iron; Europeans were sailing societies; Europeans were more politically united; Africans practiced slavery; many Africans lived in tribal societies.

Native American society vs. West Africans and Europeans

- *Similarities:* Agriculturally based, small communities as well as large kingdoms; kinship based with extended families living in one large household; multiplicity of languages.
 - *Differences:* Native American societies gave more power to women, succumbed to European diseases more readily due to greater geographical isolation, produced relatively smaller population levels, practiced paganism universally, and did not possess sailing technology.
2. Why and how did Portugal and Spain pursue overseas commerce and conquest?
 - *Why:* To acquire new lands for the monarchy and nation-state, to find a western route to Asian resources, to serve a Christian god, and to enrich private investors and fulfill the process of mercantilism
 - *How:* State-sponsored exploration led by determined monarchs and private individuals, utilization of Arab sailing technology, use of private investors and mercantilism to finance voyages, extermination and enslavement of native population of the Americas.
 3. What was the impact of the Columbian Exchange on the Americas, Europe, and Africa?
 - The Columbian Exchange profoundly impacted all three continents, changing natural environment through new flora, fauna, minerals, and diseases.
 - Native Americans suffered catastrophic population losses from European diseases as Europeans increasingly migrated to the Americas.
 - European nations profited economically from the exchange of precious metals in the form of gold and silver from the Americas.
 - A new class of people, mestizos, formed from the interactions of Europeans, Indians, and Africans.

The Protestant Reformation and the Rise of England (pp. 29–34)

1. How did Protestant religious doctrine differ from that of Roman Catholicism?
 - Protestants wanted to purify the Catholic Church of ostentatious display, the sale of indulgences, and general church corruption.
 - Luther rejected the doctrine that Christians could win salvation through good deeds. He

argued that people could be saved only by grace, a free gift from God.

- Luther downplayed the role of the clergy and the pope as mediators between God and the people.
 - Luther argued that believers must look to the Bible and not church doctrine as the ultimate authority in matters of faith.
 - John Calvin preached the doctrine of predestination, the idea that God had chosen certain people for salvation even before they were born, condemning the rest to eternal damnation.
2. Why did Spain lose its position as the dominant European power?
 - A flood of gold and silver into European markets as a result of Spain's triumph over the Inca and Aztec empires in the Americas doubled the money supply in Europe and created a period of runaway inflation known as the Price Revolution (1530–1600).
 - King Philip II spent much time, energy, and national resources on a failed attempt to defeat Protestantism in Holland and England.
 - Spain attempted to administer a far-flung American empire as well as control of Holland, Belgium, and Portugal. The high cost of administering this new empire became a financial and military hardship for the Spanish crown.
 3. What factors prompted the large-scale migration of English men and women to America?
 - The Price Revolution tripled the price of goods, forcing the nobility and some peasants to find more lucrative opportunities in the Americas.
 - The enclosure movement led to the fencing of open lands for raising sheep rather than free use by peasants for gardens and livestock. Peasants became even more landless as a result, and looked to America as an alternative.
 - Crop failures caused by cold weather between 1590 and 1640 further motivated English peasants to migrate.

Chapter Writing Assignments

These questions appear at the end of Chapter 1 in the textbook. They are provided in the Computerized Test Bank with suggested responses, for your convenience.

1. How do you explain the different ways in which the Indian peoples of Mesoamerica and North America developed?
 - Farming technology (corn, beans, and squash) developed earlier in Mesoamerica; settled agri-

culture arrived later (800 A.D.) in North America. This factor produced a larger population and large cities earlier and in greater numbers in Mesoamerica than in North America.

- A larger population in Mesoamerica produced greater state control, urbanization, and more social classes compared to North American societies.
 - Lower population levels in North American societies produced less diversity of occupations and social classes, lower levels of state formation and territorial competition, and fewer large-scale cities than in Mesoamerica.
 - Greater use of mixed hunting/gathering and farming in North America stemming from the later development of farming technology in North America produced smaller-scale and more self-governing societies.
 - Greater development of dispersed and smaller settlements compared to Mesoamerica gave women more economic power within North American societies.
2. What made Native American peoples vulnerable to conquest by European adventurers?
- Lack of political unity. For example, Aztecs had many enemies from within their own tribes as a result of territorial competition, wealth acquisition, and the sacrifice of captives taken in war. Cortés exploited Indian political rivalries to his advantage, forming alliances with enemy tribes of the Aztecs. La Malinche, Cortés's interpreter, assisted the Spanish in the hope of escaping enslavement by the Aztec. In contrast, the Spanish possessed highly unified society.
 - Lack of iron. Native Americans possessed copper but did not smelt iron. Spanish metal armor, swords, and lances inflicted devastating wounds on Aztec warriors armed with cotton armor and obsidian-tipped spears and arrows.
 - Differences in weaponry. Besides penetrating power and devastating wounds, the use of guns and crossbows, though limited, inflicted psychological shock on Native American people.
 - Lack of horse and animal technology. Aztecs fought on foot and had no wheeled carts or cavalry, unlike the Spanish, who also possessed attack dogs.
 - Lack of immunity to European diseases. Although tuberculosis was known among Native Americans before the arrival of Europeans, isolation from Eurasia for thousands of years prevented habituation to common European diseases. Examples: In 1500 the Mesoamerican population equaled 30 million, but only 3 million by 1650; 300,000 Indians in Hispaniola were wiped out in a few decades; a smallpox epidemic lasted twenty days in Aztec Tenochtitlán in 1521, facilitating Cortés's victory. Before Pizarro landed in Peru in 1524, smallpox had reduced the Inca population by half (18 to 9 million), igniting an internal native fight over succession to rule and weakening the Inca militarily. Influenza and measles also severely impacted native populations, producing both a population loss and a psychological shock that facilitated power decline.
3. What led to the transatlantic trade in African slaves?
- Crusades in Europe during the Middle Ages brought Europe closer to North Africa and increased the desire of European monarchs to take advantage of Arab Muslim slave trade with Sub-Saharan Africa.
 - Renaissance economic expansion influenced European monarchs to increase commerce with Africa and Asia in an attempt to remove Arab Muslim control of world trade. Profits from increasing trade created powerful merchant and banking interests that promoted further world exploration. Africa, geographically close to southern Europe, was within easy reach due in part to advances in ship design (caravel) and the compass.
 - European monarchs such as Prince Henry the Navigator sponsored voyages to find maritime routes to West Africa and Asia.
 - West Africans had previous experience with domestic slavery in African societies. People became slaves as prisoners of war and as security for debts, and some were sold by relatives in times of famine.
 - West African societies engaged in African slave trade with Arab Muslim traders of North Africa before the Portuguese arrived in the mid-1400s. West African slaves were sold as agricultural workers from one kingdom to another or carried overland in caravans by Arab traders to North Africa.
 - The large population of Africans and a high degree of African warfare made a great number of people available for slave trade.
 - The desire of African leaders to take part in slave trade with Europeans led to Atlantic slave trade.
 - There was a lack of political unity in Africa. African leaders raided neighboring tribes for slaves to use in African societies and to sell to Arab traders from North Africa and to the Portuguese by the mid-1400s.

- Portuguese monarchs and traders militarily overwhelmed Arab middlemen and took control of trade (e.g., the building of the first slave-trading post at Elmina in 1482).
 - Portuguese monarchs and merchants created a sugar plantation system based on West African slave labor. Plantations were established in Cape Verde islands, the Azores, and Madeira, with as many as 9,000 slaves imported in Lisbon. By 1550 Atlantic slave trade expanded enormously to supply new sugar plantations in Brazil and West Indies.
4. What was mercantilism? How did this doctrine shape the policies of European monarchs to promote domestic manufacturing and foreign trade?
- During the sixteenth century, European banks, private investment firms, and monarchies, led by the English and Dutch, promoted a system of capitalism, known as mercantilism, that evolved into a complex state-sponsored system of domestic manufacturing and foreign trade that encouraged Europeans to increase funding of world exploration and conquest.
 - European monarchies created royal law courts and bureaucracies that reduced the power of the landed classes. The desire to export rather than import goods (and create a favorable balance of trade) prompted England under Queen Elizabeth to expand mercantilism through overseas colonization. In exchange for free trade, merchants and urban areas were taxed heavily. The expansion of mercantilism increased the revenues of the English royal treasury and enhanced the power of the national government.
5. How did Europeans become leaders in world trade and extend their influence across the Atlantic?
- Europeans used technological innovations derived by Arab inventors in navigation, weaponry, map-making, and communication.
 - Mercantilist policies were promoted by Christian merchants and monarchies.
 - Profits from commerce created powerful merchants, bankers, and textile manufacturers who spurred technological innovation in communication and navigation.
 - Military supremacy was achieved over Muslims in Spain and Africa by 1492.
 - Competition with Arab states for control of Asian trade increased European mercantilist

policies and eventual expansion into the Western Hemisphere.

- Crusades and the expansion of Christian power during the 1300s created an economic and cultural ethos of competition that fed the expansion of mercantilism.
- In conjunction with African leaders, European monarchs and merchants created an Atlantic slave trade that increased the power of mercantilism.

Class Discussion Starters

1. **What factor best explains the ability of Europeans to prevail over Native Americans in their encounters in the sixteenth and seventeenth centuries?**

Possible answers

- a. Relative military technology was an important factor. Without firearms, steel, horses, and armor, Native Americans could not effectively resist the Europeans.
 - b. Native Americans' initial responses were somewhat confused and uncertain and only slowly led to resistance.
 - c. The Europeans were more unified, had clarity of purpose, and were militarily disciplined.
 - d. The Native American peoples were vulnerable to European viral diseases.
 - e. The Native American groups subjugated by major native civilizations were not cohesive and turned on their overlords when the opportunity arose.
2. **The process of the European colonization and conquest of America in the sixteenth and seventeenth centuries was both tragic and exciting. Is there any way to understand these events objectively and impartially?**

Possible answers

- a. The depletion of the Native American population that resulted from their initial contacts with Europeans was a tragic event. The society and culture of many diverse peoples who had been in America for thousands of years were almost completely wiped out in a few generations. In general terms, Europeans did not consciously exterminate Native Americans, as neither people understood how disease was spread. However, in isolated instances, Europeans did attempt to harm Indians through passage of infected items. It must be remembered that Europeans also suf-

ferred from exposure to New World diseases and pathogens. Likewise, Native Americans used the tools and means at their disposal to resist Europeans. In essence, Europeans who arrived to America were armed with sophisticated weapons, equipment, and an ideology that supported war, commerce, and expansion.

- b. By means of their conquest of the Americas, the Europeans set in motion the dynamics needed to create a society with an unimagined degree of economic opportunity and political freedom. However, the high cost to Native Americans and Africans taken as slaves must be considered alongside the advances of the societies that resulted from European expansion. The fact that Europeans have dominated most encounters with other civilizations over the past five centuries bears examination.
 - c. Questions of assessing costs in history must remain within historical context. Our role as students of history is to try to understand what happened, recognize the impact events had on people then and in subsequent years, and hope that we will thus be better able to comprehend the forces of change in our own time. Ascribing motives of good or evil to broad historical processes is often problematic. While the co-existence of Indian and European civilizations is attractive as an ideal, it is difficult to describe that eventuality in pragmatic terms. In any case, it was not the reality that occurred. The European conquest can, however, be examined for lessons to be applied in other parts of the world where civilizations meet.
- 3. What are some aspects of present-day life in the United States that we could trace from the course of the interaction between Native Americans and Europeans? In that interaction, how can we see the development of a new kind of society and culture?**

Possible answers

- a. Many of our dietary staples, such as corn, potatoes, beans, and squash, came from Native American agriculture. However, Europeans contributed many plants and animals, such as wheat and oats and horses and livestock, that are now integral to our environment.
 - b. The Europeans' view of themselves as a proselytizing, conquering people of destiny, wanting to convert the Native Americans and transform America into a land of economic opportunity,
- was shaped by the presence of Native Americans.
- c. The complex social and cultural interactions in early America among the Spanish, the English, Native Americans, and Africans foreshadowed in many ways the complex multiethnic society that is America today.
 - d. At the center of American society remain traits that developed in Europe and were transferred to America. Our notions of the nation-state, social structure, individualism, religious diversity, political and religious freedom, and economic opportunity for every person are rooted in European origins.

Classroom Activities

1. Brainstorming exercise: Using the board, ask the students what words best describe the early encounters between Native Americans and Europeans in the Americas. After the students have provided four or five words (e.g., discovery, encounter, invasion, settlement, conquest), ask them to explain why and how a particular word choice is both accurate and inaccurate in explaining the history in question.
2. Divide the class into three groups, Europeans, Africans, and Native Americans. Then ask the students to work in their respective groups to come up with a list of factors that enabled their side to effectively deal with the opposing group. The goal is for students to understand the political, economic, and social constraints that structured the early contact period. Ask each group to designate one person to explain each factor that shaped the conquest encounter of the early colonial period.
3. Counterfactual exercise: Divide the students into small groups. Then ask the students what would have happened in North America if Native Americans were not susceptible to European diseases. How would life be different today? This exercise will help them understand the reasons why Europeans triumphed in the Americas.

Oral History Exercises

- The first chapter of any U.S. history textbook deals with the ethnic origins of the North American population. Ask the students to talk to their relatives to discern their ethnic origin. If relatives cannot be found, ask the student to talk to an older friend, or any friend. From this interaction, stu-

dents will learn the importance of oral history, and will also be able to relate more personally with the history of immigration they will read throughout the semester. Instructors may also ask students to relate one historical moment of their family history that they have learned from practicing oral history with their relatives.

- Oral history is an important component of Native American and African American history because subaltern groups struggle historically with a lack of written documentation of their past. Ask the students to go through Chapter 1 and find references to the use of oral history. Ask the questions: How is oral history important for understanding the history of the Americas? Why is oral history central to the historical documentation efforts of Native Americans and African Americans who are trying to understand family history today?

Working with Documents

COMPARING AMERICAN VOICES

The Spanish Conquest of Mexico (p. 26)

1. Díaz's account is a memoir written long after the event. What effect does that have on the structure and tone of his writing? How is the Aztec description, as translated by Sahagún, different in those respects?
 - Díaz: The structure of the passage is a straightforward story of the step-by-step Spanish entrance into Mexico City. But the passage of time created selective memory of certain facts. He may have written the account to achieve fame in later years by portraying himself and the Spanish as benevolent conquerors. Díaz's confident tone is a factor of conquest mentality.
 - The Aztec selection is written closer in time to the event, was filtered through another perspective (Sahagún), translated into Spanish from Nahuatl, and written by several men from the vantage point of the victims of Spanish conquest. The Aztec elders wanted to present their side of the story in an era when Aztec power was waning under Spanish colonization. The tone of the piece is one of surprise, fear, and sorrow.
2. Why does Moctezuma pay "great reverence" to Cortés? Why does Cortés return the honor? What is the strategy of each leader?
 - Cortés's strategy: The Spanish had a cultural and political tradition of welcoming leader with gifts.
 - Moctezuma's strategy: The Aztecs were unsure of the nature of Spanish, prompting Moctezuma to assume Cortés was a major leader or god. Moctezuma was also bound by cultural and political tradition to treat high-ranking guests with great honor. Moctezuma also wanted to buy time to discern the true nature of Cortés, and find a weak point to exploit.
3. How does Díaz explain the Spaniards' easy entry into Tenochtitlán? What explanation do the Aztec elders suggest? Why do you think they are different?
 - Díaz: Divine favor from God and Jesus Christ, luck, daring, fear on the part of the Aztecs, possession of heavy weaponry, and Cortés's diplomacy and determination.
 - Aztecs: Fear of the Spanish and mental paralysis by Moctezuma, Spanish power in the form of horses, guns, and steel armor, and Moctezuma's desire to protect and help his people.
 - Accounting for the differences in the two accounts: Different perspectives determined by distinct cultural systems, different vantage points with Aztecs as defenders inside the city versus Spanish invaders coming into the city, unequal power positions in wake of conquest, and the role of Sahagún as translator for Nahuatl elders.

VOICES FROM ABROAD

Father Le Petite: The Customs of the Natchez, 1730 (p. 13)

1. Which of Le Petite's remarks suggest a link between the Natchez and the Aztecs of Mesoamerica? How might this link have been established?
 - Religious: Le Petite mentions a "temple filled with idols . . . of men and animals," similar to the polytheism practiced by the Aztecs; other similarities include the importance of the eagle as a ceremonial animal in both cultures/regions, sun worship, and the divine origin of the ruler.
 - Political: Both cultures were mound builders, practiced a hereditary government system, and formed large and populous city-states.

- The link between Mesoamerica and Southwestern North America was most likely established through trade networks, but may also have flourished from migrations of Mayan and other Mesoamerican refugees fleeing social unrest and environmental collapse in home regions.
2. Given what you have learned about the Native American population decline, how would you explain that sixty Natchez villages had been reduced to six?
 - The Spanish arrival through De Soto in the 1520s led to a population decline because of isolation from European diseases (due to the absence of Bering Strait land bridge).
 - Refugees dispersed from large cities and reconfigured societies into smaller geographical and political units.
 - Environmental collapse through deforestation, soil exhaustion, and drought may also have motivated native North Americans to downsize their communities.

Reading American Pictures

Maize for Blankets: Indian Trading Networks on the Great Plains (p. 101)

1. Why did the location of the Pecos pueblo make it a major trading post? One clue comes from a Spanish explorer who visited Pecos in 1541 with Francisco Vázquez de Coronado's expedition (see Chapter 2). He reported that Indians from the Great Plains exchanged "*cueros de Cibola* [bison hides] and deer skins" for the "maize and blankets" produced by the Pueblo peoples. Do you see any other Pueblo products in this painting?
 - Pecos was located on a strategic mountain pass that connected the Rio Grande Valley and the Great Plains. Products from Indian cultures in both regions were sought by outsiders because of the scarcity of resources. At this time, native peoples transported themselves primarily by walking, giving major importance to cities located on the borders of culture groups.
 - Pottery, various clothing and food items, and baskets are also visible.
2. What do the clothing, material goods, and lodgings of the two peoples—the Towas and the Apaches—tell us about their respective ways of life?
 - The use of dogs and temporary structures by Apaches indicate a migratory existence, one dependent on trade to fulfill material needs.
 - The fortified Towa town indicates resource competition with rival groups inside or outside cultural regions.
 - The role of women and children from both groups indicates kinship-based society.
 - Apache structures and animal hides indicate a migratory Plains existence based on bison hunting.
 - The Apache town structure (pueblo), food sources (maize), and blankets (textile) indicate a long-term and permanent agricultural settlement.
3. How have the Apaches transported their goods to Pecos? Based on what you have read in the text, can you explain why no horses are shown in the painting, which is set in A.D. 1500?
 - Apaches utilized both human and animal power to transport goods to Pecos. Plains Indians did not adopt horses until after the Spanish expedition led by Coronado in 1540.
4. Look closely at what the men and women are doing. What does the painting tell you about gender roles in Native American societies?
 - Native men and women share the economic endeavors associated with trading. Both genders specialized in work roles, with women taking care of planting the fields and men with hunting larger mammals. In the image men deal with bison hides while women examine and transport baskets and agricultural goods. Two men dominate the center of the image, indicating ultimate male control of trade exchanges.
 - For further ideas and sources, see Alvar Núñez Cabeza de Vaca, *Castaways*, ed. Enrique Pupo-Walker (Univ. of California Press, 1993); Alvin Josephy Jr., *500 Nations: An Illustrated History of North American Indians* (Gramercy, 2002).

Electronic Media

Websites

- *Native American tribes by region*
www.hanksville.org/NAresources/

This site explores the numerous native cultures in existence at the time of European invasion of North America.

- *University of Cincinnati's Center for the Electronic Reconstruction of History and Archaeological Sites*

www.earthworks.uc.edu/

Digital restorations of Ohio Valley Mounds and a virtual reconstruction of pre-Columbian mounds and major earthen sites in the Ohio River Valley are included.

- *European Voyages of Exploration*
www.acs.ucalgary.ca/applied_history/tutor/eurvoya/index.html

Created by the University of Calgary, the site accompanies a course entitled “The European Voyages of Exploration: The Fifteenth and Sixteenth Centuries.”

- Discoverers Web
www.win.tue.nl/cs/fm/engels/discovery/

Created by a doctoral student from The Netherlands, this site provides numerous links regarding the period of European exploration.

Films

- *500 Nations* (1995, CBS documentary series hosted by Kevin Costner)
This award-winning documentary traces the history of various native groups over time in early U.S. history.

- *Elizabeth* (United Kingdom, 2003, historical documentary produced by the National Maritime Museum to accompany its exhibition of Elizabeth's personal effects, 50 minutes)

This film explores the life of Queen Elizabeth I, the England she governed and the court in which she lived, and the many threats to her rule, including Mary, Queen of Scots and the Spanish Armada.

- *The Mystery of Chaco Canyon: Unveiling the Ancient Astronomy of Southwestern Pueblo Indians* (1999, Solstice Project, narrated by Robert Redford, 56 minutes)

This video documentary traces the possible reasons for the creation of Chaco Canyon by the Anasazi in the Southwestern portion of the United States around 1050 A.D.

- *Christopher Columbus: Secrets from the Grave* (1999, Discovery Channel Documentary, 50 minutes)

Join a team of historians, archaeologists and scientists as they explain the identity and exploits of the most famous explorer the world has ever known.

Literature

- Velma Wallis, *Two Old Women: An Alaskan Legend of Betrayal, Courage, and Survival* (New York: Harper Perennial, 2004)

This work of historical fiction traces the challenges faced by native people in Alaska before European arrival. The book provides information on the cultural development of one region of native people in North America.

- Christopher Columbus, *The Four Voyages*, ed. and trans. J. M. Cohen (New York: Penguin, 1969)

A reprint of Columbus's diaries of his voyages to the New World.

- *Hernando Cortés: Five Letters, 1519–1526*, ed. and trans. J. Bayard Morris (New York: Norton, 1991)

A collection of letters sent by the conquistador to the King of Spain during the conquest period.

- Bernal Díaz del Castillo, *The Conquest of New Spain*, trans. J. M. Cohen (New York: Penguin, 1963)

One of the best historical accounts of the invasion written by an actual participant and a common soldier.

- Miguel Leon Portilla, *The Broken Spears: The Aztec Account of the Conquest of Mexico*, trans. Lysander Kemp (Boston: Beacon Press, 1962)

The Aztec account of the conquest period.

Additional Bedford/St. Martin's Resources for Chapter 1

FOR INSTRUCTORS

Transparencies

The following maps and images from Chapter 1 are available as full-color acetates:

- Orbis Typus Universalis
- Map 1.1 The Ice Age and the Settling of the Americas
- Map 1.2 Native American Peoples, 1492
- Tom Lovell, Trade Among Indian People
- Map 1.3 The Eurasian Trade System and European Maritime Ventures, 1500
- Map 1.4 West Africa and the Mediterranean in the Fifteenth Century
- Map 1.5 The Spanish Conquest of the Great Indian Civilizations
- Map 1.6 Religious Diversity in Europe, 1600

Instructor's Resource CD-ROM

The following maps, figures, and images from Chapter 1, as well as a chapter outline, are available on disc in both PowerPoint and jpeg formats:

- Map 1.1 The Ice Age and the Settling of the Americas
- Map 1.2 Native American Peoples, 1492
- Map 1.3 The Eurasian Trade System and European Maritime Ventures, 1500
- Map 1.4 West Africa and the Mediterranean in the Fifteenth Century
- Map 1.5 The Spanish Conquest of the Great Indian Civilizations
- Map 1.6 Religious Diversity in Europe, 1600
- Figure 1.1 The Yearly Rhythm of Rural Life
- Figure 1.2 Inflation and Living Standards in Europe, 1400–1700
- Figure 1.3 The Structure of English Society, 1688
- Orbis Typus Universalis
- Tom Lovell, Trade Among Indian Peoples
- Iroquois Women at Work, 1724
- Malinche and Cortés

Using the Bedford Series with *America's History, Sixth Edition*

Available online at bedfordstmartins.com/usingseries, this guide offers practical suggestions for incorporating volumes from the Bedford Series in History and Culture into the U. S. History Survey. Relevant titles for Chapter 1 include

- *Envisioning America: English Plans for the Colonization of North America, 1580–1640*, Edited with an Introduction by Peter C. Mancall, *University of Southern California*
- *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico*, Edited with an Introduction by Stuart B. Schwartz, *Yale University*
- *Christopher Columbus and the Enterprise of the Indies: A Brief History with Documents*, Geoffrey Symcox, *University of California, Los Angeles*, and Blair Sullivan, *University of California, Los Angeles*

FOR STUDENTS

Documents to Accompany *America's History*

The following documents and illustrations are available in Chapter 1 of the companion reader by Melvin Yazawa, *University of New Mexico*:

1. Indian and Non-Indian Population Charts (1492–1980)

2. Bernal Díaz del Castillo, Discovery and Conquest of Mexico (1517–1521)
3. Hernan Cortés, Cortés and the *Requerimiento* (1519–1521)
4. Pierre de Charlevoix, The Role of Women in Huron Society (1721)
5. Father Pierre Biard, Indian Populations of New France (1611)
6. Gomes Eannes de Azurara, Prince Henry and the Slave Trade (1444)
7. Bartolomé de las Casas, Columbus's Landfall (1552)
8. John Hales, Objections against Enclosure (1548)
9. Richard Hakluyt, A Discourse to Promote Colonization (1584)
10. Thomas Harriot, A Briefe and True Report of the New Found Land of Virginia (1588)
11. John White and Theodore de Bry, Images of Native Americans from Roanoke Island (1585, 1590)

Online Study Guide at bedfordstmartins.com/henretta

The Online Study Guide helps students synthesize the material from the text as well as practice the skills historians use to make sense of the past. The following map, visual, and documents activities are available for Chapter 1:

Map Activity

- Map 1.5 The Spanish Conquest of the Great Indian Civilizations

Visual Activity

- Reading American Pictures: *Maize for Blankets: Indian Trading Networks on the Great Plains*

Reading Historical Documents Activities

- Comparing American Voices: *The Spanish Conquest of Mexico*
- Voices from Abroad: Father le Petite: *The Customs of the Natchez, 1730*

Critical Thinking Modules at bedfordstmartins.com/historymodules

These online modules invite students to interpret maps, audio, visual, and textual sources centered on events covered in the U.S. history survey. Relevant modules for Chapter 1 include

- Envisioning the New World, 1562

