

# WORLD HISTORY



## Chapter 13 Resources

### The Age of Exploration, 1500–1800

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## Vocabulary Activity 13

### The Age of Exploration, 1500–1800

**DIRECTIONS:** Match each term with its definition by writing the correct letter on the blank.

- |                            |                               |
|----------------------------|-------------------------------|
| <b>A.</b> balance of trade | <b>E.</b> line of demarcation |
| <b>B.</b> conquistador     | <b>F.</b> mercantilism        |
| <b>C.</b> mainland states  | <b>G.</b> Middle Passage      |
| <b>D.</b> plantation       | <b>H.</b> triangular trade    |

- \_\_\_\_\_ 1. imaginary division of Spain's and Portugal's spheres of influence
- \_\_\_\_\_ 2. theory that a state's power depends on its wealth
- \_\_\_\_\_ 3. formed by ships that sailed from Europe to Africa, from Africa to the Americas, and from the Americas back to Europe
- \_\_\_\_\_ 4. torturous journey of enslaved people from Africa to the Americas
- \_\_\_\_\_ 5. countries or regions that are part of the continent
- \_\_\_\_\_ 6. considered favorable when a country exports more goods than it imports
- \_\_\_\_\_ 7. large agricultural estate
- \_\_\_\_\_ 8. Spanish conqueror

**DIRECTIONS:** Identify the sponsoring country for each explorer and write the correct letter in the blank. Letters can be used more than once.

- A.** England                      **B.** Spain                      **C.** Portugal

- \_\_\_\_\_ 9. Hernán Cortés
- \_\_\_\_\_ 10. Vasco da Gama
- \_\_\_\_\_ 11. Christopher Columbus
- \_\_\_\_\_ 12. John Cabot
- \_\_\_\_\_ 13. Francisco Pizarro

 **Skills Reinforcement Activity 13**

## Making Inferences and Drawing Conclusions

Many Italians ventured north to trade and share their learning among the Europeans. As they did so, many sent back letters and kept journals of their impressions.

**DIRECTIONS:** Read the following observations of life among the English by an Italian from about 1500, then answer the questions below in the space provided.

... the English are great lovers of themselves, and of everything belonging to them; they think that there are no other men than themselves, and no other world but England; and whenever they see a handsome foreigner, they say that "he looks like an Englishman," and that "it is a great pity that he should not be an Englishman"; and when they partake of any delicacy with a foreigner, they ask him "whether such a thing is made in *their* country?" ...

They have an antipathy to foreigners, and imagine that they never come into their island but to make themselves masters of it, and to usurp their goods; neither have they any sincere and solid friendships amongst themselves, insomuch that they do not trust each other to discuss either public or private affairs together, in the confidential manner we do in Italy.

—From *A Relation . . . of the Island of England*, trans. C.A. Sneyd

1. What facts does the author present?

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2. What does the author infer from these facts?

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3. What conclusions do you draw about the English from this reading?

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4. How might you prove or disprove your conclusions?

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**Critical Thinking Skills Activity 13****Analyzing Information**

Analyzing the information an author presents involves reading carefully to try to understand the author's argument. The following firsthand account is by Mary Prince, a woman who managed to escape slavery

in 1828. Prince made her way from the West Indies to England, where she was helped by members of the Society of Friends (Quakers). Her story was first published in 1831.

**DIRECTIONS:** Read the passage, then answer the questions that follow.

I am often much vexed, and I feel great sorrow when I hear some people in this country say, that the slaves do not need better usage, and do not want to be free. They believe the foreign people [West Indians], who deceive them, and say slaves are happy. I say, Not so. How can slaves be happy when they have the halter round their neck and the whip upon their back? and are disgraced and thought no more of than beasts?—and are separated from their mothers, and husbands, and children, and sisters, just as cattle are sold and separated? Is it happiness for a driver in the field to take down his wife or sister or child, and strip them, and whip them in a disgraceful manner?—women that have had children exposed in the open field to shame! There is no modesty or decency shown by the owner to his slaves; men, women, and children are exposed alike. Since I have been here I have often wondered how English people can go out into the West Indies and act in such a beastly manner. But when they go to the West Indies, they forget God and all feeling of shame, I think, since they can see and do such things. They tie up slaves like hogs—moor them up like cattle, and they lick them, so as hogs, or cattle, or horses never were flogged;—and yet they come home and say, and make some good people believe, that slaves don't want to get out of slavery. But they put a cloak about the truth. It is not so. All slaves want to be free—to be free is very sweet.

1. What does Mary Prince say about how enslaved people really feel?  
\_\_\_\_\_
2. What are three reasons Prince gives to support her position on how enslaved people really feel?  
\_\_\_\_\_
3. In what way do the English change when they arrive in the West Indies, according to Prince? Why might these people change in this way?  
\_\_\_\_\_
4. Does the fact that the speaker has escaped from slavery make her argument more or less effective? Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_

# ★ HISTORY AND GEOGRAPHY ACTIVITY 13



## Looking at the Land

European explorers set sail with dreams of glory and discovery in the late 1400s. The vast wilderness of the Americas held the promise of great riches. What form these riches took—gold, furs, or land for settlement—depended on the perception of the adventurer. How did the adventurers' views reflect the goals of the countries they sailed for?

Spanish explorers searched for landscapes in the Americas similar to those of their European homeland. Spaniards had learned to mine the mineral ores from Spain's low mountainous terrain. Knowing the importance of metallurgy to the Spanish economy, the earliest Spanish explorers were drawn to the mountainous areas of Mexico and what is today the southwest United States, where mining operations could be established quickly. They were more eager to make quick profits from

mining than to develop self-sufficient colonies based on an agricultural economy.

The French, too, were eager for the profits they could make from North America's natural resources, but they were forced to search in northern North America, because the Spanish had already claimed much of Central America and South America. French explorers Jacques Cartier and Samuel de Champlain had explored the St. Lawrence River system and the northern Appalachian area, claiming those places for France. Finding a region teeming with beaver, muskrat, and deer, the French turned to trading metal knives, tools, and guns for furs from animals hunted by Native Americans. The French built a fur-trading monopoly that brought them great wealth without the problems of clearing, farming, and settling the rocky lands of northern New England and Canada.

### The English Perception

*"There are valleys and plains streaming with the sweet springs. . . . The land is full of minerals and plenty of woods, of which we have a lack in England. There are growing goodly oaks and elms, beech and birch . . . and fir trees in great abundance. The soil is strong and lusty of its own nature."*

—Anonymous English writer, early 1600s

### The French Perception

*"There is a great number of stags, deer, bears, rabbits, foxes, otters, beavers, weasels, badgers and . . . many other sorts of wild beasts."*

—Jacques Cartier, 1530s

### The Spanish Perception

*"The discovery of the South Sea would lead to the discovery of many islands rich in gold, pearls, precious stones . . . and other unknown and wonderful things."*

—Hernán Cortés, 1533



European claims to land in North America led to a variety of settlement patterns—from rough wilderness camps to sprawling coastal plantations.

## HISTORY AND GEOGRAPHY ACTIVITY 13 (continued)

The English, however, found a land and climate in Virginia that was better suited than their homeland for growing food and producing simple products from the abundance of raw materials available in North America. English colonies of the 1600s grew into farm communities that traded farm products for manufactured English goods.

The different ways in which the Spanish, French, and English explored and colonized the Americas reflect their differing perceptions of the regions. Spanish explorers were enticed to search for legendary cities such

as El Dorado, where the streets were said to be paved with gold, and the Seven Cities of Cibola, which allegedly held enormous treasures. Their dreams of finding these places gave explorers the determination to face hardships and disappointments.

French explorers, however, looked at North America as a place where fortunes could be made from the fur trade. Settlements were temporary hunting communities, quite different from English farming colonies, where families had migrated to start a new life in a new land.

### APPLYING GEOGRAPHY TO HISTORY

**DIRECTIONS:** Answer the questions below in the space provided.

1. What makes people perceive regions differently?

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2. What North American resources were important to the Spanish, the French, and the English?

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3. What circumstances in Europe made the English so delighted to find good farmland in North America?

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### Critical Thinking

4. **Making Inferences** The Spanish claimed more of the Americas than the French and English combined. What historical event gave the Spanish an advantage in their claims?

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### Activity

5. With a partner, select a region of the world and then write separate one-page descriptions of what you think are the important aspects of that region. When you finish writing, compare your perceptions. How are they similar and how are they different?

## Mapping History Activity 13



### Who Took What?

As European explorers arrived in the Americas, they took land from Native Americans and claimed it for their home countries. The map below shows the locations of Native American peoples before the arrival of Europeans.

**DIRECTIONS:** Use the map to answer the questions and complete the activities that follow.



1. Choose three colors to represent the Spanish, English, and French holdings in North America. Show this information in a key.
2. Use the following information to indicate on the map the lands held by Spain, England, and France:

By the mid-1600s, England controlled most of New England and all but the westernmost tip of Long Island, as well as the eastern shore of Chesapeake Bay. Spain had northern South America, Central America, Mexico, and the entire coast of Florida. France controlled the St.

Lawrence River, Nova Scotia, Prince Edward Island, and the eastern portion of New Brunswick.

3. From which Native American peoples did the Spanish take land?  
\_\_\_\_\_
4. From which Native American peoples did the English take land?  
\_\_\_\_\_
5. From which Native American peoples did the French take land?  
\_\_\_\_\_

## Historical Significance Activity 13



### Joint-Stock Companies

During the period of colonial expansion, the major joint-stock companies who sought to do business in Asia were known as the East India Companies. These companies were given unprecedented political authority by their home countries. Within their territories, they had power to pass legislation, wage war, negotiate treaties, issue their own currency, and administer their own justice. At its height, the Dutch East India Company maintained more than 10,000 of its own soldiers, 40 warships, and 150 merchant ships. Joint-stock companies, however, are not just a thing of the past.

Today, needless to say, joint-stock companies still function but without the same degree of authority. Contemporary joint-stock companies are still organized by indi-

viduals who invest a specific sum of money. Each investor is given a share of stock in the company in proportion to the amount of money he or she has invested. Although the purpose of the company is to make money for all of the stockholders, an individual stockholder can never lose more than he or she initially invested.

For example, if you invested \$5,000 in a joint-stock company, you might own 5 percent of its total stock; therefore, you would receive 5 percent of the company's total profit for the year. If the company made a profit of \$50,000, you would receive 5 percent of this profit or \$2,500. If the company you invested in failed to make a profit or lost money, the most you could lose was your initial \$5,000 investment.

**DIRECTIONS:** Answer the following questions in the space provided.

1. What might be some advantages of investing in a joint-stock company rather than starting one's own business?  
 \_\_\_\_\_  
 \_\_\_\_\_
2. What might be some of the disadvantages to owning stock in a joint-stock company?  
 \_\_\_\_\_  
 \_\_\_\_\_
3. How do you think joint-stock companies have changed since they were first started in the Age of Exploration?  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Imagine that a friend wants your advice: should he start his own business or invest his money in a joint-stock company? On a separate sheet of paper, write a letter to your friend, giving and justifying your advice. How would your answer be different if you were writing your letter in the late 1600s?



## ★ Cooperative Learning Activity 13★



## The *New Horizons.info* Web Site

### BACKGROUND

Many European nations became involved in overseas expansion and exploration starting in the fifteenth century. Trade opportunities, Christianization, and an emerging spirit of nationalist adventure drove many of the nations to seek new empires and new trade windows in Asia, Africa, and the Americas. Mercantilism and increasing international trade became the basis of economic thinking. By working as a group to create a *New Horizons* news Web site (or newspaper) to cover events in the Age of Exploration, you will develop a heightened sense of the energy and motivation that surrounded the era.

### GROUP DIRECTIONS

1. Your group will create a news Web site (live or ready-to-post) covering events in the Age of Exploration.
2. The group needs to select an editor and two assistant editors who will assign articles and schedule due dates, proofreading, page layouts, and other tasks. All questions should be directed to this senior editorial team.
3. Each member of the group will write a news article about one or more events in the Age of Exploration and create an advertisement for the Web site, plus complete other assignments such as maps, illustrations, adding Web links, and so on as directed by the editorial group. The group should also select members to type the articles, design the Web pages, create the graphics, and post the text and graphics files.
4. Include the following in the site:
  - name for the site
  - illustrations
  - historical advertisements
  - maps
  - articles on any of the following:
 

causes for exploration and expansion	Papal Demarcation Line
Bartholomeu Dias	Prince Henry the Navigator
Christopher Columbus	Vasco da Gama
Amerigo Vespucci	Ferdinand Magellan
Hernán Cortés	Francisco Pizarro

### ORGANIZING THE GROUP

1. **Decision Making** As a group, select the editorial team. Then decide on a site name and brainstorm ideas for advertisements and other features for the site. The editorial team should assign stories to the team members and determine responsibilities for other editing, design, illustration, and posting tasks.

**Cooperative Learning Activity 13** (continued)

2. **Individual Work** Conduct research as needed and write your story in proper newspaper style, adding any visuals that would enhance your story's value to your readership. Consider the historical context and create an advertisement to accompany your article. Edit and proofread your article and advertisement.
3. **Group Work/Decision Making** The editorial team should read and edit the articles and advertisements submitted by the team members and make any changes required, discussing the changes with the reporters as needed.
4. **Group Work/Decision Making** Decide on the basic design and navigation of the Web site. Consider the types of links that you would like to include, both within the site and to external sources. Gather the files, including graphics, that will be required to complete the Web site.
5. **Additional Group Work** Prepare the files for posting and build the Web site. Your school's technology team should be able to provide any technical expertise that the team will need to create its Web site. You may even want to post the information on (or link to) your school's Web site. If possible, include a method for visitors to the Web site to contact the team members via e-mail.
6. **Group Sharing** Invite the members of your class to visit your Web site and, if possible, to e-mail comments to your team.

**GROUP PROCESS QUESTIONS**

- What is the most important thing you learned about building Web sites and about news Web sites in particular from this activity?
- What part of the project did you enjoy most?
- What problems did you have?
- How did you solve the problems?
- How was it helpful to work with others?

**Quick  
CHECK** 

Answer the following questions on a separate piece of paper.

1. Was the goal of the assignment clear at all times?
2. How was designing a Web site and preparing articles for the Web site different from other types of projects?
3. Did you have technical problems or problems working together? If so, how did you solve them?
4. Were you satisfied with your work on this project? Why or why not?

# HISTORY SIMULATION ACTIVITY 13

## The Search for Andronia

During the Age of Exploration, European explorers used unsophisticated instruments to navigate their small sailing ships, searching for a water route to Asia. They faced the dangers of long voyages at sea—storms, lack of fresh food, disease, accidents, and the emotional stress of being away from home and family.

### TEACHER MATERIAL

**Learning Objective** To understand the difficulties and risks explorers faced in charting unknown territories.

**Activity** Groups role-play a voyage of exploration searching for the fabled wealthy planet of Andronia. Voyagers draw one card at a time from a stack of game cards, each of which describes a part of the journey. The group then decides how to respond to that event; points are awarded according to their response. When all groups have completed their journeys, they compare their point totals.

**Teacher Preparation** Cut the game cards apart, keeping them in sets. Each group needs one copy of the handout, paper and pencil for keeping score, and a coin to flip.

#### Activity Guidelines

1. Explain the objective and general directions.
2. To help students prepare for the game, set the following scene:  
*Andronia is a planet of fabulous wealth. It contains enormous deposits of gold and silver, huge veins of which can clearly be seen in the bare sides of cliffs. However, no ship has ever returned from a journey to Andronia. What is known of the planet comes secondhand from traders from other planets in the galaxy. It is uncertain whether the planet's location is shown accurately on existing star maps. Furthermore, there are many dangers: black holes that swallow ships whole; electromagnetic fields that burn a ship's electronic system, leaving it adrift in space; and reaching the edge of the known universe and slipping into the Great Void, from which there is no return.*
3. Organize the class into small groups and have each group choose a captain. Give each

group 1,000 points. Tell them that the captain has absolute authority. In the case of mutiny, the group will elect a new captain.

4. Distribute one set of game cards, turned face-down, to each group.
5. Groups begin the game by choosing a card and reading it aloud. They then discuss the situation and decide on the response—go on, turn back, or take some other course of action. The captain makes the final decision, either by consulting the group or by making the decision unilaterally. The group has the option of mutiny at any time. The game continues until the crew turns back, stays in one location, or uses all game cards.
6. When all groups have completed the game, have all groups that did not turn back or settle on another planet choose outcome letter *a*, *b*, or *c*. Then read the outcome each group selected from the list below. Groups count their points. The group with the most points wins.
  - a. Andronia is even richer than legend has told. All crew members become fabulously wealthy and return home to live happily ever after. Add 50,000 points.
  - b. Andronia contains no riches. It does, however, have enough food and water to sustain life and reprovision the ship for the journey home. Deduct 20,000 points.
  - c. The crew realizes too late that the ship has been pulled off course by electromagnetic forces. It sails into oblivion. Deduct all points.
7. Have groups compare the difficulties each group faced to the hardships of European explorers in the 1500s.

# HISTORY SIMULATION ACTIVITY **13**

## HANDOUT MATERIAL

### The Search for Andronia—Game Cards

The Search for  
Andronia



#### Game Card 1

You have been traveling for more than two months and should have reached Andronia long ago. You may be nearing the edge of the Great Void.

#### Turn Back

Your voyage is over. 500 points

#### Or—flip a coin:

HEADS, you recheck your map and figure out where you are. 15,000 points

TAILS, you wander for five years before returning to familiar territory. 2,000 points

The Search for  
Andronia



#### Game Card 2

You have drifted into fierce solar winds from a nearby star. If you continue, your ship may break apart.

#### Turn Back

Your voyage is over. 500 points

#### Or—flip a coin:

HEADS, you survive. 2,000 points

TAILS, your ship is damaged. -2,000 points

The Search for  
Andronia



#### Game Card 3

The fuel regenerator has broken and might not be repairable. You have fuel for two weeks, after which your ship will drift aimlessly in space. If you turn

back now, you will reach home before fuel runs out.

#### Turn Back

Your voyage is over. 500 points

#### Or—flip a coin:

HEADS, you fix the regenerator. 3,000 points

TAILS, it cannot be fixed. Sail on and cross your fingers. -3,000 points

The Search for  
Andronia



#### Game Card 4

You are approaching an asteroid belt. If you attempt to navigate through it, your ship will almost surely be crushed.

#### Turn Back

Your voyage is over. 500 points

#### Or—flip a coin:

HEADS, you survive. 3,000 points

TAILS, your ship is damaged. -3,000 points

The Search for  
Andronia



#### Game Card 5

You have encountered an uncharted planet much like Earth, with many resources. The inhabitants are friendly and invite you to stay. You may be able

to set up a trading station on the planet.

#### Stay

Your voyage is over. 5,000 points

#### Continue

15,000 points

The Search for  
Andronia



#### Game Card 6

Food is running very low. Each crew member is rationed to two slices of bread each day. Some crew members are becoming ill from a lack of vitamins in their diet.

#### Turn Back

Your voyage is over. 500 points

#### Or—flip a coin:

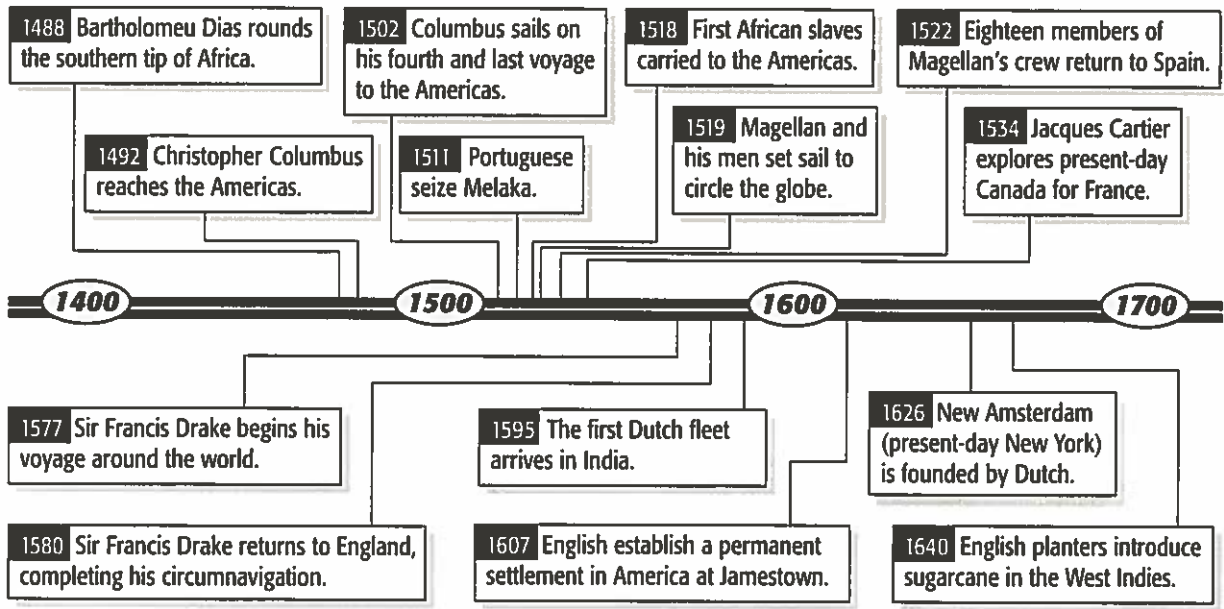
HEADS, no one becomes seriously ill. 3,000 points

TAILS, some crew members are incapacitated. -3,000 points

## Time Line Activity 13

### The Age of Exploration

**DIRECTIONS:** The explorations of the fifteenth and sixteenth centuries brought great changes to many civilizations. Read the time line below, then answer the questions that follow.



1. How long did it take Magellan's crew to circumnavigate the world?  
\_\_\_\_\_
2. How long did it take Sir Francis Drake to complete a similar trip?  
\_\_\_\_\_
3. How many years passed between Europeans first reaching the Americas and sugarcane being introduced in the West Indies?  
\_\_\_\_\_
4. When did Cartier explore present-day Canada for France?  
\_\_\_\_\_
5. Who first founded a settlement in the present-day United States: the English or the Dutch? What was it called?  
\_\_\_\_\_

## Linking Past and Present Activity 13

### Exploring Space: Past and Present

**THEN** During the Age of Exploration, Europeans grew more curious about the world around them and began to travel to distant places. As their view of Earth changed, they began to revise their concepts of the heavens.

Nicholas Copernicus (1473–1543), a native of Poland, was one of the first astronomers to challenge the authorized theory about the planetary system. This theory stated that Earth was fixed in place and that all the other planets—encased in concentric crystal spheres—revolved around Earth. Copernicus found that the paths of the planets could be better explained by the theory that they circle the Sun. Religious leaders preached against Copernicus’s ideas.

In 1577 a new comet streaked across the sky. It passed through the spaces where the impenetrable spheres were supposed to be. This event caused more scientists to question the Earth-centered model. As they observed the heavens, they began to set preconceived ideas aside. This enabled scientists to collect more objective data.

Galileo Galilei (1564–1642) made it possible to observe the heavens even more closely. He improved the recently invented telescope so that he could see the moons that orbit Jupiter. Partly inspired by this evidence that all heavenly bodies do not circle Earth, he wrote a book supporting the Sun-centered model. Outraged leaders of the Catholic Church forced Galileo to take back his assertions. His ideas endured, however, eventually paving the way for modern space exploration.

**NOW** Today, advanced instruments and spacecraft help us explore and learn more about outer space. Galileo would envy the telescopes of today’s astronomers. One such telescope—the Hubble space telescope—orbits Earth high above the atmosphere. Thanks to the Hubble telescope, large parts of the universe have been seen for the first time.

Scientists have measured a degree of gravitational force in outer space not accounted for by visible masses. Scientists believe that a substance known as dark matter is responsible for this force. Using a telescope called the Chandra X-ray Observatory, scientists have been able to make images from the X rays emitted by the dark matter. The Chandra telescope can also give information about invisible collapsed stars called black holes.

During the 1960s when the Cold War was at its height, United States astronauts competed with Russian astronauts to place satellites in orbit around Earth and to reach the moon. During the 1990s, these rivals began a joint project to build an international space station. Today, scientists from many countries use this space station to perform experiments about the effects of living in space.

Unmanned spacecraft now explore our solar system and land on planets. These craft contain robots that control flight, take photographs, and collect samples from the surfaces of planets. One such craft may some day tell us if some form of life exists or has ever existed on Mars.

#### CRITICAL THINKING

**Directions:** Answer the following questions on a separate sheet of paper.

- 1. Drawing conclusions:** Why did the appearance of a new comet challenge the Earth-centered model of our planetary system?
- 2. Making inferences:** How do you think Earth’s atmosphere interferes with observing distant parts of the universe?

- 3. Synthesizing information:** Why do some scientists believe life forms either exist or once existed on Mars? Do research in the library and on the Internet to learn about the exploration of Mars by *Pathfinder* in 1997. Write a brief report describing that mission.

# People in World History Activity 13

## Profile 1

### Francisco Pizarro (1478?–1541)

There lies Peru with its riches here, Panama and its poverty. Choose, each man, what best becomes a brave Castilian. For my part, I go to the South.

Francisco Pizarro, tracing a line on the sand and looking south

Raised in Spain by poor relatives of his mother, Francisco Pizarro never learned to read and write. Service in the Spanish infantry, however, taught him about fighting—and conquering. The Spanish infantry was noted for three things: courage, cruelty, and greed.

Pizarro set out for the West Indies in 1502, when he was in his early twenties. He served as Vasco Núñez de Balboa's chief lieutenant and was at Balboa's side when he marched across the Isthmus of Panama to the Pacific Ocean in 1513. Years later Pizarro heard stories of an incredibly rich empire to the south. He wanted to find it and take its wealth for himself.

Pizarro and his business manager, Diego de Almagro, organized an expedition in 1524. After battling bad weather and attacks by native populations, the voyagers reached their goal in what is now Peru. Pizarro and his followers were the first Europeans to set foot in Peru. The first peoples they encountered wore shiny yellow ornaments—gold! Peru had more silver and gold than any other part of the Americas.

Pizarro returned to Spain and reported his findings to King Charles I, who appointed him governor of Peru. Returning

from Spain, Pizarro founded the city of San Miguel de Tangarara (now Piura) in northern Peru. Although the Inca civil war was over, the land was still in tur-



moil. Had Pizarro tried to invade Peru earlier, he would have been met by a united empire; but now the Inca were split, giving him the opportunity to play one side against the other. In a surprise attack, Pizarro's men captured the Inca ruler, Atahualpa, slaughtering between 3,000 and 4,000 Inca in the process. Pizarro held Atahualpa captive, promising to spare his life if a ransom were paid. After receiving the ransom, Pizarro and his men executed Atahualpa anyway.

Eight years after reaching Peru, Pizarro founded the city of Lima as Peru's capital, setting himself up as the governor. While he was governor, many Spaniards settled in Peru. They mined great amounts of silver and gold and built many cities. With Peru as its base, Spain conquered most of the rest of South America. In the late 1530s, war broke out over who was to rule the area around Cuzco—Pizarro or his old ally Almagro. Pizarro's forces won the conflict and executed Almagro. In 1541, followers of Almagro's son killed Pizarro. It was a death perhaps in keeping with his violent life.

### REVIEWING THE PROFILE

**Directions:** Answer the following questions on a separate sheet of paper.

1. How was Pizarro associated with Balboa?
2. How did Pizarro conquer the Inca?
3. **Critical Thinking Making Inferences.** What do you think was the Inca people's opinion of Pizarro?

People in World History Activity **13**

## Profile 2

**Jacques Cartier (1491?–1557)**

Jacques Cartier was born in the seaport of St. Malo, France, and trained in navigation at Dieppe, a French center for navigators. Other details of Cartier's early life, however, remain a mystery. Some historians believe he sailed to Newfoundland with a fishing fleet in his early teens and was with the Italian navigator Verrazano on French expeditions to North America during the 1520s. Historians do know that when King Francis I of France sent Cartier to North America in 1534 to search for gold, Cartier appeared to be familiar with Newfoundland waters. An experienced sailor, Cartier sailed his two ships into what is now the Gulf of St. Lawrence and claimed the Gaspé Peninsula for France.

Cartier established friendly relations with a group of Iroquois. So friendly, in fact, that Chief Donnacona let two of his sons sail to France with Cartier. On this voyage, Cartier brought a supply of corn that was probably the first corn ever seen in northern Europe. Nine months later, the king sent Cartier on a second expedition to Canada, and the two Iroquois boys returned home. On this trip, Cartier continued up the northern coast of the Gaspé Peninsula and entered a large bay on the feast day of Saint Lawrence. In honor of the saint, Cartier named the bay Saint Lawrence Bay. He also found the mouth of a great river he named after the saint. Cartier continued his exploration up the river to the foot of a mountain,

which he named Mont Réal (Mount Royal). It became the site of the city of Montreal.

In 1541 King Francis I sent an expedition led by Sieur de Roberval to

establish a permanent settlement in Canada. Cartier sailed ahead on his own voyage, not waiting for Roberval's official voyage. Some of Cartier's men built a settlement on the St. Lawrence River on what is now Cap Rouge, near Quebec City. Cartier continued to search for gold in the name of the king but found no precious metals.

During this time the Iroquois had become distrustful of the French and killed several Frenchmen. Fearful of Iroquois hostilities, Cartier started back for France but met Roberval in Newfoundland. Roberval ordered Cartier to remain in Canada, but Cartier refused, warning Roberval about the Iroquois, and returned to France. Roberval's colonizing efforts were a failure due to hostilities with the Iroquois and winter hardships, and he and other survivors returned to France in 1543. Eventually, Jacques Cartier, who had seen so much of the world, returned to St. Malo, where he wrote about his travels.

**REVIEWING THE PROFILE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. How did the city of Montreal get its name?
2. **Critical Thinking Making Inferences.** Why do you think Cartier took the chief's two sons with him to France?





## PRIMARY SOURCE READING 13

### A Letter by Christopher Columbus

**A**s you know, Christopher Columbus was trying to reach China when he “discovered” America and the islands of the Caribbean. On February 13, 1493, he wrote a letter to Santangel, the Spanish government official who had persuaded Queen Isabella to finance his expedition. Below is part of Columbus’s letter, followed by an interpretation by modern historian Daniel J. Boorstin.

**Guided Reading** *In this selection, read to learn Columbus’s account of the voyage and compare it to Boorstin’s interpretation.*

When I reached Juana [Cuba], I followed its coast to the westward, and found it so large that I thought it must be the mainland,—the province of Cathay [China]; and, as I found neither towns nor villages on the seacoast, but only a few hamlets, with the inhabitants of which I could not hold conversation because they all immediately fled, I kept on the same route. . . .

. . . The lands are high and there are many very lofty mountains. . . . [The islands] are all most beautiful, of a thousand different shapes, accessible, and covered with trees of a thousand kinds of such great height that they seemed to reach the skies. . . . The nightingale was singing as well as other birds of a thousand different kinds; and that, in November, the month in which I myself was roaming amongst them. There are palm-trees of six or eight kinds, wonderful in their beautiful variety; but this is the case with all the other trees and fruits and grasses; trees, plants, or fruits filled us with admiration. It contains extraordinary pine groves, and very extensive plains. There is also honey, a great variety of birds, and many different kinds of fruits. In the interior there are many mines of metals and a population innumerable. . . . The inhabitants of this and of all the other islands I have found or gained intelligence of, both men and women, go

as naked as they were born. . . . They have neither iron, nor steel, nor arms, nor are they competent to use them, not that they are not well-formed and of handsome stature, but because they are timid to a surprising degree.

On my reaching the Indies, I took by force, in the first island that I discovered, some of these natives that they might learn our language and give me information in regard to what existed in these parts; and it so happened that they soon understood us and we them, either by words or signs, and they have been very serviceable to us. . . . I find that they . . . believe that I come from heaven. . . .

They assure me that there is another island . . . in which the inhabitants have no hair. It is extremely rich in gold. . . . Finally, and speaking only of what has taken place in this voyage . . . their Highnesses may see that I shall give them all the gold they require, if they will give me but a little assistance; spices also, and cotton, as much as their Highnesses shall command to be shipped; and mastic [resin used in varnishes], hitherto found only in Greece . . . slaves, as many of these idolators as their Highnesses shall command to be shipped. I think also I have found rhubarb and cinnamon, and shall find a thousand other valuable things.

#### Boorstin’s Interpretation

On shipboard off the Azores in mid-February 1493, returning from his first voyage, Columbus wrote his own report of what he thought, and wanted others to think, that he had accomplished. . . .

Columbus, having convinced himself that a trip across the Western Ocean would take him to

the Indies, now set about convincing a wider audience. He had a heavy vested interest in his destination actually being the Indies. . . . Columbus was careful not to mention disasters or near disasters—the loss of the flagship, *Santa Maria*, the insubordination of Martín Alonso Pinzón, the commander of the *Pinta*, or the muti-



# PRIMARY SOURCE READING 13

CHAPTER 13

nous spirit of the crew. Following the national-security regulations of his day, he omitted information on the courses taken or the precise distance covered in order to prevent competitors from following where he had led. While Columbus conceded that he had not actually seen the Great Khan or the court of gold-rich Cipangu, he detailed numerous clues reinforcing his belief that he was just off the coast of China. The resplendent Great Khan, he was confident, would be found just a little farther on, doubtless on the next voyage.

Although Columbus was a hardheaded observer of the winds and the waves, on the crucial question of where he had arrived he remained the slave of his hopes. He was determined to find signs everywhere that he had reached the fringes of Asia. Botany, still a vague

wilderness whose images were not yet standardized by printing, was his happy hunting ground. From the moment when he first touched the north coast of Cuba on his first voyage, he had no trouble finding the Asiatic flora. A shrub that smelled like cinnamon he eagerly called cinnamon and so made it a hint of untold spice treasures. The aromatic West Indies gumbo-limbo, he insisted, must be an Asiatic form of the mastic tree of the Mediterranean that yielded resin. . . . The ship's surgeon examined some roots that the men had dug up and obligingly pronounced them valuable medicinal Chinese rhubarb, a strong cathartic [laxative] drug. Actually it was only the common garden rhubarb, that we now use for pies and tarts. . . . But so many false scents somehow seemed to add up the authentic odor of the Orient.

## INTERPRETING THE READING

**Directions** Use information from the readings to answer the following questions. If necessary, use a separate sheet of paper.

1. What impressed Columbus about the land he discovered?

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2. Where did Columbus think he had landed?

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3. What did Columbus offer to the king and queen of Spain?

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4. According to Boorstin, what information did Columbus omit from his letter to Santangel? Why?

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### Critical Thinking

5. **Evaluating Information** Based on Columbus's letter and Boorstin's comments on it, do you think Columbus really believed he had reached Asia? Explain your answer.

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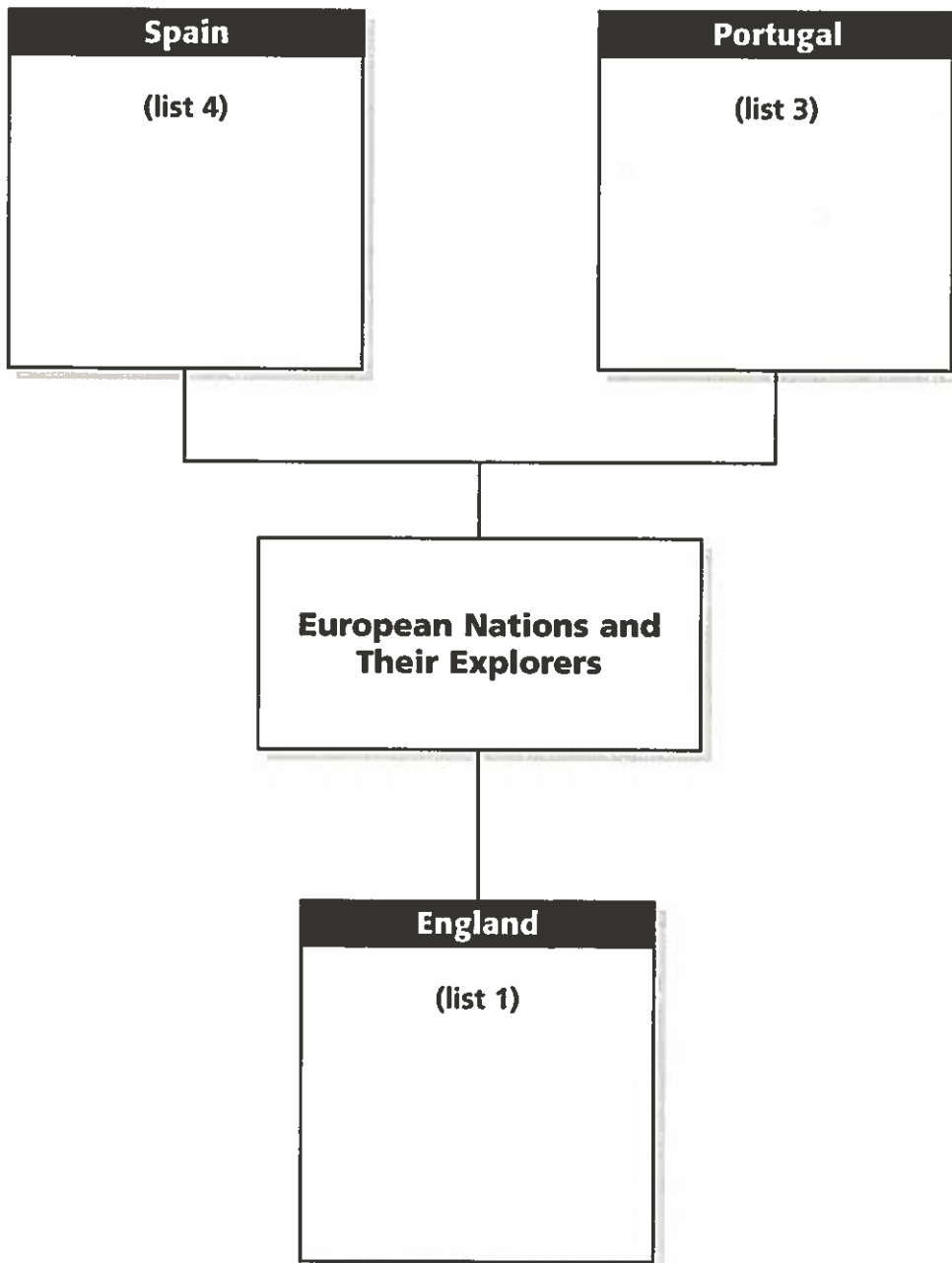


## Reteaching Activity 13

### The Age of Exploration

During the age of European exploration, one nation after another sought to gain territory, goods, or trading partners. Keeping track of the explorers that the major powers of Europe sent out can be challenging since explorers were not always born in the country that sponsored their voyages.

**DIRECTIONS:** Use the chart below to record the names of the early explorers next to the country each represented.



## ★ Enrichment Activity 13



### The European View of the Americas

As European explorers made discoveries on their ocean voyages, many writers began to consider the proper way to relate to new people and different ways of life. A lawyer by profession, Michel Montaigne (1533–1592) retired to his estate in the

Bordeaux region of France in 1571 to write a collection of essays that was first published in 1580. In his *Essais*, Montaigne gives his personal opinion on a range of issues of the day. Read the following excerpts from his essay “On Cannibals.”

I had with me for a long time a man who had lived ten or twelve years in that other world which has been discovered in our time, in the place where Villegaignon landed [Brazil], and which he called Antarctic France. This discovery of so vast a country seems to me worth reflecting on. I should not care to pledge myself that another may not be discovered in the future, since so many greater men than we have been wrong about this one. I am afraid that our eyes are bigger than our stomachs, and that we have more curiosity than understanding. We grasp at everything, but catch nothing except wind. . . .

I do not believe, from what I have been told about this people, that there is anything barbarous or savage about them, except that we call barbarous anything that is contrary to our own habits. Indeed we seem to have no other criterion of truth and reason than the type and kind of opinions and customs current in the land where we live. There we always see the perfect religion, the perfect political system, the perfect and most accomplished way of doing everything.

—From *Essays* by Michel de Montaigne, translated by J. M. Cohen, copyright © 1958 by J. M. Cohen.

**DIRECTIONS:** Answer the questions below in the space provided.

1. Why does Montaigne hesitate to guess whether there are additional new countries to be discovered? \_\_\_\_\_  
\_\_\_\_\_
2. How might Montaigne’s observation that “our eyes are bigger than our stomachs” be related to the European conquest of the Americas? \_\_\_\_\_  
\_\_\_\_\_
3. How does Montaigne characterize the people who live in the Americas? \_\_\_\_\_  
\_\_\_\_\_
4. What does Montaigne find faulty with the way Europeans perceive their own social customs? \_\_\_\_\_  
\_\_\_\_\_
5. Ethnocentrism is the attitude that one’s own ethnic group, culture, or nation is superior to all others. It is the belief that one has the best religion, the best political system, and the most accomplished way of doing things. How far have people come since Montaigne’s time in acknowledging and exploring other people’s “differences” as potentially equal or superior to their own? \_\_\_\_\_  
\_\_\_\_\_

## World Art and Music Activity 13



### African Tribal Masks

Masks are not unique to Africa. Paleolithic cave paintings show hunting scenes with masked dancers. Masks were used in Chinese theater, in Japanese No drama, and in devil-dancing ceremonies and theatrical performances in India, Ceylon, and Java. North American Indians all used face masks. Masks were used in Mexico and South America, as well as by some aboriginal tribes in Australia. Masks are used for theater and dance, religious ceremonies, and tribal rituals of fertility, hunting, and agriculture.

**DIRECTIONS:** Read the passage below about the use of African tribal masks. Then answer the questions in the space provided.

**A**frican tribal rituals celebrate religious and cultural events. The dancer who wears the mask may be introducing a spirit or transmitting the genealogy of the ancestors of the tribe, showing the history of the migration, the institution of ceremonies, or the techniques of agriculture or hunting. The image on the mask therefore might be a mythic or grotesque human representation, an animal, or a spirit.

The dancer who wore the mask had to have exceptional strength and special skill. The dances were technically complicated and the dancer had to undergo special training to learn the dance. The masks were also heavy and had an uncomfortable structure. The dancer was also usually wrapped in a costume that covered his body and the warm climate would sap the dancer's strength.

Ritual masks were used in four different kinds of ceremonies. (1) Rituals of myth transmitted history of the tribe or celebrated legendary heroes and animals. (2) Fertility rituals celebrated or encouraged spirits to provide fertility in crops and human births; masks were also used in the opposite end of fertility rituals—funerals or burials. (3) Initiations or rites of passage included celebrations of different stages of life, such as the passage of a boy into manhood or the initiation of members into a secret society. (4) Other related ceremonies were celebrated or solemnized with

masks, such as healing, divination, exorcism, protection, presenting petitions, averting disaster, welcoming chiefs and visitors, and law enforcement and judging disputes.

Most masks were made of wood because it was abundantly available in the forests in Africa. A small percentage were carved in ivory from elephant tusks; however, most of the ivory harvested was used for trading instead. Some masks were made of brass or gold, but these were small and used primarily as ornaments. Other masks were made of knitted material, basketwork, or twigs and painted bark. Additional materials, such as teeth, hair, fur, shells, bone, berries, seeds, and pieces of metal or cloth, were added to many wooden masks.

Mask carvers served a period of apprenticeship to a master carver. Often the knowledge of carving was transmitted from father to son through many generations, but sometimes a young man was selected because he showed talent in carving. Mask carvers were usually given high status in the tribe; however, in a few tribes, such as the Bambara or Senufo, the mask carver was either feared or from a low caste, and lived isolated from the village. The most common tool for carving the masks was the adze, although smaller knives might be used for finer work.



Two masks of the Congo Bakwele tribe, known for highly abstract face masks

**World Art and Music Activity 13** 

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The masks were usually considered sacred and were usually consecrated by the priest, medicine man, or magician to give the mask the proper power. There were rituals of cleansing before donning the mask and desecration after using the mask. The tools of the mask carver were believed to have their own power and the tools were also prepared with special rituals before use. When a master carver died, often the best student inherited his tools as it was believed that the tools also contained the skill of the master.

The faces on masks sometimes had natural features and sometimes had idealized features. Some

of the masks had frightening features. The type of face depended on the special function of the mask; some were even considered comic and were used in plays.

Masks with animal features or a combination of animal and human features were common. Tribes believed that man could acquire qualities attributed to different animals, such as the strength of a lion, the agility of an antelope, or the power of a bull. If an animal was killed, its spirit was liberated and might take revenge upon the hunter; a mask would be made to capture such a spirit to give the hunter control over the spirit.

**Reviewing the Selection**

1. What are four general uses of African tribal masks?

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2. What actions are evidence that the people of African tribes believed that masks had spiritual power?

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**Critical Thinking**

3. **Making Inferences** What would be the attitude of Africans toward tribal masks in a nationalist movement?

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Glencoe

# WORLD HISTORY



## Chapter 13 Section Resources

<b>GUIDED READING ACTIVITY 13-1</b>	<b>68</b>
<b>GUIDED READING ACTIVITY 13-2</b>	<b>69</b>
<b>GUIDED READING ACTIVITY 13-3</b>	<b>70</b>

**SECTIONS**



## Guided Reading Activity 13-1

### Exploration and Expansion

**DIRECTIONS:** Fill in the blanks below as you read Section 1.

1. Why were westerners unable to travel by land from Europe to Asia in the fourteenth century?  
\_\_\_\_\_
2. What three motives prompted adventurers to begin seeking a better sea route to Asia?  
\_\_\_\_\_
3. Which country took the lead in European exploration?  
\_\_\_\_\_
4. Why were traders ready to duplicate the voyage of da Gama to the coast of India?  
\_\_\_\_\_
5. How did the Spanish differ from the Portuguese in searching for a route to Asia?  
\_\_\_\_\_
6. What lands did Christopher Columbus reach in his four voyages?  
\_\_\_\_\_
7. What rights were agreed upon by Spain and Portugal in the Treaty of Tordesillas?  
\_\_\_\_\_
8. How effective were the Spanish in gaining control of Latin America?  
\_\_\_\_\_
9. How did one Aztec describe the Spanish conqueror's lust for gold?  
\_\_\_\_\_
10. What other European countries joined Spain and Portugal in their explorations?  
\_\_\_\_\_





## Guided Reading Activity 13-2

### Africa in an Age of Transition

**DIRECTIONS:** As you are reading the section, decide if a statement is true or false. Write **T** if the statement is true or **F** if the statement is false. For all false statements write a corrected statement.

- \_\_\_\_\_ 1. The primary market for African slaves was Southwest Asia, where most slaves were used as field hands.  
\_\_\_\_\_
- \_\_\_\_\_ 2. The demand for slaves changed dramatically with the discovery of the Americas and the planting of sugarcane there.  
\_\_\_\_\_
- \_\_\_\_\_ 3. In 1518, a Spanish ship carried the first boatload of African slaves directly from Africa to Spain.  
\_\_\_\_\_
- \_\_\_\_\_ 4. As many as ten million African slaves were brought to the Americas between the early sixteenth and the late nineteenth centuries.  
\_\_\_\_\_
- \_\_\_\_\_ 5. The population in West Africa was so great that the slave trade had little effect on their numbers.  
\_\_\_\_\_
- \_\_\_\_\_ 6. Slave traders rarely took the youngest and strongest men and women from a village.  
\_\_\_\_\_
- \_\_\_\_\_ 7. A brilliant and creative society in the sixteenth century, the country of Benin deteriorated because of slave trade.  
\_\_\_\_\_
- \_\_\_\_\_ 8. In the western Sahara, because of the slave trade, trade routes shifted toward the interior.  
\_\_\_\_\_
- \_\_\_\_\_ 9. Muslim beliefs became dominant along the northern coast of Africa and spread southward into the states of West Africa.  
\_\_\_\_\_



## Guided Reading Activity 13-3

### Southeast Asia in the Era of the Spice Trade

**DIRECTIONS:** Fill in the blanks below as you read Section 3.

- I. In 1500, mainland southeast Asia was a relatively \_\_\_\_\_ region.
  - A. The Thai people created a \_\_\_\_\_ at Bangkok in the south.
  - B. By the end of the fifteenth century, the \_\_\_\_\_ took over the central coast and Mekong delta.
  - C. The \_\_\_\_\_ Peninsula and Indonesian Archipelago became Islamic.
- II. The First Europeans to arrive in the area in 1511 were the \_\_\_\_\_.
  - A. Well-financed \_\_\_\_\_ and \_\_\_\_\_ traders soon followed.
    1. In the early 1600s the \_\_\_\_\_ pushed the Portuguese out of the spice trade.
    2. The Dutch began to consolidate their \_\_\_\_\_ and \_\_\_\_\_ control.
  - B. A \_\_\_\_\_ divided Vietnam, and Europeans took sides in local politics.
  - C. By the end of the seventeenth century, economic opportunities on the mainland were \_\_\_\_\_.
    1. Most European \_\_\_\_\_ were abandoned.
    2. French \_\_\_\_\_ tried to stay but were blocked by authorities.
  - D. Burma, Thailand, and Vietnam had strong \_\_\_\_\_ that resisted foreigners.
- III. \_\_\_\_\_ beliefs changed in Southeast Asia during the period from 1500 to 1800.
  - A. \_\_\_\_\_ and \_\_\_\_\_ were attracting converts in non-mainland states.
  - B. \_\_\_\_\_ was advancing on the mainland from Burma to Vietnam.
  - C. Political systems evolved into \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.