



U.S. HISTORY

AMERICAN STORIES

BEGINNINGS TO 1877



Lewis, Clark, and Sacagawea

In 1803, Thomas Jefferson sent explorers Meriwether Lewis and William Clark on an expedition into the uncharted territory of the American West. Jefferson wanted them to gather information about the geography, plants, and animals of this region, and befriend Native American tribes. After encountering both friendly and unfriendly tribes during their journey, Lewis and Clark realized they needed the help of someone who knew the local terrain and people. They hired Sacagawea, a young Shoshone woman, to be their interpreter and guide. Her knowledge of languages and the land was invaluable, and Sacagawea became an important member of Lewis and Clark's expedition.



For more information on Lewis and Clark (above) and Sacagawea (right), read the American Story in Chapter 9.



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National Geographic Exploration

National Geographic supports the work of a host of anthropologists, archaeologists, adventurers, biologists, educators, writers, and photographers across the world. The individuals below each contributed substantially to *U.S. History: American Stories*.



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WHY STUDY U.S. HISTORY?

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Mask carved by New Vancouver Tribe

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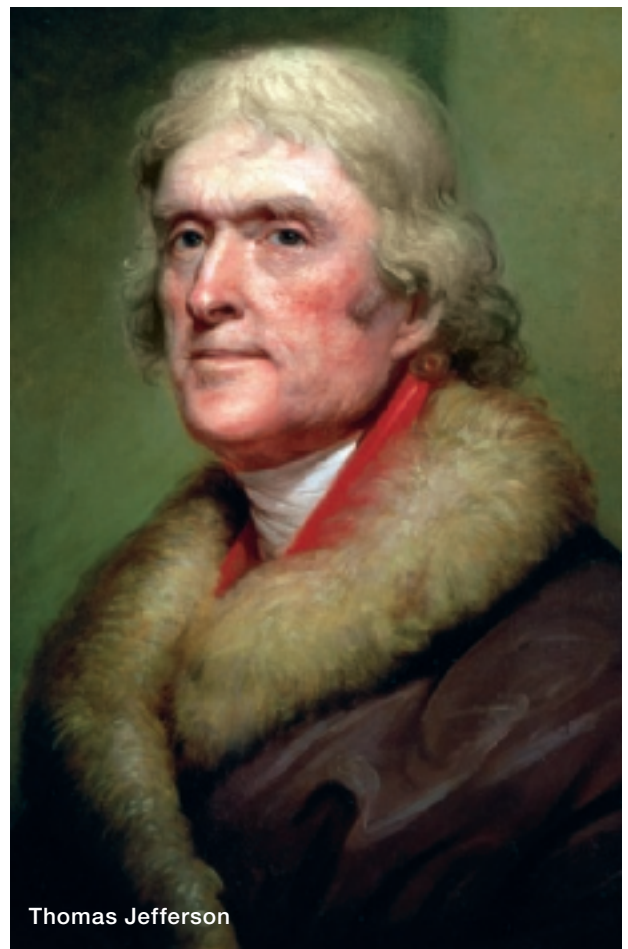
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Thomas Jefferson



The Mississippi River

Why Study U.S. History?

I'm Fred Hiebert, National Geographic's Archaeologist-in-Residence.

Like you, I live in the United States. But my work takes me all over the world, and that gives me a chance to view the United States from a global perspective. I think a lot about what it means to be an American.

The history of the United States is a chronicle of different regions that today are pulled together on a cultural basis. In the early years, our identity as a nation was defined on a military or political basis—and we're still struggling with those differences.

As we look back on U.S. history, we'll consider the role of justice and American values in giving people an opportunity to make a life for themselves and to move between these regions. One of our freedoms is the ability to move across the country and experience different ideas about what it means to be American.

HISTORY NOTEBOOK

Find "Why Study U.S. History?" in your History Notebook. The questions and activities will help you begin to find meaning in what you're reading. Use the notebook to record your ideas and questions as you read.

What makes the history of the United States special?

**PERSONAL
FREEDOM**



**THE PROMISE OF
JUSTICE
FOR ALL**

**AN OPEN
SOCIETY**



U.S. history is a microcosm of world history; think of it as a mini-world history. It includes the history of our natural resources and how they've been conserved—or not. It involves the defense of our nation and the United States' role in the world. U.S. history examines our collective identity as American citizens or people who call this country home. And on a personal level, U.S. history explores how our identity has been shaped by critical events from the past and the key women and men who brought them about.

Has anyone ever said to you, "Who are you?" What did that person mean by asking that? How did you respond? And how does that question relate to U.S. history?



Fred Hiebert

▶ Watch the Why Study U.S. History? video

Many people view the U.S. Capitol Building as a tangible symbol of American democracy. It is home to the U.S. Congress, the legislative branch of the federal government. Originally built in 1800, the Capitol sits at the eastern end of the National Mall in Washington, D.C.

The fact is your life today is the result of events and ideas that make up the history of the United States. We study history to learn how we became who we are at this place and at this time, which helps us actually answer that question for ourselves.

History really can tell you something about yourself and your identity.

Think about ways in which you are unique: What factors affect your personal identity, your home, your family, your community, your country? How can you shape who you are and who you want to be?

National Geographic Framework for U.S. History

The **Framework for U.S. History** can help you use your text to explore these questions—and to start a dialogue with your classmates about the history and culture of the United States. Your *American Stories* textbook divides history into these general categories:

UNITS 1 AND 2

Core Populations

The United States is made up of indigenous peoples as well as people from other lands, other traditions, and other cultures, including north Asian, Scandinavian, Spanish, English, French, and African.

UNITS 3, 4, AND 5

Primary Development of the American Republic

The early American republic unifies as a new nation and begins to develop a national identity. Americans act on a spirit of boundless possibility as they push westward and stretch national borders.

UNIT 6

Second Stage of National Development

The United States endures deep political divisions that result in the Civil War. Postwar changes lead to new freedoms for formerly enslaved people but leave unanswered questions about the future direction of the country. An urge to capture the state of American society as a new century approaches leads to the World's Columbian Exposition, hosted in Chicago to celebrate the 400th anniversary of Columbus's landing in the New World.

Reflecting pool, Columbian Exposition, 1893



WHY STUDY U.S. HISTORY?

To explore what it means to be an American

U.S. history is full of stories. Some of those stories may seem a little slow-moving, but others couldn't be more exciting. You live in the United States, and whether you are a citizen or not, those stories belong to you and to all of us—and you have your own story to tell. Use Fred Hiebert's personal story below as a model for capturing your own story about life in this country.

FRED'S AMERICAN STORY

My great-great-grandparents were invited to homestead in the Great Plains region of Kansas and raise a new strain of wheat that is planted in the fall and harvested in the spring. This type of wheat revolutionized farming in this country.

Both my mom's and dad's families came from the same Kansas community. Their way of life was disrupted by the Great Depression of 1929, a financial low point in American history during which many farmers found themselves greatly in debt.



Fred's grandmother, Helen Hiebert, is shown here on her father's farm about 1912, bringing lunch to harvesters.



This postage stamp—shown here on its first day of issue in 1974—celebrates the centennial of the introduction of winter wheat to the Great Plains, where it became an important commercial crop. Winter wheat usually produces higher crop yields than other types of wheat. This intersection between the lives of individual Americans like Fred Hiebert's grandparents and the development of the United States into a major economic force still happens today in large and small ways across the country.

My parents' families lived in the Dust Bowl, the area within the Great Plains of the Midwest where extended drought and soil erosion sometimes made farming impossible. That forced my dad's family to move to Nebraska and later to California.

My mom's family stayed in Kansas, and my parents met at a local college before World War II. During the war, my dad got interested in health care and, like his brothers and sisters, went to college. Eventually they settled in cities from Bakersfield, California, to Chicago, Illinois. I was born in

Washington, D.C., while my dad was interning in a hospital, and I grew up in Michigan.

For the last 18 years, my hometown has been in Haverford Township, Pennsylvania, close to Philadelphia. I'm connected by train service to New York City and Washington, D.C., where my office at the National Geographic Society is located. Today, from my suburban hometown I am linked to the world through Internet, telephone, and a close airport, making me a "global citizen."

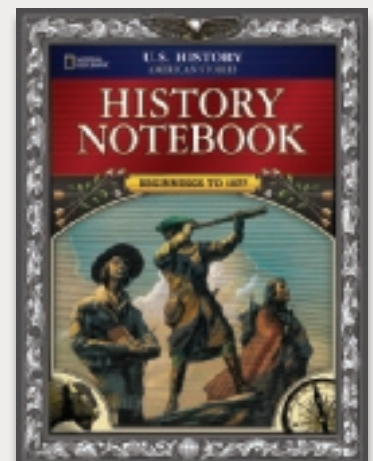
As You Read

We all have our own stories about life in the United States.

The important thing is to share our experiences and be good listeners, showing respect and tolerance for the storytellers.

 In your History Notebook, write a paragraph on what the term **identity** means to you. Think about how the events you read about might connect to your own life and how these events helped shape the community and country you live in today. And finally, think about how you might answer this question:

What does it mean to be an American?



THE STORY OF A CONTINENT

BY DR. WILLIAM PARKINSON

National Geographic Explorer
Associate Curator of Anthropology
Field Museum of Natural History



EARTH'S TIME LINE

100 Million Years

Earth Forms
4.5 Billion Years Ago

First Life Appears on Earth
3.8 Billion Years Ago

CRITICAL VIEWING This artist's rendering shows the Laurentide Ice Sheet, which, at times, covered large parts of North America during the Pleistocene epoch. Present-day glaciers, particularly in Canada, are remnants of this ice sheet. What does the image reveal about this glacial period?

Close your eyes for a minute. Try to imagine the United States without any of the familiar trappings of 21st-century life—no smartphones, hoverboards, or tablets. No iTunes, YouTube, or video games.

Imagine moving from place to place without paved roads to follow—in fact, with no roads at all, and no wheeled vehicles or even horses to carry you. Instead of strip malls, fast-food chains, and electric streetlights, there are lush, dark forests, pristine rivers and streams, and abundant plant and animal life as far as your eye can see.

Take a deep breath—you're in for an adventure. Travel back to the earliest history of North America, from the beginnings of civilization and even further back to a time when mammoths and mastodons, saber-toothed cats, and giant ground sloths roamed the lands of North America. It was a time when your own species, *Homo sapiens*, evolved and spread throughout the world.

This is the moment in a play just before the main curtain rises on North America—a continent with a story much longer than you may think.

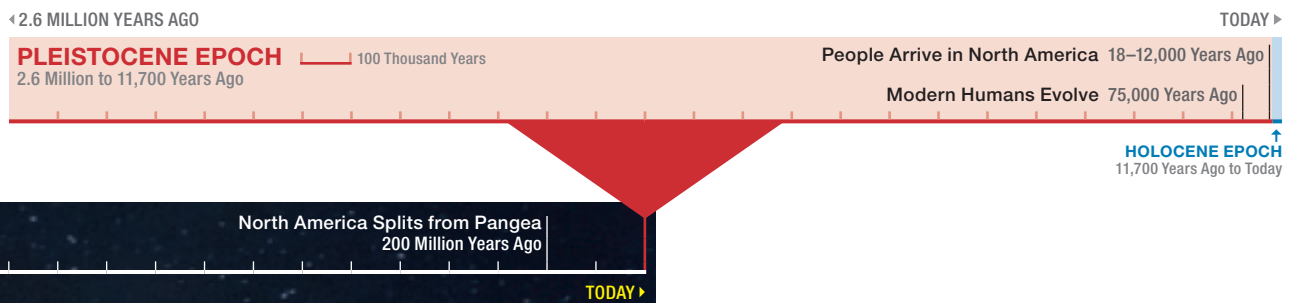
GEOLOGY AND LANDSCAPE

North America is geologically dramatic. It features towering mountains, vast deserts, sandy beaches, and rolling hills. But the landscape that Europeans like Christopher Columbus encountered when they arrived in the “New World” just a few hundred years ago was profoundly different from the world that the earliest humans experienced when they first came to North America.

Let's go way back in time. The first modern humans arrived in North America at the end of a period geologists refer to as the **Pleistocene epoch** (PLEIS-toh-seen EH-puhk). The Pleistocene lasted over 2 million years. During this period, the climate and ecology of North America was completely different from the climate and ecology of today. It included supersized animals and plants that no longer exist. During the Pleistocene epoch, modern humans across the world honed their skills in hunting, created early artwork, developed fire, and began to use language.

Many people think the climate during the Pleistocene was always cold. In fact, there were dramatic fluctuations in temperature over relatively short periods of time. At some points, the climate during the Pleistocene was about the same as it is today. During **glacial periods**, or **ice ages**, when glaciers expanded across Earth's surface, the global average annual temperature was significantly colder.

There were more than 20 cycles of glacial periods during the Pleistocene epoch. The movement of ice and water during these cycles changed the landscape and shorelines of the continents drastically, especially around the edges of the Arctic Circle and in present-day Europe, Asia, and North America.



BRIDGING THE CONTINENTS

In Europe, Asia, and Africa, modern humans evolved between 75,000 and 35,000 years ago—long before they arrived in North America. By the end of the Pleistocene, about 12,000 years ago, the only surviving hominid species was modern humans.

Scientists love debates, and one of the biggest debates in archaeology centers around the arrival of the earliest modern humans in North America. We know that when the Pleistocene ended, there were modern human societies living throughout the continent. The debate revolves around pinpointing when during the Pleistocene the first people migrated to the Americas and whether they came by boat or walked. Could people have

walked from Europe and Asia to the Americas? Yes! But the continents are separated by oceans!

Remember during the Pleistocene, there were glacial periods when ice sheets covered the continents. The oceans contained less water, and the coastlines of the continents were much larger. After the last major glacial period, about 20,000 years ago, the two ice sheets that covered northern North America began to melt. North America was temporarily connected to Asia by a large stretch of land between modern-day Alaska and Siberia that scientists call the **Bering Land Bridge**.

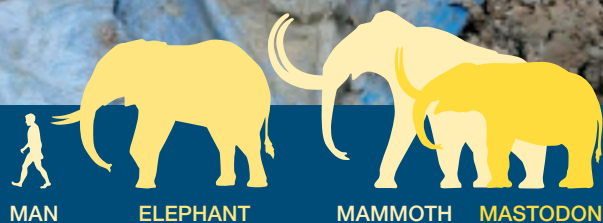
About 11,000 to 12,000 years ago, the land bridge disappeared as the ice melted, the oceans filled with the water, and the coastlines receded.



A paleontological team led by the University of Michigan recovered this mastodon skull and more than 60 percent of the animal's skeleton in October 2016. Mastodons are extinct relatives of the elephant.

ENORMOUS ANIMALS

About 12,000 years ago, we entered the Holocene (HO-luh-seen) epoch, which we are still in today. Many animals that lived during the Pleistocene went extinct around the beginning of the Holocene. This included many species of large animals, or **megafauna**, such as mammoths, mastodons, and saber-toothed cats. Along with other oversized animals, like giant sloths, giant beavers, and American lions, horses also lived in North America



until the end of the Pleistocene. Horses were then reintroduced by Europeans a few hundred years ago. They became a critical aspect of Native American culture, especially on the Great Plains. This was the incredible environment the earliest humans encountered when they first arrived in North America at the end of the Pleistocene.

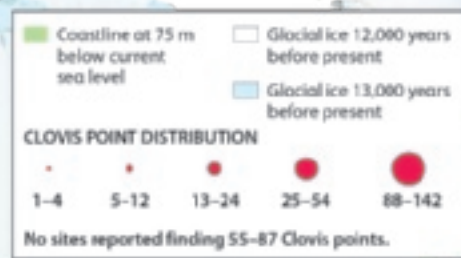
THE GREAT DEBATE

Until recently, scientists believed that the earliest people—**hunter-gatherers**—arrived in the Americas just before the land bridge disappeared. They specialized in hunting large herd animals that migrated back and forth across the continent. Archaeologists call them the Clovis Culture, based on a kind of stone tool—a Clovis point—that people made at that time.

But there is growing evidence that other groups may have reached the Americas before the Clovis Culture. Sites in Chile and Pennsylvania suggest that there was a pre-Clovis occupation of North America, and some scientists even speculate that people may have arrived by boats earlier in the Pleistocene, perhaps from Europe rather than Asia.

By the end of the Pleistocene, the climate began to stabilize, and modern humans spread throughout the Americas. They were specialized, mobile hunters and gatherers like their contemporaries elsewhere in the world, and they used the same technology—Clovis points—to hunt. These points have been found throughout North America, and similar ones have appeared as far south as Venezuela. People began to settle in different regions of the North American continent. These regions can be distinguished according to the specialized stone tools that were made and used in the Holocene.

CLOVIS POINT DISCOVERIES

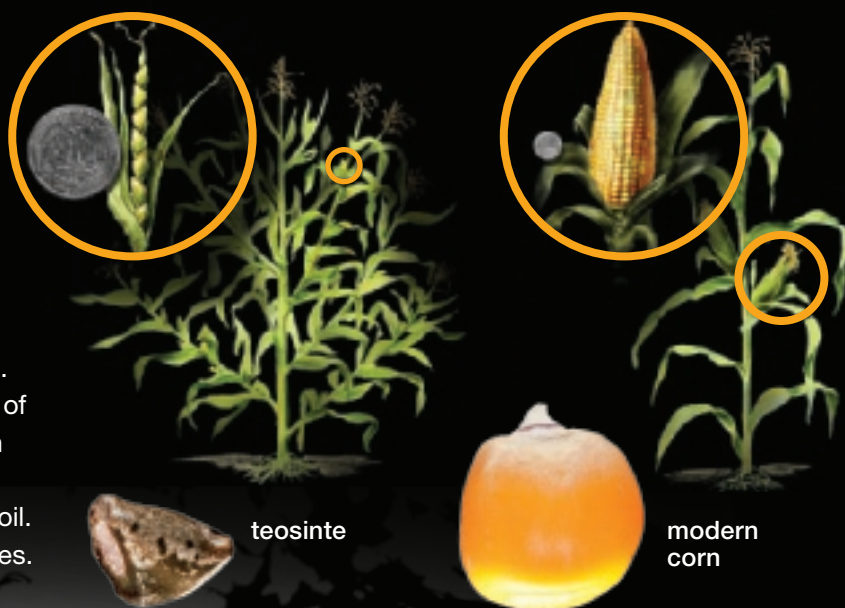


Clovis Point

Carbon dating of points like the one above indicates the Clovis Culture dates to around 11,500 years ago—a time archaeologists call the Paleoindian period. Examine the proportional symbol map to see where points have been found.

CORN EVOLVES

Corn's wild ancestor is a grass called *teosinte*, which doesn't look much like corn but has a very similar genetic makeup. After corn was introduced to North America 6,000 to 10,000 years ago, it spread from Mexico into the American Southwest and across the continent. Early farmers learned to grow types of corn with qualities they valued, such as resistance to pests and the ability to grow in different types of soil. That led to a great diversity of species.



Greater Southwest c. 1000 B.C.

Corn cobs and kernels found in Bat Cave in New Mexico were carbon-dated to around 1000 B.C. and had characteristics similar to older corn remnants found in Mexico.

East Coast c. 100 B.C.

Corn was probably first grown in the area that is now the eastern United States around 100 B.C., but people in this region had been domesticating other crops, like beans, gourds, and sunflowers, for thousands of years. Once introduced, maize quickly spread across agricultural communities.

Mexico c. 5000 B.C.

Samples from archaeological sites in Oaxaca and Tehuacán, Mexico, are believed to represent the earliest examples of farmed corn on the North American continent, including teosinte and later, more domesticated varieties.

THE SPREAD OF CORN

Analyze the map above. What do you observe about the movement of corn across the North American continent?

THE AGRICULTURAL REVOLUTION

For several thousand years during the Holocene, people continued to live in small groups and move frequently throughout the year. Everything changed when some groups of mobile hunters and gatherers started to experiment with planting their own crops. This transition from relying on gathering wild plants and hunting animals to planting crops and raising animals is called the **Agricultural Revolution**.

The practice of bringing plants and animals under human control is called **domestication**.

Almost all the foods we eat today are domesticated instead of wild. This means that they have been modified from their wild forms and are to some extent reliant upon humans for their existence. Corn, for example, is the domesticated form of a plant called *teosinte* (TAY-oh-SIN-tay), and cows are the domestic form of a wild herd animal called an *auroids* (OR-oids). Domestication had a dramatic impact on society. Once people settled down and became reliant upon domestic plants and animals, human life transformed.

Out of all the plants domesticated in North America thousands of years ago, the real game changer was corn. The hunters and gatherers who began experimenting with the domestication of corn had no idea of the impact their little experiment would have on the world in the years to come. Corn is now grown almost everywhere in the world and tied to almost everything Americans eat. It's even used to make toothpaste and gasoline. But the biggest impact corn had in North America was its unparalleled ability to feed large populations.



This c. 1250 cedar mask was discovered in Fulton, Illinois, and provides evidence of Mississippian cultures outside of Cahokia.

SETTLING DOWN

It took a while for corn to be adopted and widely used in North America. In eastern North America, for example, it wasn't a major part of the human diet until about 1,000 years ago. Growing crops like corn and remaining in one location allowed social groups to grow larger and develop more complex political systems. In some places, these groups built massive cities and had extensive trade networks that moved goods across the continent.

One of these cities was located in present-day Illinois along the Mississippi River near the modern town of St. Louis, Missouri.

Founded around A.D. 800, Cahokia would come to be the capital of a large community called a **chiefdom**. By A.D. 1250, Cahokia was a thriving community. This large city controlled a massive geographic area at the confluence of three rivers (the Missouri, Illinois, and Mississippi), and at its height may have had a population of about 15,000 people. It is considered the most sophisticated prehistoric native civilization north of Mexico.

The fertile soil of Cahokia was easy to farm and well suited to growing corn. As a result, people farmed more and hunted less. And

archaeological evidence unearthed from the site indicates the people of Cahokia ate well.

Although Cahokia and other similar sites in the southeastern United States were heavily dependent upon domestic crops like corn, communities in other parts of North America were not. They continued to hunt and gather wild resources as a major part of their diet.

A CULTURAL MOSAIC

Before the 1500s, the Americas, Europe, and Africa had been isolated from one another. But as Europeans began looking beyond their shores for riches and resources, Africa's mighty empires wanted to show their strength. Both continents were on a collision course with the Americas, but the Europeans got there first.

When the Europeans arrived in the "New World," they experienced a mosaic of diverse cultures and landscapes. From the hierarchical chiefdoms of Florida to the more mobile, less hierarchical groups of the Great Basin, the cultures of North America made up a patchwork quilt of societies with distinct languages, economic practices, political systems, and traditions as varied as the landscape.



This bird-shaped tobacco pipe was found in Canada in the Pacific Northwest region of North America.

Groups such as the Chumash, who settled along the California coastline, fished from canoe-like boats made of rushes.



Chumash fishing hook, carved from a shell

As you read in Why Study U.S. History, everyone has a personal American story to tell, and those stories often reflect the diversity of our cultural mosaic. That diversity is one of the best things about life in the United States. It's not always easy to build consensus or get everyone "on the same page," but that's what's exciting. With so many opinions and perspectives and our dogged American drive, we have the potential to develop amazingly creative solutions to 21st-century issues.

So raise the curtain on this incredibly rich and varied landscape, well equipped to sustain and nurture the promise of a unique new country and a vibrant people. The action and the drama are just about to begin.



Believed to be 1,000 years old, the Pilling Figurines from the Fremont group in Utah were named for the rancher who discovered them in 1950.



Like other groups in the Southwest, the Hohokam of southern Arizona frequently painted birds on items, such as the pot from which this shard came.

THINK ABOUT IT

What does the fact that these diverse cultures all expressed themselves through art suggest about early humans?

ARCTIC

SUBARCTIC

PLAINS

NORTHEAST

SOUTHEAST

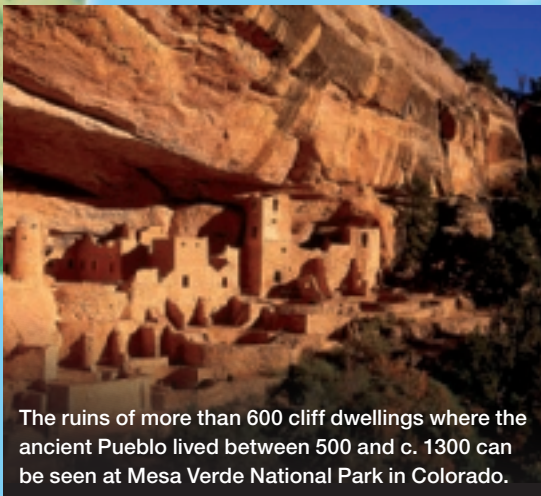
In the Woodlands culture, a bird stone like this one found in Jefferson County, New York, was used to properly weight a throwing stick, or atlatl.



This hand made by a Hopewell artist from the Ohio River Valley was cut from a type of soft rock called mica.



These ear spoons, which were carved from shells and worn in large holes in the earlobes, were unearthed from an Oklahoma mound.



The ruins of more than 600 cliff dwellings where the ancient Pueblo lived between 500 and c. 1300 can be seen at Mesa Verde National Park in Colorado.

Carved from wood and bone, this Mississippian mask fuses a human face with deer antlers and dates to between 800 and 1500.



EARLY ENCOUNTERS



CRITICAL VIEWING A Pueblo artist created this petroglyph, or rock carving, as many as 700 years ago. The petroglyph shown in this photo, by National Geographic photographer Ralph Lee Hopkins, is found in the desert of present-day New Mexico. Although the meaning of this and most Pueblo petroglyphs is no longer known, some may tell a story or celebrate an event. What story or event might this figure and the items surrounding it convey?

THE
AMERICAS**A.D. 250**

The Maya Classic Period begins.
(Maya temple in Tikal, Guatemala)

**1325**

The Aztec found Tenochtitlán and build a great civilization.
(Aztec mosaic of a serpent, possibly used in religious ceremonies)

c. 1000 B.C.

The ancient Pueblo begin to farm in the southwestern region of North America.

1200

More than 20,000 people live in the Mississippian city of Cahokia.

1200**1000 B.C.**THE
WORLD**A.D. 476 EUROPE**

The Western Roman Empire falls, and the period known as the Middle Ages soon begins in Western Europe.

c. 500 AFRICA

Ghana becomes the first great trading state in West Africa.

1200 AFRICA

The empire of Mali, built on trade and gold, arises in West Africa.
(terra cotta horse and rider created in Mali around the early 1300s)



HISTORICAL THINKING: DETERMINE CHRONOLOGY

What activities were undertaken throughout much of the world beginning in the 1400s?

1450

The Inca build Machu Picchu in the Andes Mountains.
(golden Inca artifact)



1492

Columbus makes the first of several voyages to the Americas.

1519

Hernán Cortés leads the invasion of Mexico and conquers the Aztec.



1626

The Dutch buy Manhattan Island from Native Americans and found New Amsterdam (present-day New York City) on the site. (fine art image of the New Amsterdam settlement)

1400



1300 EUROPE

The Renaissance begins in Europe.
(Renaissance artist Leonardo da Vinci's painting, the Mona Lisa)

1405 ASIA

Zheng He begins the first of seven voyages from China, exploring Asia and Africa.

1800

1650 AFRICA

More than 40 trading posts on Africa's west coast send slaves to the New World.

THREE WORLDS BEFORE 1500

ESSENTIAL QUESTION

How were early civilizations in the Americas, Africa, and Europe both similar and different?

AMERICAN STORIES

Land of Plenty

SECTION 1 Societies of the Americas

KEY VOCABULARY

civilization	irrigation	physical geography
domesticate	kayak	potlatch
geographic perspective	matrilineal	slash-and-burn agriculture
human geography	migrate	tepee
Iroquois League		tundra

SECTION 2 Societies of Europe

KEY VOCABULARY

caravel	manor system	Protestant
feudalism	navigation	serf
hierarchy	printing press	vassal
humanism	profit	

SECTION 3 Societies of West Africa

KEY VOCABULARY

caravan	oasis	steppe
convert	pilgrimage	trans-Saharan

AMERICAN GALLERY ONLINE

Battlefield Medicine

READING STRATEGY

COMPARE AND CONTRAST

To compare and contrast, note similarities and differences between two or more people, places, events, or things. As you read, use a graphic organizer like this one to compare and contrast the societies discussed.

Americas	Europe	Africa
empires		





**“All things
are bound together. All things
connect.”**

—Seattle, Duwamish leader

CRITICAL VIEWING Rivers, brooks, and waterfalls flow through the rugged landscape of Vermont’s Green Mountain National Forest. The 400,000-acre forest also holds archaeological evidence of the Native American “Original Vermonters” dating back 10,000 years. What natural resources can you identify in the photo that Native American populations might have used to survive?

LAND OF --- PLENTY



BY DR. TERENCE CLARK

Director, Shíshálh Archaeological Research Project,
University of Saskatchewan

What does *plenty* mean to you? For the first people who lived in North America, the concept of plenty revolved around food. Hunting, gathering, and growing food took up a lot of their time. Lucky for them, they lived in a Land of Plenty.

As you have just read, North America is one of the most geographically varied places in the world. It has towering mountain ranges, wide, grassy plains, rocky coasts, and gentle valleys. Networks of powerful rivers support rich soil. Countless species thrive in every part of the continent. For thousands of years, North America's varied environments have provided people, both ancient and modern, with lush natural resources. Whether bison on the Great Plains, berries from a rain forest, elk in the Rocky Mountains, or fish along the coasts, the first residents had plenty to eat.

In addition, Native Americans across the continent developed ways to produce even more food. In the southwestern deserts, they raised crops like corn, beans, and squash. In the eastern woodlands, they devised a slash-and-burn method to create land on which to farm. Native Americans knew a great deal about the world around them, and they understood the delicate balance of taking from nature in moderation and with respect.

How might the concept of plenty have defined people who lived in North America in the past?

CRITICAL VIEWING Deer run through Tuolumne Meadows in California's Yosemite National Park. What details in this photo represent North America as a "land of plenty"?

CULTURES OF THE NORTHWEST COAST

Let's take a look at one region in particular—the Pacific Northwest—that demonstrates the powerful relationship between Native Americans and the natural world. The Pacific Northwest is a geographic and cultural area that stretches from what is now northern California to present-day Alaska. It includes coastal areas, inland forests, and several mountain ranges. It is also where the massive Columbia River flows through the Cascade Mountains and into the Pacific Ocean.

One unique feature of the Pacific Northwest is its temperate rain forests, which are characterized by heavy rainfall—as much as 14 feet per year—and by moderate temperatures. These rain forests are also home to some of the biggest trees in the world, including Sitka spruce, giant sequoia, and Douglas fir. These trees can grow to more than 250 feet tall and live for hundreds of years.

The first people who lived in the Pacific Northwest developed distinctive cultures, including the Kwakiutl (kwak-ee-YOU-tuhl), the Tlingit (KLING-kit), the Haida (HIGH-dah), the Chinook (SHIH-nuhk), and many others.

Because they lived among giant trees, these cultures mastered skills in woodworking. They built huge cedar plank houses, some large enough for hundreds of people. They also carved sturdy and seaworthy boats out of enormous tree trunks.

Northwest Coast people used woodworking in other ways, too. Intricately carved and painted totem poles towered over villages. Totems demonstrated village or family identities and indicated families' positions in the tribal social structure. They incorporated colorful representations of Pacific Northwest wildlife, including bears, ravens, whales, and eagles, as well as human figures and supernatural spirits. Totems functioned as collective histories, and the stories they told have been passed down among the generations.

Woodcarving also played a role in Northwest Coast ceremonies. Several ceremonies marked important times of the year or life events, and others reinforced social ties. Shamans, or people who were believed to be able to help others communicate with the spirit world, guided the carving of masks used during some ceremonies.



The Columbia River rises in British Columbia, Canada, and empties into the Pacific Ocean in Astoria, Oregon, not far from the coastline shown here.

OCEANS, FORESTS, AND RIVERS

Unlike groups in many other areas of North America, the coastal people of the Pacific Northwest did not farm to obtain food. Instead, they relied on the plentiful natural resources available to them. The many rivers that flow into the Pacific Ocean nourished the land and provided a welcome habitat for hundreds of species of plants and animals.

Perhaps the most important of these was the salmon. Since the earliest days of North America, five species of salmon born in rivers and lakes have traveled downstream to live their adult lives in the ocean. They only return to fresh water to spawn, or reproduce, and die. These spawning events, when millions of fish return to the streams and lakes where they were born, are some of the greatest migrations on Earth.

For early Northwest Coast people, abundant and predictable salmon migrations, or runs, provided the backbone of their traditional economies. The spring salmon runs in April and May were, and continue to be, incredibly important in providing food for Northwest Coast people. After a long winter of subsisting on dried foods—including smoked and dried salmon—spring was a time of plenty as fresh foods returned to the menu. Historically, the coming of the salmon often saved tribes from starvation as their winter supplies dwindled.

In addition to salmon, Northwest Coast people harvested a variety of shellfish, including clams, cockles, mussels, and oysters. They also hunted many land animals and birds, gathered a wide variety of plants and berries, and even hunted whales in some areas.

A UNIQUE WORLDVIEW

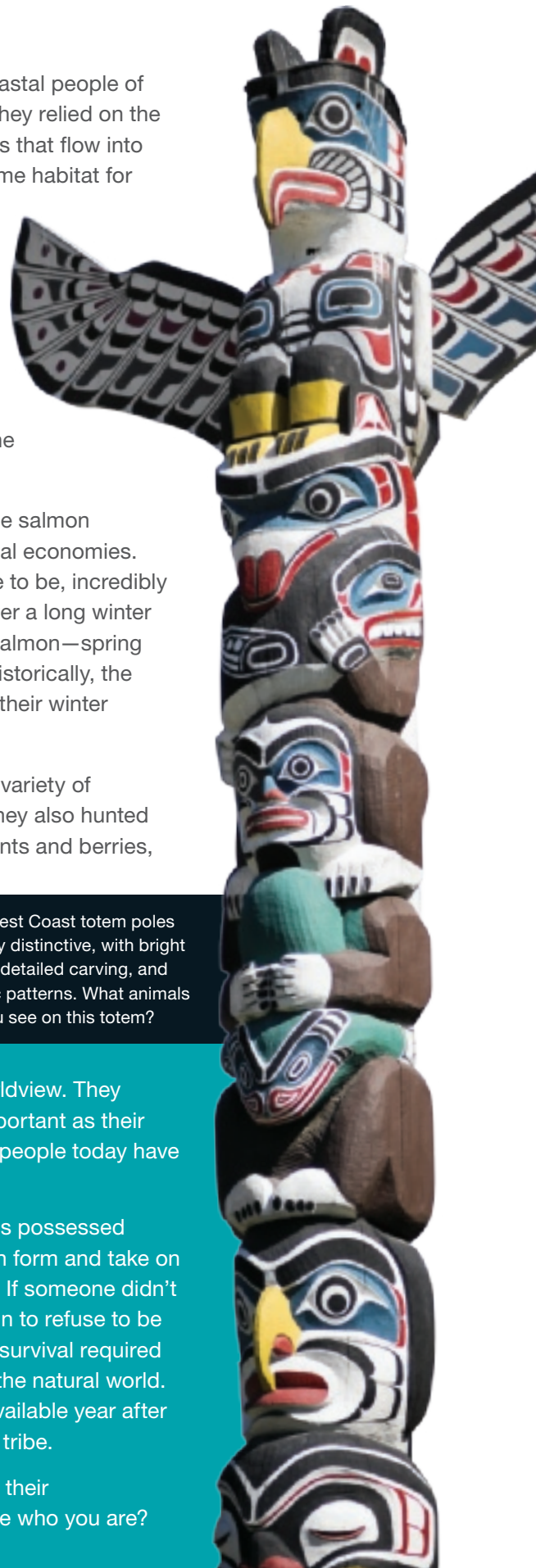
Northwest Coast people saw themselves as an important part of their environment.

Respect for the natural world was at the core of their worldview. They believed the plants and animals around them were as important as their human neighbors. How does this compare with the view people today have about the relationship between humans and nature?

Northwest Coast cultures also believed that many animals possessed human-like abilities. Some could even change into human form and take on traits such as anger if they were not treated with respect. If someone didn't hunt or fish in a respectful way, the animal might tell its kin to refuse to be caught in the future. All this added up to one clear point: survival required living in balance with animals and plants and respecting the natural world. Living a balanced life would ensure that food would be available year after year. Not doing so would bring dire consequences to the tribe.

Northwest Coast people adapted to and were shaped by their environments. In what ways does your environment shape who you are?

Northwest Coast totem poles are truly distinctive, with bright colors, detailed carving, and graphic patterns. What animals can you see on this totem?



KING OF THE SALMON

Northwest Coast cultures performed special ceremonies to honor nature and to show respect for the plants and animals that kept them alive. One of the most important of these was the First Salmon ceremony. After a grueling winter of cold rain, with little access to fresh foods, spring brought new hope and abundance. People anxiously awaited the arrival of the salmon to usher in a season of plenty.

The first salmon to return to the river was called the King of the Salmon. People believed that as the leader, the King of the Salmon had the power to encourage other salmon to come and be caught or to scare away the other fish. If he was not treated with respect, the entire salmon run could be affected. To welcome the King of the Salmon, shamans conducted the First Salmon ceremony. Whole communities gathered to pay respect.

Although the First Salmon ceremony varied among different groups, three steps (described at right) characterize this ritual, which is still performed today. Once the ceremony is complete, the salmon fishing season is declared officially open and everyone can begin catching fish for food.



Students at the Lummi Nation School in Bellingham, Washington, prepare to bring in the First Salmon at their annual celebration of this traditional ceremony.

1. Catching and welcoming the salmon

The chief selects a fisherman to catch the King of the Salmon. Once caught, tribal members carry it to the chief on a bed made of cedar.

2. Cleaning, cooking, and eating the fish

Cooks delicately remove the meat from the fish. The head, entrails, and bones are set aside. Then community members eat the fish.

3. Returning the remains to the water

Tribal members place the remains, which are considered sacred, in a cedar basket with its head facing upstream, pointing the way home. Then the salmon is released back into the water, where it is believed it will become whole again to continue its journey.

A master of ceremony named La-mos lifts the King of the Salmon to the sky as part of the Lummi Nation's First Salmon ceremony in May 2010.



This Tlingit wood rattle carved in the shape of a salmon is an excellent example of Northwest Coast art. It has bold shapes and colors and takes the form of wildlife native to the region.



CULTURAL REVIVAL

When European settlers arrived in the region in the early 1800s, two different worldviews came into contact with one another. In many cases, this contact led to changes among native traditions and practices.

Missionaries introduced Christianity and pressured native people to change their traditions. Europeans frowned on native beliefs that elevated the natural world to the level of humans, so they halted some ceremonies and declared others illegal. Along with ceremonies and religious beliefs, Europeans also replaced native foods with Western ones. Over time, Northwest Coast people began to shift away from traditional practices and focused on trade with the newcomers. By the late 1800s, the First Salmon ceremony began to die out.

During the 20th century, large commercial fisheries depleted salmon stocks all along the Pacific Coast. Development, overfishing, and pollution endangered the rivers and streams where the salmon migrated to spawn. According to the Native American worldview, this lack of respect for nature led to negative consequences, which included much smaller salmon runs than had been historically known.

In the 1970s, the Lummi people of Puget Sound, near Seattle, Washington, decided to bring back the First Salmon ceremony. They had never lost their belief in the importance of the plants and animals around them. And they felt the ceremony could help the salmon and the Lummi people.

In addition to reviving the First Salmon ceremony, the Lummi have also reclaimed salmon spawning habitats. They have restored streams to their natural state, ensuring the vital environment that salmon need to reproduce. The Lummi's efforts are paying off. Growing numbers of salmon are returning to their territory, and the Lummi are able to teach their children about the importance of respecting nature.

THINK ABOUT IT

The Lummi revived a ceremony to reinforce their connection to the natural world. What kinds of ceremonies or celebrations do you participate in that reinforce beliefs in your family and community?

A CEREMONIAL BLESSING

After the King of the Salmon is caught, cleaned, and cooked, it is ready to be eaten—after a blessing.

Among the Kwakiutl, this blessing is recited to honor the First Salmon. It has likely been handed down from generation to generation of Kwakiutl and is delivered before the salmon can be enjoyed. From this primary source, what can you conclude about how the Kwakiutl viewed their relationship with the King of the Salmon?

PRIMARY SOURCE

*We have come to meet alive, Swimmer.
Do not feel wrong about what I have done to you,
friend Swimmer, for that is the reason why you come
that I may spear you, that I may eat you,
Supernatural One, you, Long-Life-Giver,
you, Swimmer.
Now protect us, (me) and my wife, that we may keep
well, that nothing may be difficult for us.*

Source: from *The Religion of the Kwakiutl Indians*, by Frank Boas, New York: Columbia University Press, 1930, p. 207

1.1 Early American Civilizations

The Americas were never a blank slate, waiting for someone to “discover” them. People began arriving in the region about 20,000 years ago. Over time, they developed cultures that would influence all of the Americas and the world.

MAIN IDEA Civilizations emerged and thrived in Mesoamerica and South America for thousands of years.

MESOAMERICA

Long before 1492, great **civilizations**, or complex societies, arose in the Americas. The earliest of these civilizations began in **Mesoamerica**, which stretches from southern Mexico into part of Central America. Mesoamerica’s landscape consists of two main areas: highlands and lowlands. The highlands lie between the mountains of the Sierra Madre (see-AIR-uh MAH-dray), a mountain system in Mexico. The lowlands are found along the coast of the Gulf of Mexico and in the jungles of the Yucatán (yoo-kuh-TAN) Peninsula. Both areas provided fertile land for agriculture.

The fertile land allowed several civilizations to develop in Mesoamerica. The **Olmec**, **Maya**, and **Aztec** thrived at different times from around 1200 B.C. to about A.D. 1520. The oldest civilization, the Olmec society, settled along present-day Mexico’s Gulf Coast. The Maya, who were influenced by Olmec culture, mainly lived in parts of the countries we now call Mexico, Guatemala, and Belize. The Aztec were the last of the major Mesoamerican civilizations, establishing their empire in central and southern Mexico.

SOUTH AMERICA

To the south of Mesoamerica lies South America, a continent twice the size of the United States. South America contains coastal plains, dry forests and deserts, and vast river basins covered by dense rain forests and grasslands. The Andes Mountains rise along the continent over a distance of about 5,500 miles, extending from the northwestern coast all the way down to the southern tip. The mountains divide the Pacific

coast from the continent’s interior and separated the early civilizations in lands that are now the countries of Peru, Bolivia, Argentina, and Chile.

The **Moche** (MOH-chay) and the **Inca** were two of the most important early civilizations. The Moche lived on the arid northern coast of present-day Peru between about A.D. 100 and 800. They developed a complex **irrigation** system that channeled water to their crops. The rise of the Inca started in the 12th century. They established a capital city in Cusco (KOOS-koh), Peru, and later built the complex and mysterious city of Machu Picchu (MAH-choo PEE-choo) high in the Andes Mountains.

Moche Metalworking

The Moche were known for their vibrant murals, fine pottery, and advanced metalwork. Gold monkey-head beads, like this one, were often buried with members of the Moche nobility.



HISTORICAL THINKING

- 1. READING CHECK** Which three civilizations developed in Mesoamerica?
- 2. COMPARE AND CONTRAST** How were the highlands and lowlands of Mesoamerica similar?
- 3. INTERPRET MAPS** How do you think the Andes Mountains benefited both the Moche and the Inca?

**OLMEC** 1200–400 B.C.

- Carved colossal rock heads thought to represent Olmec rulers
- Established an extensive trade network that carried Olmec goods and culture throughout Mesoamerica

MOCHE A.D. 100–800

- Left no written record, so all we know of their culture is through their artwork
- Built pyramid-like structures at their capital, called Moche, one of which was almost 165 feet tall

MAYA A.D. 250–900

- Developed a hieroglyphic writing system and created a calendar
- Established more than 40 cities throughout Mesoamerica

INCA A.D. 1100–1535

- Built a vast empire that extended from the northern border of Ecuador to central Chile
- Constructed a system of roads, bridges, and cities, such as Machu Picchu

AZTEC A.D. 1200–1520

- Built an empire of up to six million people
- Required children to attend public schools

1.2 Western American Cultures

How do you get food if you can't grow it—or buy it? You work with what you've got. Like the Mesoamericans and South Americans, people in the north adapted to their environments.

MAIN IDEA A variety of environments, characterized by climate and landforms, influenced the development of western North American cultures.

THE FAR NORTH AND PACIFIC COAST

South America and Mesoamerica weren't the only places where civilizations developed in the Western Hemisphere. In the extreme northwest of North America, several Native American groups flourished in particularly harsh climates. The Aleut (a-lee-OOT) lived on the cold, nearly treeless islands off the coast of what is now Alaska. The Inuit (IH-noo-wit) lived on the flat, frozen Arctic **tundra** of present-day Alaska and northwestern Canada. Since the weather did not favor growing crops, the groups fished and hunted sea mammals for food. They used **kayaks**, light boats made of wood and seal or walrus hides.

Farther to the south, a number of tribes lived in the evergreen forests that swept down the coast from present-day British Columbia to Oregon. Groups such as the Kwakiutl (kwah-kee-YOO-tuhl) and Haida (HI-duh) hunted and fished, and the ocean provided plenty of food. The abundance of trees made wood the preferred material for houses, boats, and household goods. The Kwakiutl also hosted **potlatches**, feasts where families gave gifts to guests to show social rank and wealth.

Even farther down the coast, in what is now California, the Pomo lived as hunter-gatherers. The Pomo didn't need to farm because the



A kiva, like the one shown here, was a round, semi-subterranean structure that the ancient Pueblo used for ceremonies, meetings, and as living spaces. These kivas are part of Pueblo Bonito, an ancient Pueblo settlement in Chaco Canyon in New Mexico.

streams were full of fish, and plenty of edible wild plants, nuts, and berries grew on the land. The Pomo had a unique religion. Worshipers dressed as animal spirits and other beings to sing, dance, and distribute gifts.

THE DESERTS AND PLAINS

Like the people of the North and the West, Native Americans living in the Southwest and Great Plains had to adapt to special climates and conditions. In the arid American Southwest, the **ancient Pueblo** (PWAY-bloh) and the **Hohokam** (ho-ho-KOM) thrived during the time of the Maya. In fact, Mesoamerican culture heavily influenced these groups. Not only did the Hohokam trade with Mesoamericans, they also **domesticated**, or grew, similar crops for food. They irrigated their crops in the dry climate. The Hohokam grew cotton, squash, beans, and maize, or corn, by digging canals from their fields to nearby rivers. Having extra food allowed the population to grow.

Around A.D. 1000, both the Hohokam and the ancient Pueblo built large adobe (uh-DOH-bee) homes made of sun-dried clay and straw bricks. These dwellings were similar to apartment buildings with multiple floors. For example, Pueblo Bonito, pictured to the left, once had as many as five floors and at least 600 rooms.

The ancient Pueblo were once referred to as the Anasazi, a name given them by the Navajo. In the 1990s, descendants of the ancient Pueblo protested the use of the term, pointing out that it means “enemy ancestor.” Today many historians use the term “ancient Pueblo.”

Northeast of the Hohokam, the Great Plains tribes experienced a very different way of life. Vast grasslands stretched from the Mississippi River to the Rocky Mountains. Native Americans who lived in the eastern part of the Great Plains, such as the Mandan and Pawnee, lived the settled lives of farmers, building villages of earthen lodges. In the western grasslands, the Blackfoot and other



tribes like them **migrated**, or moved from place to place, hunting herds of bison (also commonly called buffalo) and other game for food and clothing. **Tepees**, or tents made of bison hides, served as their portable homes.

Tribes herded bison on foot. They steered the animals over cliffs or into corrals where men could kill them with arrows. Nonetheless, Plains Indian tribes considered the bison sacred. They used every part of the animal: meat for food, skin and fur for clothes and tepees, and bones for tools.

HISTORICAL THINKING

- 1. READING CHECK** How did the tribes of northern and western North America adapt to their environments?
- 2. ANALYZE ENVIRONMENTAL CONCEPTS** How did the Kwakiutl and Haida depend on and benefit from the natural systems of the lands they inhabited?
- 3. DRAW CONCLUSIONS** What can you conclude about similarities between the Maya culture and those of the ancient Pueblo and the Hohokam?

1.3 Eastern American Cultures

You climb to the top of the tower at Serpent Mound in southern Ohio and look down at the amazing sight below. It really does appear to be a gigantic, grass-covered snake slithering across the landscape with an egg or a jewel in its mouth. How did it get here? Who made it, and when?

MAIN IDEA Native Americans in eastern North America established stable agricultural societies and specialized burial and religious practices.



Ancient Mounds

Serpent Mound in Adams County, Ohio, resembles a writhing snake. The mound stretches more than 1,300 feet. It is estimated to be between 1,000 and 2,000 years old.



THE MOUND BUILDERS

Serpent Mound and other mounds like it began dotting the North American landscape around 1000 B.C. The people who created these structures are known as the **Mound Builders**. They lived in the river valleys of the Midwest and eastern United States. These earthen mounds came in different shapes and sizes and served a variety of purposes. Some housed the dead, and others served as temples.

The Adena and Hopewell were two cultures that built mounds. Both groups lived chiefly in the southern part of present-day Ohio, where Serpent Mound is located. They also settled in the region we now call Indiana, Kentucky, West Virginia, Michigan, Wisconsin, and Pennsylvania. Both groups were primarily hunter-gatherers, though the Hopewell farmed as well. Studies of the Hopewell Mound Group have determined that their mounds served as ancient burial sites.

A couple of hundred years after the Hopewell culture died out, the Mississippians emerged. Beginning in about A.D. 700, this group spread across North America from present-day Georgia to Minnesota. The Mississippians topped their mounds with grand temples or chiefs' residences. Cahokia (kuh-HO-kee-yuh), a grouping of mounds located in Illinois, served as the culture's capital. At the Cahokia Mounds site, Monks Mound stands nearly 100 feet high. Its base is larger than that of the Great Pyramid of Giza in Egypt.

Unlike the hunter-gatherer cultures of the Adena and Hopewell, the Mississippians were largely agricultural. For food, they planted crops such as corn, beans, and squash. Having a large and dependable harvest helped them feed a large population. Cahokia alone may have housed as many as 15,000 people or more.

PEOPLE OF THE WOODLANDS

Just as the Mississippians depended on farming for their livelihoods, so too did the tribes who lived after them in the woodlands of eastern and southeastern North America.

The mild climate of the Southeast made it an ideal place to grow crops. The Chickasaw and Choctaw of present-day Mississippi and Alabama grew corn, beans, and pumpkins. Women planted

and harvested the crops. They also cooked, cared for the children, and made baskets, clothes, and other goods. Men cleared the land, constructed buildings, hunted, served as warriors, and engaged in trade. Both the Chickasaw and Choctaw societies were **matrilineal**, meaning they traced their family lines through their mothers.

Agriculture was so important to these groups that one of their religious ceremonies was a Green Corn festival. The festival was held each summer as the corn began to ripen. Over a series of days, people fasted, feasted, danced, and prayed.

The region in which the Eastern Woodlands people lived was heavily wooded, which explains its name. The tribes of the Eastern Woodlands practiced a technique known as **slash-and-burn agriculture**. This method involved cutting down and burning trees to clear land, and it supported the groups' pattern of moving frequently. Their farms were not permanent.

Two groups, named for the languages they spoke, lived in the Eastern Woodlands: the Algonquian (al-GAHN-kwee-uhn) and the Iroquois (EER-uh-kwoy). The Algonquian lived along the Atlantic coast. The Iroquois primarily lived in the central part of present-day New York State. In Algonquian groups, men were the heads of households, but Iroquois society was matrilineal, and women shared political power with men. Five Iroquois-speaking nations banded together to form the **Iroquois League**: the Mohawk, Oneida, Onondaga, Cayuga (kah-YOO-guh), and Seneca. This brought long-lasting peace among them. The Iroquois nations still exist to this day.

HISTORICAL THINKING

- 1. READING CHECK** How did farming help maintain a large population in Cahokia?
- 2. IDENTIFY PROBLEMS AND SOLUTIONS** How did the Eastern Woodlands people solve the problem of growing food in forests?
- 3. ANALYZE ENVIRONMENTAL CONCEPTS** How did the practice of slash-and-burn agriculture carried out by the tribes of the Eastern Woodlands alter the cycle of the natural systems in the region?



The Birdman Tablet depicts a man with wings and was found on the east side of Monks Mound.

Mounds on the Mississippi

“Cahokia has changed our ideas about ancient Native American culture.” —John Kelly

Once one of the greatest cities in North America, Cahokia went largely unstudied for hundreds of years. Then in the 1950s, President Dwight Eisenhower initiated the interstate highway program with a provision for archaeological excavations along the new roads. What the archaeologists found at the East St. Louis, Illinois, mound center astounded them: over a thousand houses that had been built in an amazingly short span of time. What had drawn so many people to the site? Who were they? Archaeologist **John Kelly** has been working on the answers to these and other questions for about 40 years.

Highways run on either side of Cahokia's Monks Mound, the largest pyramid north of Mesoamerica. A temple may have once stood on the platform atop the mound. After climbing to the top, a priest would have had a magnificent view of Cahokia's vast floodplain, known as the American Bottom.

MAIN IDEA Archaeologist John Kelly's excavations of the Cahokia Mounds have provided insight into the city's culture and its rise and fall.

CITY OF MYSTERY

National Geographic Explorer John Kelly has his work cut out for him. We know very little about Cahokia. The people who lived there didn't have a written language. We don't even know what they called themselves or the city they lived in. Cahokia was the name of people who lived briefly on the site in the 1700s, long after the city had disappeared. Archaeologists have pieced together what evidence they've found to expand our understanding of Cahokia. But as Kelly admits, "People still aren't really sure what it was."

According to Kelly, one thing we do know is that people had been living in Cahokia for years. The area was easy to reach along the Missouri, Illinois, and Mississippi rivers, and the land was good for growing a variety of crops, including corn. But why did the population swell from about 7,000 to 15,000 people between 1000 and 1100? One surprising theory states that people arrived after an extremely bright star called a supernova appeared around this time.

For whatever reason, people arrived in Cahokia in large numbers to build a ritual city with houses, farmland, and great plazas for religious celebrations. Above all—literally—they built the mounds. Monks Mound was the tallest. Named for the French monks who once lived in its shadow, the mound rose 100 feet in the center of the city. Laborers toiled on it for about 25 years using only baskets and stone hoes.

RISE AND FALL

Over time, the Cahokians built at least 110 other mounds. Some of these were used as burial sites. Archaeologists working at one called Mound 72 unearthed the remains of a man surrounded by ornaments and weapons. They also discovered the bodies of men and young women buried with and near him. Some were likely human sacrifices.

Kelly has spent much of his time investigating a mound that wasn't used for burials: Mound 34. Actually, his research takes him underneath the mound. The Cahokians constructed a building on



Kelly (center) works with students at the site of Cahokia's Mound 34. They are actually standing underneath the mound, which was removed. Artifacts suggest that a special society of hunters or warriors may have used the building that stood on top of the mound. Monks Mound rises in the background.

top of the mound's platform, but other buildings and a copper workshop stood beneath the mound. According to Kelly, the buildings may have been placed there and covered with earth to represent the view of the world as existing in three layers: the beneath world with Earth Mother, this world, and the upper world. As Kelly says, "We focus on the mounds, but the history's really about the building that was there before the mound!"

Around the end of the 1100s, a different kind of construction began in Cahokia. Walls were erected around the city, possibly as protection against attack. But by then, the population had already begun to dwindle and the city to decline. Some say climate change or disease may have led to the fall of Cahokia. Kelly says that a massive flood may have covered the city and caused the people to leave for a brief time. Over a century later, a long drought may have led to the eventual abandonment. What we do know is that, for some reason, by the late 1300s, the residents had left the city. Cahokia remains mysterious to the end.

HISTORICAL THINKING

- 1. READING CHECK** What did the Cahokians build in their city?
- 2. ANALYZE CAUSE AND EFFECT** Why did Cahokia decline?



National Museum of the American Indian Washington, D.C.

The National Museum of the American Indian (NMAI) is located in Washington, D.C., on the National Mall. The museum and its grounds were designed with the help of tribes and communities from across the hemisphere to share the sense and spirit of Native Americans with its many visitors. NMAI has a tremendous collection of Native American arts and artifacts—over 800,000 items representing more than 1,200 cultures throughout the Americas and over 12,000 years of history. Visitors experience everything from ancient tools and weapons to modern Native American art, cultural and religious artifacts, and everyday items. Which of the items below were used for everyday activities and which ones served a different purpose?

Tlingit Canoe Paddles

These Tlingit paddles date to the early 1900s. The Tlingit are indigenous people of the Pacific Northwest in North America, where fish are abundant. For the Tlingit, canoes and paddles are tools necessary for survival.

Odawa Moccasins

This pair of beaded Odawa (Ottawa) moccasins was purchased by a trader at Crown Point, Indiana, a fur trade depot. The moccasins feature folded-down silk cuffs decorated with small beads arranged in dashed lines, a pattern often found on this type of Odawa moccasins. Silk teardrops and diamond shapes also decorate the moccasins and are outlined with even smaller white glass beads.

What do you observe about the craftsmanship of these Odawa moccasins?

Chief of the Undersea Mask

This colorful carved wood mask is made of western red cedar. It represents the chief of the undersea kingdom. He is believed to live in a copper home under the ocean, guarded by sea monsters. Ceremonial masks like this one usually depict characters from family histories or from the supernatural. This mask was carved by a master carver from the New Vancouver Tribe in western Canada in the late 1800s or early 1900s.

The U-shaped designs that surround the face represent the scales of a fish or a sea creature. They may have been added to the mask later by a second artist.



“We seek to bring the Native voice into **every school, every library, every university**, indeed, every home.”

—Kevin Gover (Pawnee)
Director, National Museum of the American Indian

The paddles are made of yellow cedar and ornately painted with a wolf design.



Native American Environments

MAIN IDEA Before European settlement, 500 Native American tribes inhabited North America. Geography helped to shape their diverse cultures.

PHYSICAL AND HUMAN GEOGRAPHY

When you examine how geography affected people and culture, you are taking a **geographic perspective**. That is, you are looking at culture through the lens of geography. You can examine two aspects of geography: physical geography and human geography.

Physical geography refers to the physical characteristics of a region. It includes the surface of the earth, soil, bodies of water, climate, and glaciers and ice sheets. It also includes plant and animal life.

Human geography examines how people and their cultures are affected by physical geography, and how human activities affect

the environment. For example, geography has a great impact on how people make a living. People who live near the sea often make a living by fishing, and in regions with fertile soils, farming is usually an important economic activity.

Use physical geography and human geography to study these Native American tribes before the arrival of Christopher Columbus in the Americas. For each group, you will find an explanation of their physical geography and human geography.



Carved polar bear knife handle, Alaska

Native American Nations, 1491



Earthenware bowl, New Mexico



Stone point, Eastern Woodlands



PHYSICAL GEOGRAPHY

HUMAN GEOGRAPHY

ARCTIC AND SUBARCTIC

The Inuit, Aleut, and other tribes of this region lived in one of the harshest environments on Earth—the land that we now call Alaska. It is a land of snow and ice, with little vegetation in the winter.

The people living in the far north creatively adapted to their harsh environment. They hunted for seals and whales and built igloos out of ice to protect themselves from the extreme cold.

NORTHWEST COAST

The tribes of the Northwest Coast lived in the region that is now the states of Washington and Oregon and the Canadian province of British Columbia. It is a rich environment with lush forests and rivers filled with fish.

The tribes of the Northwest included the Chinook and the Tlingit. They fished and hunted for bears and other large game. The abundance of the region allowed families to accumulate wealth. Families gained honor by giving away part of their wealth in a ceremony called the potlatch.

GREAT BASIN AND PLATEAU

This region, west of the Great Plains, features soaring mountains and plateaus with long stretches of grassland. The land supported large mammals, including antelope, moose, elk, mountain goat, and bison.

The Utes, Shoshone, and other tribes hunted for game and fished in the rivers for salmon and trout. Some Native Americans even created dances to mimic the movement of the grass in the wind.

SOUTHWEST

The Southwest, which includes today's Arizona and New Mexico, is a region of deserts with very little rainfall. The climate is harsh, with temperatures soaring to 110 degrees Fahrenheit or more in the summer. But the region also has rivers.

The rivers are critical to this region because of the lack of rainfall. The Pueblo tribes, who lived near the Rio Grande in what is now New Mexico, planted maize (corn) and other crops near the river.

GREAT PLAINS

The Great Plains stretch from present-day Iowa to Wyoming. The region is flat, with plains and tallgrass prairies. The most important resource was once the bison, or buffalo, which numbered at least 30 million in the 1400s.

The Great Plains had many tribes, including the Lakota, the Blackfoot, and the Mandan. These tribes had one thing in common—they used the bison for food, shelter, and clothing.

NORTHEAST

The Northeast region spans the present-day states from Virginia to Maine. This land has ample rainfall, many rivers and streams, and a wealth of natural resources, including wild game, fish, and fertile soil.

The Algonquian- and Iroquois-speaking people who lived in this region used the many rivers and streams as highways. They built canoes out of wood and birchbark to use for long-distance trading.

SOUTHEAST

The Southeast reaches from today's North Carolina to Florida and offers many natural gifts: a mild climate, plentiful rainfall, and fertile soil.

The Cherokee, the Choctaw, and other groups grew maize, beans, squash, and other crops in the fertile soil. Because of the mild climate, the land supported a large population and tribes thrived.

THINK LIKE A GEOGRAPHER

1. IDENTIFY MAIN IDEAS AND DETAILS How did different Native American groups adapt to the amount of rainfall they received?

2. MAKE INFERENCES What does the potlatch reveal about the attitudes toward wealth among Native Americans of the Northwest?

2.1 The Middle Ages

For hundreds of years, the Roman Empire united much of Europe. So when the western part of the empire fell in A.D. 476, its laws and social structures collapsed, too. With the empire no longer in control, “Now what?” could well have been the question on almost everyone’s mind.

MAIN IDEA During the Middle Ages, Western Europe underwent many political, economic, and social changes.

A FEUDAL SOCIETY

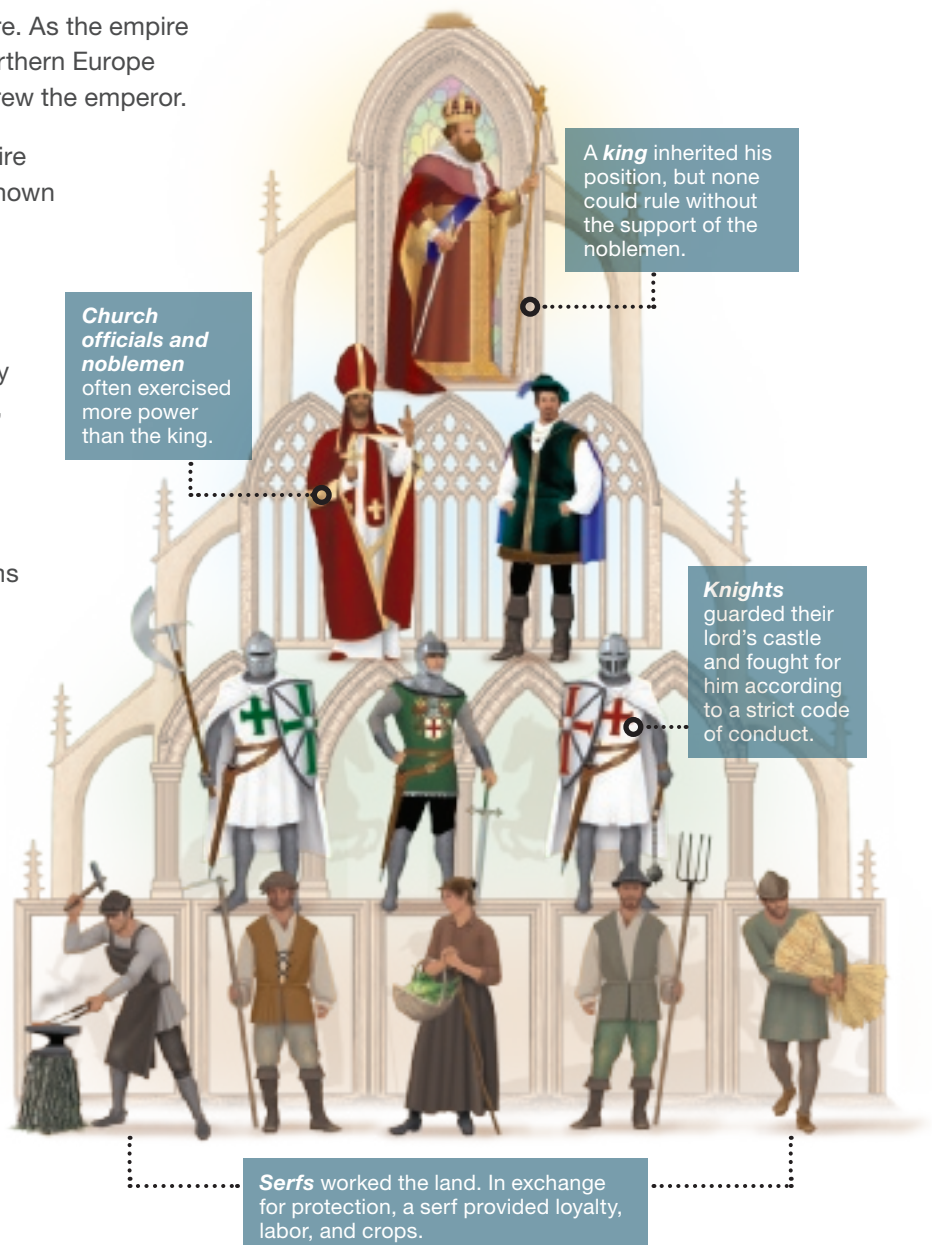
Political, economic, and social problems led to the decline of the Western Roman Empire. As the empire weakened, Germanic tribes from Northern Europe invaded Western Europe and overthrew the emperor.

The end of the Western Roman Empire signaled the beginning of a period known as the **Middle Ages**, which lasted from about A.D. 500 to 1450. With no central government after the fall of Rome, Western Europe largely consisted of small kingdoms ruled by Germanic tribes, such as the Franks, Visigoths, and Vikings. Over time, the kingdoms grew and became very powerful.

To help the leaders of these kingdoms hold onto their land and protect their subjects, a political and social system called **feudalism** developed. Feudalism helped ensure the defense and security of kingdoms, which were constantly at war with one another. It achieved this security by maintaining a strict social **hierarchy**, or order.

Kings sat atop this structure. They gave pieces of their land to noblemen, known as lords. A lord, in turn, granted parts of this land to lesser noblemen called **vassals**. Vassals paid taxes on the land and pledged their military service to the lord.

Structure of Feudal Society



The Plague Doctors

When the bubonic plague swept through medieval Europe in the 1300s, medical science was still 500 years away from understanding its cause. At that time, some doctors believed the plague was spread by bad air or odors. In the 1600s, a French physician created the costume, shown here, to protect against such odors and supposedly against the plague. But the problem was not odors. The problem was infected rats and their fleas. Rats spread throughout medieval cities, which lacked sanitation. Fleas living on the rats spread the disease by biting people. The victim then often suffered swelling, vomiting, back pain, delirium, and, finally, death.

Many vassals themselves were soldiers in the army and served as knights, who were warriors on horseback. Peasants called **serfs** were at the bottom of the heap.

The **manor system** emerged as a result of feudalism. The system consisted of peasants bound to a lord's land, or manor. Landowners maintained a tight grip on both their land and their workers, while the peasant workers received a level of military protection they could not provide for themselves. Feudalism and the manor system remained in place throughout the Middle Ages, providing some stability to Western Europe.

WARS, TRADE, AND TOWNS

Still, feudalism was not the only source of stability. The Roman Catholic Church served as the strongest unifying force in medieval Europe. Late in the 11th century, the Church waged the **Crusades**, wars against the spread of **Islam**. That religion's followers, called **Muslims**, had seized control of the Holy Land—the city of Jerusalem and the surrounding area. They'd also begun to attack the Christian Byzantine Empire, once the eastern half of the Roman Empire.

The Crusades continued for two centuries, allowing Crusaders to acquire land in areas previously conquered by Muslims. The land acquisition led to the establishment of trade centers. Though the Crusaders were ultimately unsuccessful—they eventually lost any land they captured—their actions increased trade between Europe and the eastern Mediterranean region.



As trade increased in Europe, businesses and the economy grew. Towns grew, too, as people left their positions on the manors for better jobs.

Outbreaks of a devastating disease called the bubonic plague also created jobs. In the 14th century, the plague killed as many as one-third of all Europeans. Those laborers lucky enough to survive the illness found better work prospects as a result of the decline in population. Less competition led to greater opportunities for those who survived.

The plague, along with the movement to cities and towns, helped bring about the decline of feudalism and the end of the Middle Ages. Europe began to experience cultural changes that would mark the beginning of a new age of creativity.

HISTORICAL THINKING

- 1. READING CHECK** How are the manor system and feudalism similar to each other?
- 2. EVALUATE** In what way were the Crusaders both successful and unsuccessful?
- 3. COMPARE AND CONTRAST** How did feudalism and the Church affect Europe similarly and differently?

CRITICAL VIEWING During the Renaissance, artists often painted secular, or nonreligious, subjects in everyday settings. What do the details in this painting tell you about this woman's everyday life?



J. Paul Getty Museum, Los Angeles

Francesco Ubertini (1494–1557), known as Bacchiacca, was a Renaissance painter from Florence, Italy. This painting, *Portrait of a Woman with a Book of Music*, reflects the new styles and techniques employed by Renaissance artists. For example, look at the column and vase in this painting.

By painting them proportionally smaller, Bacchiacca has produced the impression that these items are placed well behind the woman. This technique, called perspective, gives the illusion of depth and distance and helped Bacchiacca create a work that looks three-dimensional.

2.2 Renaissance and Reformation

In the 1300s, a revolution began to brew in Europe. But this revolution didn't involve weapons and war. It involved ideas. People focused on the individual and believed every person had unlimited possibilities. These, indeed, were revolutionary ideas.

MAIN IDEA The Renaissance marked a time of curiosity, learning, experimentation, communication, and change.

REBIRTH OF ART AND LEARNING

Historians called the revolutionary movement that began at the end of the Middle Ages the **Renaissance**, which means “rebirth.” The Renaissance originated in Italy and spread to other parts of Europe. The movement had its roots in the classical writings of ancient Greece and Rome and the philosophy of **humanism**. Humanists encouraged freedom of thought and the development of new ideas.

The Renaissance also saw the revival of elements of ancient Greek and Roman architecture, such as columns and arches. This revival enabled generations of artists and architects to achieve levels of artistic creation not seen in Europe for a thousand years. Painters such as Raphael and Michelangelo, and architects such as Brunelleschi, created works that still inspire awe in people today. **Leonardo da Vinci** is considered by many to be the ideal Renaissance figure. Leonardo not only painted artistic masterpieces, but he was also an inventor, sculptor, and architect. His studies of anatomy and other sciences proved to be ahead of their time.

The ideas of the Renaissance also had an effect on literature. In the mid-1400s, **Johann Gutenberg's** invention of the **printing press**, which used movable metal type to print pages, allowed for mass distribution of classical and humanist literary works. As the availability of printed materials increased, more people learned to read, and the philosophy of the Renaissance and humanist movement began to spread rapidly across Europe.

DIVISIONS IN THE CHURCH

Around the time of the Renaissance, the Catholic Church began to lose some of its power. Some members charged the Church with corruption and called for reform. This gradual progression toward change within the Church eventually led to the **Reformation**, a split from the Catholic Church that took place in the early 16th century. **Martin Luther**, a German pastor and university professor, led this movement. He believed biblical scripture was more important than the pope's authority. He also believed that Christians achieved God's favor through faith rather than by doing good works. Luther was eventually excommunicated, or expelled, from the Catholic Church for his teachings.

Followers of the Reformation became known as **Protestants**, and the Church split between the Protestants and Catholics. Over time, many different Protestant churches, called denominations, developed, each with its own set of beliefs within the framework of Christianity.

HISTORICAL THINKING

1. **READING CHECK** From which ancient cultures did the Renaissance receive inspiration?
2. **DESCRIBE** Why was the printing press such an important invention during the Renaissance?
3. **DRAW CONCLUSIONS** Why do you think the Catholic Church excommunicated Martin Luther?

2.3 Trade Expands

Just as the Renaissance spurred an expansion in people's thoughts and attitudes, it also inspired a spirit of adventure and curiosity about the world. Sea voyagers set out to explore new lands and, above all, to find new trading opportunities and markets.

MAIN IDEA New sea routes and developments in sailing technology allowed for an expansion of trade between European societies and the East.

EXPANDING TRADE WITH ASIA

In the mid-15th century, the Turks of the Ottoman Empire captured the city of Constantinople. Located on a peninsula between Europe and Asia, Constantinople joined the two continents. Capturing the city gave the Turks complete control of the land trade routes that connected the continents. This control allowed the Turks to charge Europeans high prices for Asian goods. Turkish merchants could then make a **profit**, or earn more money than they spent, on the goods.

To avoid trading with the Turks over land, Europeans explored new sea routes to Asia. At the end of the 15th century, Portuguese navigator **Vasco da Gama** sailed to India via one of these routes. He and his fleet traveled around the Cape of Good Hope at the southern tip of Africa. Portuguese navigator **Bartholomeu Dias** had first discovered this route about a decade earlier. Da Gama was able to return from his trip with Indian spices. This journey helped reestablish direct trade between Europe and the East.

PORTUGAL AND AFRICA

In the early 1400s, **Prince Henry the Navigator** established a school on the Atlantic coast in Sagres, Portugal. The school consisted of mathematicians, mapmakers, astronomers, instrument makers, and other instructors who taught students about sailing. Henry's goal was to train sailors about shipbuilding and **navigation**, or planning and following a route. He wanted to send his students on ocean explorations.

Students learned, among other lessons, how to build a special new ship called a **caravel**. The caravel was a light sailing ship that was both quick and able to sail windward, or into the wind. These characteristics made the ship a particularly good choice for the long voyages Henry had in mind.

Caravels made it possible for explorers to sail farther down the West African coast—and elsewhere. Even Christopher Columbus used two caravels during his historic voyage to the Americas in 1492. In the 1420s, Henry began funding caravel expeditions to Africa. Though Henry himself never joined these expeditions, he instructed his sailors to return with goods from Africa's western coast. During part of the Middle Ages, Portugal was under Islamic rule, and Muslim traders had long told stories about a "land of gold" near the African coast. A series of powerful African empires had inspired these stories. And the stories weren't that far from the truth.

HISTORICAL THINKING

- 1. READING CHECK** What was the new sea route that Bartholomeu Dias first discovered and Vasco da Gama later followed to get to India?
- 2. ANALYZE CAUSE AND EFFECT** Why did Europeans want to find new sea routes to Asia in the 15th century?
- 3. EVALUATE** What might have been some of the advantages and disadvantages of taking a long voyage in a caravel?



CRITICAL VIEWING This sculpture in Lisbon, Portugal, called *Monument to the Discoveries*, celebrates the voyages of Portuguese explorers of the 15th and 16th centuries. Henry the Navigator stands at the top part of the monument, which is shaped like the front of a ship. Behind him are explorers, mapmakers, and others who played an important role in early exploration. Why is the monument's setting a fitting choice?

3.1 The Kingdom of Ghana

After Arab traders reached West Africa during the 700s, they talked of a land where even the horses were draped in gold cloth. This was the land of Ghana, and for centuries it was the wealthiest kingdom in West Africa.

MAIN IDEA West Africa's location made it a major trade center, leading to the rise of the kingdom of Ghana and the spread of Islam.



Travelers had to carry enough fresh water to last until the next **oasis**, one of those rare areas in the desert that contain freshwater sources.

People who traveled across the Sahara discovered that camels were well suited to the desert climate and could carry humans and goods long distances through the Sahara. Camels can survive traveling up to 100 miles without water, and they can carry heavy loads. Nomadic traders began to lead camel **caravans**, or groups of people traveling together. In their caravans, they carried goods on **trans-Saharan** trade routes between sub-Saharan Africa and northern Africa, which lay within reach of Europe

and Southwest Asia. Market towns started to flourish where trading routes met.

GOLD AND SALT IN GHANA

To reach the golden land, the kingdom of Ghana in West Africa, traders had to cross the largest hot desert in the world, the **Sahara**. Covered in dunes, rippling sheets of sand, and rocky formations, the desert extends over an area a little smaller than the United States. South of the desert is a **steppe** region of West Africa called the Sahel. Steppes are flat grasslands with very few trees.

The Sahara could have easily isolated the lands south of it. Extreme heat and a lack of water made travel through the region difficult for humans.

Two kinds of goods dominated trans-Saharan trade: gold and salt. Gold was mined in the forests south of Ghana and was regularly used as a trade item. Salt, however, was not produced naturally in this area. People had to look north to the Sahara, which had an abundance of this valuable and essential nutrient. In fact, buildings in the Saharan trading town of Taghaza were constructed of salt blocks because that was the building material in largest supply.

Salt Caravans

This desert caravan is carrying salt blocks through the Danakil Desert in Ethiopia. Caravans similar to this one carried salt across the Sahara from northern Africa to Ghana many centuries ago.



A POWERFUL KINGDOM

Gold and salt traders met in West Africa, with gold flowing north and salt moving south. Near the midway point, the **kingdom of Ghana** grew and profited from the rising economy as the king collected taxes on the import and export of goods.

By the ninth century, Ghana was rich and powerful and able to conquer nearby lands with its strong army. The kingdom was structured according to a feudal system, with many princes ruling over various parts of the kingdom on behalf of the king.

In addition to goods, traders from North Africa carried their Islamic faith. Islam was the dominant religion of much of southwestern Asia at this time. Rising Muslim empires in North Africa made efforts to **convert**, or change, the people of West Africa to Islam and take over Ghana's trade, which weakened the power of the kingdom's rulers.

These efforts were so successful that in the mid-11th century, a historian named al-Bakri from al-Andalus (now Spain) described Ghana's capital as consisting of two towns. One was home to Muslim traders. The other was the palace of the king. By 1100, Ghana had declined as a result of droughts and unrest, providing an opportunity for a new Muslim empire to take control of the region.

HISTORICAL THINKING

- 1. READING CHECK** How did Ghana's location help it become wealthy?
- 2. INTERPRET MAPS** Identify two geographic features that the people of West Africa would have to travel through to trade with others.
- 3. MAKE INFERENCES** Why did the movement of traders help spread the influence of Islam?



CRITICAL VIEWING The Great Mosque in Djenné (jen-AY), Mali, is an architectural wonder. A mosque is a Muslim place of worship. What distinctive features does the photo show?

3.2 Mali and Songhai

In the 1300s, new legends spread to Europe about an impossibly wealthy king from West Africa who traveled with hundreds of camels and thousands of servants. This man, Mansa Musa, gave away so much gold that it led to a decline in the precious metal's value in parts of Africa.

MAIN IDEA Wealth from the kingdoms of Mali and Songhai spread along trans-Saharan trade routes to northern Africa and Europe.

MALI TAKES OVER GHANA

After Ghana's decline in the 1200s, the kingdom of **Mali** took control of the gold and salt trades in West Africa. Mali's first king was **Sundiata Keita** (sun-JAHT-ah KAY-tah). Sundiata led military forces to defeat the weakened kingdom of Ghana, uniting the conquered lands into a peaceful, prosperous empire stretching along the Niger River and up into the Sahara.

Though Sundiata ruled well, it was **Mansa Musa** who first introduced Mali to the world. Musa became king in the 1300s. As a Muslim, he decided to make a **pilgrimage**, or religious journey, to the holy city of Mecca in 1324. He took thousands of servants and dozens of camels. The caravan gave gold and other luxurious goods to people along the way. Europeans and Asians, upon hearing accounts of the generous king, became more motivated to trade with the wealthy empire.

Mansa Musa returned from Mecca a year later with new knowledge and ideas. He turned the city of Timbuktu into a center for culture and learning. He also encouraged his people to learn Arabic so they could study the holy book of Islam, the Qur'an.

SONGHAÏ

The **Songhai** people lived to the east of the Mali Empire. Their capital city, Gao, became such a wealthy, thriving city that the Mali Empire conquered it in 1325 and ruled over it for the next 50 years. When the Songhai finally retook their capital city, they began to build their own empire. In the process, Songhai assumed control

of trans-Saharan trade. The Songhai ruler Askia Mohammed then continued to expand the kingdom and strengthen ties with other Muslims. He also reformed government, banking, and education. Later rulers fought each other for control, making the Songhai vulnerable to the ambitions of their envious neighbors. Songhai lost Timbuktu and its capital, Gao, when Morocco captured the two cities in 1591. The invasion by Morocco marked the end of the Songhai Empire.

As Ghana, Mali, and Songhai rose and fell, other West African cultures developed. The Hausa (HOW-suh) and Yoruba (YOR-uh-buh) practiced agriculture and crafts. While the Hausa and Yoruba were allied with each other, they never combined forces to engage in war for other territories. The kingdom of Benin (buh-NEEN) rose to power in the late 1400s, conquered many of its neighbors, and successfully engaged in trade with Europeans.

The Europeans, meanwhile, had set their sights on other lands by the late 1400s. Soon they would be exploring territory in the Americas.

HISTORICAL THINKING

- 1. READING CHECK** How did the rise of Mali and Songhai affect trans-Saharan trade?
- 2. ANALYZE CAUSE AND EFFECT** How did Mansa Musa's pilgrimage lead to changes in Timbuktu?
- 3. COMPARE AND CONTRAST** How were the empires of Mali and Songhai similar?

Impressions of Mali

Travelers have long recorded their observations as they explore new places. Travel journals from the past reveal details about places as they were long ago and also give us insight into how people reacted to different cultures.

This painting is an illustration from an Arabic manuscript from the 1200s and shows a wealthy pilgrim on his hajj, or pilgrimage to Mecca in present-day Saudi Arabia. Moroccan traveler Ibn Battuta (IBH-uhn bah-TOO-tuh) began his travels by going on his hajj in 1325. This was one year after Mansa Musa made his hajj. Stopping in

Cairo, Ibn Battuta heard about Mansa Musa. The two never met, but later Ibn Battuta visited Mali. There he met Mansa Musa's brother Mansa Suleyman and began recording his observations.

CRITICAL VIEWING What mood does the painting convey?



DOCUMENT ONE

Primary Source: Atlas
from the *Catalan Atlas*, c. 1375

Drawn by a European mapmaker, this detail from a medieval map shows West Africa and Mansa Musa, the man wearing a gold crown and holding a ball of gold. The map was made after Mansa Musa's pilgrimage to Mecca, which literally put West Africa on the map.

CONSTRUCTED RESPONSE What does this image suggest about the impression Mansa Musa made on people outside of Mali?



DOCUMENT TWO

Primary Source: Travel Memoir
from *Travels in Asia and Africa 1325–1354*, by Ibn Battuta

Ibn Battuta traveled throughout Africa, Europe, and Asia and wrote about his experiences. His writings help us understand the history and cultures of the places he visited. In this excerpt from his writing, he describes the entrance of the sultan, or ruler, of Mali, Mansa Suleyman.

CONSTRUCTED RESPONSE What impression do you think the sultan made on his audience?

On certain days the sultan holds audiences in the palace yard, where there is a platform under a tree, with three steps. . . . The sultan comes out of a door in a corner of the palace, carrying a bow in his hand and a quiver on his back. . . . His usual dress is a velvety red tunic, made of the European fabrics called "mutanfas." The sultan is preceded by his musicians, who carry gold and silver guimbris [two-stringed guitars], and behind him come three hundred armed slaves. He walks in a leisurely fashion. . . . As he takes his seat the drums, trumpets, and bugles are sounded.

DOCUMENT THREE

Primary Source: Travel Memoir
from *Travels in Asia and Africa 1325–1354*, by Ibn Battuta

As a Muslim, Ibn Battuta was interested to see how people in other regions practiced his religion. In this excerpt, he notes what he witnessed about the observance of Islam in Mali. He admired the commitment of the people there to the religion.

CONSTRUCTED RESPONSE What does this description tell you about the importance of Islam in Mali?

On Fridays, if a man does not go early to the mosque, he cannot find a corner to pray in, on account of the crowd. It is a custom of theirs to send each man his boy [to the mosque] with his prayer-mat; the boy spreads it out for his master in a place befitting him [and remains on it] until he comes to the mosque. . . . Yet another is their zeal for learning the Koran [Qur'an] by heart. They put their children in chains if they show any backwardness in memorizing it, and they are not set free until they have it by heart.

SYNTHESIZE & WRITE

- 1. REVIEW** Review what you have learned about travel, trade, and religion in West Africa.
- 2. RECALL** Think about your responses to the constructed response questions above. What details in the documents caused you to form these impressions?
- 3. CONSTRUCT** Write a topic sentence that answers this question: What impressions did Mali make on those who traveled there?
- 4. WRITE** Using evidence from this chapter and the documents, write a paragraph that supports your topic sentence.

REVIEW

VOCABULARY

Use each of the following vocabulary terms in a sentence that shows an understanding of the term's meaning and its connection to the information in this chapter.

1. civilization
Once humans started growing their own food, cities and civilizations could grow.
2. migrate
3. matrilineal
4. slash-and-burn agriculture
5. feudalism
6. navigation
7. trans-Saharan
8. caravan

READING STRATEGY

COMPARE AND CONTRAST

If you haven't already, complete your table to list the characteristics of the three societies discussed in the chapter. List at least four characteristics of each. Then answer the question.

Americas	Europe	Africa
empires		

9. What conflicts might arise among these three societies based on what you've learned about them?

MAIN IDEAS

Answer the following questions. Support your answers with evidence from the chapter.

10. How did the land in Mesoamerica contribute to the rise of civilizations there? **LESSON 1.1**
11. What determined whether a group of people in North America took up farming or continued to live as hunter-gatherers? **LESSON 1.2**
12. What was the significance of the Green Corn festival in the lives of the people of southeastern North America? **LESSON 1.3**
13. Why did the Roman Catholic Church begin the Crusades? **LESSON 2.1**
14. How did the Renaissance influence religious thought and pave the way for the Reformation? **LESSON 2.2**
15. Why did Prince Henry the Navigator establish a school to train sailors? **LESSON 2.3**
16. What caused the eventual decline of the kingdom of Ghana? **LESSON 3.1**
17. How did Mansa Musa increase his trade business on his pilgrimage to Mecca? **LESSON 3.2**
18. Why are the writings of Ibn Battuta considered such an important source for understanding West Africa in the 1300s? **LESSON 3.3**

HISTORICAL THINKING

Answer the following questions. Support your answers with evidence from the chapter.

19. **SUMMARIZE** What purposes did mounds serve in the Adena, Hopewell, and Mississippian cultures?

- 20. ANALYZE CAUSE AND EFFECT** Why did trading across continents become important to European merchants?
- 21. MAKE INFERENCES** What do you think happened to the kingdom of Songhai as other kingdoms and empires arose in the region?
- 22. DRAW CONCLUSIONS** In what way did the Crusades help weaken feudalism?
- 23. FORM AND SUPPORT OPINIONS** Which South American, Mesoamerican, or North American civilization do you think was most advanced? Explain and support your answer.

INTERPRET MAPS

Look closely at this map of Vasco da Gama's voyage around Africa to reach India and return to Europe. Then answer the questions that follow.



- 24.** As you have read, overland trade routes were used for centuries to link Europe and Asia. Why did Vasco da Gama sail all the way around Africa to reach the same Asian trading centers?
- 25.** Do you think Europeans who followed da Gama traded only with Indian merchants? What information on the map helped you answer the question?

ANALYZE SOURCES

Here is an account of an experience from Vasco da Gama's ship's log. The encounter he describes took place near the southern tip of Africa in 1498. Read the passage and answer the question.

On the following day (November 10) fourteen or fifteen natives came to where our ships lay. The captain-major landed and showed them a variety of merchandise, with the view of finding out whether such things were to be found in their country. This merchandise included cinnamon, cloves, seed-pearls, gold, and many other things, but it was evident that they had no knowledge whatever of such articles, and they were consequently given round bells and tin rings.

- 26.** Why do you think the captain-major wants to know if "such things were to be found in their country"?

CONNECT TO YOUR LIFE

- 27. ARGUMENT** Think about the way trading across societies and continents affected the civilizations you have read about in this chapter. Today, nations still trade with one another. Does modern trade have the same cultural impact as it did 600 years ago or more? Write a paragraph stating your opinion, and offer reasons to support your opinion.

TIPS

- Look back on the chapter and list ways in which trading affected the cultures. Then think about how trade affects cultures today. What are the similarities and differences? Make notes and then review them to help you formulate your opinion.
- Include examples of similarities or differences to support your opinion. Use evidence from the text and two or three key terms from the chapter to make your point.
- Conclude your argument by restating your opinion and summarizing your reasoning.

EUROPEAN EXPLORATION OF THE AMERICAS

1492–1650

ESSENTIAL QUESTION

What impact did European exploration have on the Americas?

AMERICAN STORIES ONLINE

The Missions of New Mexico

SECTION 1 Spain Claims an Empire

KEY VOCABULARY

conquistador	missionary	viceroy
mercantilism	smallpox	viceroyalty

SECTION 2 Europe Fights Over North America

KEY VOCABULARY

circumnavigate	Northwest Passage	privateer
galleon	persecute	watershed
heretic		

SECTION 3 Spanish Rule in the Americas

KEY VOCABULARY

Columbian Exchange	hacienda	mestizo	plantation
encomienda	immunity	mission	quinine

SECTION 4 Slavery Begins in the Americas

KEY VOCABULARY

African diaspora	institution	slavery
chattel slavery	Middle Passage	triangular trade

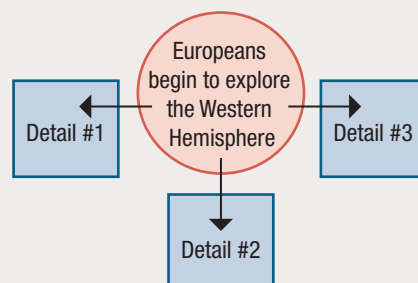
AMERICAN GALLERY ONLINE

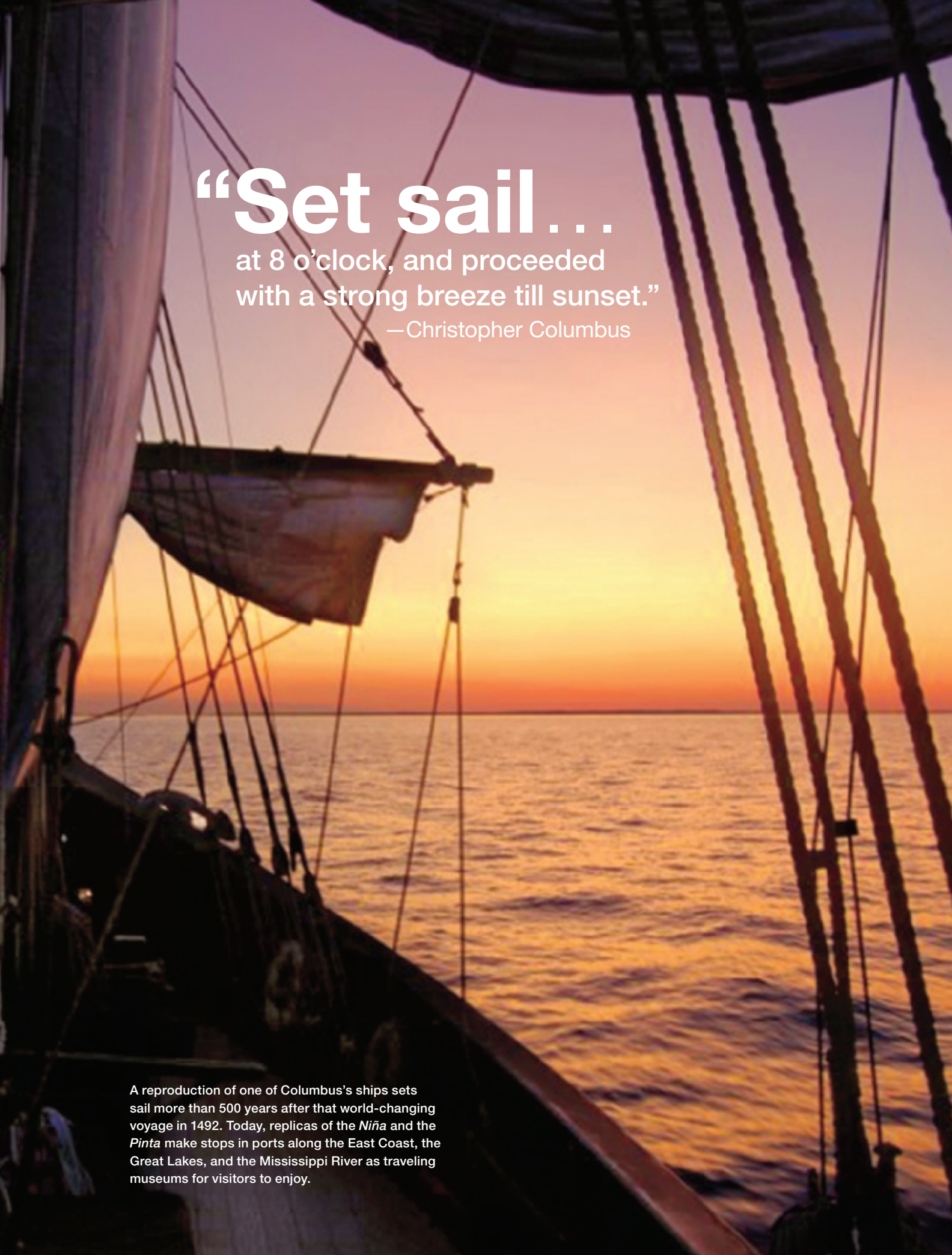
The Inca Empire

READING STRATEGY

DRAW CONCLUSIONS

Drawing conclusions between ideas and events in informational texts is important to building understanding. As you read this chapter, use a chart like this one to note specific details about how European exploration affected the Western Hemisphere.





“Set sail...
at 8 o’clock, and proceeded
with a strong breeze till sunset.”
—Christopher Columbus

A reproduction of one of Columbus's ships sets sail more than 500 years after that world-changing voyage in 1492. Today, replicas of the *Niña* and the *Pinta* make stops in ports along the East Coast, the Great Lakes, and the Mississippi River as traveling museums for visitors to enjoy.

1.1 The Age of Exploration

Imagine setting sail in a direction no one you know has ever gone. Would you be excited or scared? European explorers probably felt both as they set out without smartphones, GPS, or even accurate maps. Now, that's an adventure!

MAIN IDEA The search for a western route to Asia during the late 15th and early 16th centuries opened the Americas to European settlement.



The exact location where Christopher Columbus and his crew landed in October 1492 remains a mystery, but this sandy beach on the island of Samana Cay in the Bahamas might be one possibility. Scientists used Columbus's navigation log with computer modeling to determine his journey.

COLUMBUS SETS SAIL

In the 1440s, Portugal established trade on the West African coast. Seeing the success of the Portuguese, merchants from other countries also tried to participate. However, Pope Nicholas V gave Portugal sole possession of the African and Indian coasts in 1455.

King Ferdinand and **Queen Isabella** of Spain were determined to continue trading despite the pope's decree. They found a strong-willed and obsessed navigator to search for a western route to Asia. **Christopher Columbus** gladly accepted the challenge for the Spanish monarchs. In October 1492, Columbus and his fleet of ships arrived in the Bahamas. As he traveled from

island to island, he believed—incorrectly, of course—that he was exploring islands south of China. He encountered people called the **Taino** (TIE-noh) and received gold in return for his goods. Leaving a few men behind, Columbus set out for home in January 1493. When he returned a year later, he discovered that the Taino had killed all his crew after his men had abused and badly harmed them. The men's actions were the start of the mistreatment of Native Americans that would last for centuries.

Ferdinand and Isabella petitioned Pope Alexander VI to allow them to colonize the lands Columbus claimed for Spain. Spain's economy was based on **mercantilism**, a system in which countries kept

the sole right to trade with their colonies. Under this system, more colonies equaled more wealth—and power.

In 1494, the **Treaty of Tordesillas** established a boundary—called the **Line of Demarcation**—that passed vertically through the Atlantic and present-day Brazil. The boundary gave Portugal a portion of South America to colonize, control of the sea routes around Africa, and control of the Atlantic slave trade. Spain received permission to colonize all of the land west of the line.

Both Portugal and Spain also sent **missionaries**, or people who travel to other places to spread their own religion, to these new lands. The two countries wanted to convert the people who lived there to Christianity.

EXPLORING NEW LANDS

As Europeans continued exploring lands in the Western Hemisphere, they realized that Columbus had not reached Asia. In 1499 and 1501, the Italian captain **Amerigo Vespucci** (uh-MEHR-ih-goh veh-SPOO-chee) made two voyages—one for Spain and one for Portugal. His explorations revealed that South America was a huge landmass, which he later named **Mundus Novus**, meaning “New World” in Latin. Of course, the land was only new to the Europeans; Native Americans had already been living there for centuries. Vespucci’s explorations inspired a German cartographer to name the continents *America*, after Vespucci’s given name, *Amerigo*.

In 1513, Vasco Núñez Balboa led explorers across the Isthmus of Panama, and they became the first Europeans to see the eastern rim of the Pacific Ocean. Balboa claimed everything he saw for Spain.

Six years later, Ferdinand Magellan departed Spain with five ships to sail around South America and on to Asia. But the Pacific Ocean was much wider than the navigator expected. By the time the ships reached the island of Guam, the sailors were near starvation. After inhabitants killed Magellan, another sailor, Sebastian del Cano, took command of the one remaining ship. He returned to Spain after a three-year voyage, completing the first navigation around the world.



The Controversy Over Columbus Day

Was Christopher Columbus a great explorer or a ruthless invader? The question is at the heart of the controversy over Columbus Day, an annual mid-October holiday that celebrates the explorer’s “achievements.”

Supporters of the holiday argue that Columbus opened two continents to trade and further settlement, forever changing the world. Opponents say the holiday glorifies a man who nearly destroyed the livelihood of the native peoples of the Americas. They argue instead for celebrating Indigenous Peoples Day to remember the native peoples lost through European colonization. Various city councils have replaced Columbus Day observances with celebrations of Indigenous Peoples Day. The state of South Dakota renamed the holiday Native Americans’ Day.

HISTORICAL THINKING

- 1. READING CHECK** Why did the Spanish want to find a western route to Asia?
- 2. DRAW CONCLUSIONS** In what ways did the Treaty of Tordesillas support Spain’s mercantilist economy?
- 3. IDENTIFY MAIN IDEAS AND DETAILS** How did further exploration prove that Christopher Columbus had not landed in Asia?

Christopher Columbus 1451–1506

“By prevailing over all obstacles and distractions, one may unfailingly arrive at his chosen goal or destination.” —Christopher Columbus

Of course, since Christopher Columbus’s chosen goal was Asia, he didn’t actually arrive at his destination. He got distracted by North America, which he confused with India. And Columbus didn’t know that a group of Vikings led by Leif Eriksson got to North America more than 500 years before him. Still, in a very real sense, Columbus didn’t fail at all. His discoveries and the impact they had were far greater than the route he set out to find.

EXPLORATION OBSESSION

Like many boys born in the coastal city of Genoa, Italy, in the 1400s, young Christopher Columbus sought his fortune on the sea. He first set sail in 1465, when he was just a teenager. About 10 years later, he was on a ship bound for the Mediterranean when the vessel was sunk by pirates. Luckily, Columbus was able to cling to a bit of wreckage from the ship and swim to shore.

With perhaps even greater luck, he ended up in Lisbon, Portugal, where the exploration craze was at its height. There, Columbus studied navigation, cartography (mapmaking), and astronomy, and became obsessed with finding a westward route to Asia. He also read accounts of the riches of the East and decided he would try to bring these precious items back to Europe.



Hero or villain? The debate over Columbus’s legacy has raged, particularly over the last several decades. Whether he’s seen as the discoverer of the New World or the destroyer of native peoples, the fact is that Columbus’s voyages opened up the world. Our global society wouldn’t exist without him.

Columbus planned his journey to Asia based on the misinformation that most Europeans of the time accepted as fact—including an underestimation of Earth’s circumference. Based on what he thought he knew, Columbus calculated the distance from Portugal to Japan and determined that the seagoing vessels of the day could handle it. Plan in hand, he looked for a sponsor to fund his journey. He finally found his backers in King Ferdinand and Queen Isabella of Spain.

Columbus's Four Voyages, 1492–1504



Portraits of Columbus

These three portraits of Columbus are very different because no one really knows what he looked like. But his contemporaries described him as a tall man with blond or red hair and beard and blue eyes.



VOYAGES TO THE “NEW WORLD”

On October 8, 1492, as Columbus neared the island he would call San Salvador, he declared “the air soft as that of Seville [a city in Spain] in April, and so fragrant that it was delicious to breathe it.” It must have seemed a promising beginning, but his voyages did not turn out the way he hoped.

On the first voyage, he established a settlement on the island of Hispaniola. On the second voyage, he discovered the settlement had been destroyed. He left his two brothers in charge and then returned on his third voyage to find the colonists in revolt. The situation got so bad that a new governor was sent to the island, and Columbus was brought back to Spain in chains. Ferdinand and Isabella eventually pardoned him and even funded his fourth voyage. But he returned from this final trip empty-handed.

Columbus died a few years later, still believing he had found a route to Asia. No matter, though. While he hadn’t discovered the riches he dreamed of, he had blazed a trail from Europe to what came to be known as the West Indies. He had opened up a “new world” to exploration and colonization and changed the course of history.

HISTORICAL THINKING

- 1. READING CHECK** How did Columbus plan to sail to Asia?
- 2. ANALYZE CAUSE AND EFFECT** What happened as a result of Columbus’s voyages?
- 3. MAKE INFERENCES** What qualities do you think Columbus must have possessed to plan and carry out his voyages?

1.3 Conquering the Aztec and Inca

The Aztec and Inca were more curious than worried when Spanish soldiers first arrived on horseback. Little did they know that Spanish invaders would enlist allies and topple both empires.

MAIN IDEA A variety of factors helped Spanish soldiers and adventurers conquer the Aztec and Inca empires in the 16th century.

INVADING MEXICO

For several decades, the Spanish had little interference from other Europeans in exploring and colonizing the Americas. **Conquistadors** (kon-KEE-stuh-dohrz), or Spanish soldiers and adventurers, conquered the native tribes of many Caribbean islands, claiming the lands for Spain. They then moved through present-day Mexico and Central America. By 1543, Spanish settlements extended south to Chile, north to present-day Florida, and west to California.

Hernán Cortés was one of the most successful conquistadors. In 1519, he launched an expedition into the vast Aztec Empire in Mexico. As Cortés and his small Spanish force moved toward the Aztec capital of Tenochtitlán (tay-nohch-teet-LAHN), they recruited allies from some Native American tribes that were dissatisfied with

Aztec rule. They seized the Aztec emperor **Moctezuma** (mahk-tuh-ZOO-muh), who believed the light-skinned, bearded Spaniards signaled the return of the Aztec god Quetzalcoatl (kwet-sul-kuh-WAH-tuhl). Some historians think this is one reason Cortés was able to capture Moctezuma.

Controlling Tenochtitlán proved more difficult. When the Spanish outlawed human sacrifice—an important part of Aztec religion—and demanded more gold, the Aztec rebelled. They forced the Spanish and their allies to retreat, killing many in the process. After Cortés regrouped, he returned in May 1521 with more Spanish troops and allies and laid siege to Tenochtitlán.

The Aztec fought bravely, even though they were already weakened by a deadly outbreak of a disease the Spanish carried, called **smallpox**. In the end, though, the Spanish destroyed the city of Tenochtitlán. Over time, the Spanish colonizers spread their culture throughout Mexico. In fact, the Spanish built Mexico City on the ruins of Tenochtitlán.



The Museum of Fine Arts, Houston

The Inca were spectacular artisans. This figure, fashioned from silver, copper, shell, and polished stone, dates from between 1200 and 1532. The Spanish melted most such figures to reuse the precious metals.

CRITICAL VIEWING In the late 1600s, an unknown artist depicted the conquest of Tenochtitlán. Based on details you notice in the painting, what advantages did the Spanish and the Aztec each have as they faced each other in battle?



PIZARRO'S QUEST FOR GOLD

When the Spanish arrived in the Americas, the Inca already controlled a powerful empire stretching along the Andes Mountains in South America. Stories of Inca gold and silver interested the Spanish conquistador **Francisco Pizarro**. So in the 1530s, with around 180 men and a small number of horses, Pizarro set out from Panama to conquer the Inca.

In 1532, the Inca emperor **Atahualpa** invited Pizarro and his men to a meeting in the northern part of present-day Peru. At the meeting, Atahualpa and Pizarro exchanged gifts to show goodwill toward each other. Atahualpa was confident that the presence of his 6,000 warriors would discourage Pizarro from attacking. But the emperor was wrong.

Pizarro's men opened fire on the mostly unarmed Inca and took Atahualpa prisoner. Atahualpa offered Pizarro gold and silver, which Pizarro took. Then he had Atahualpa killed. By 1537, the Spanish had crushed Inca opposition.

Several factors helped the Spanish conquer the Aztec and the Inca. Smallpox and other European diseases killed or weakened many Aztec, Inca, and Native Americans. The Spanish were masterful at forming alliances with Native American groups, especially with tribes opposing the Aztec. Aztec and Inca weapons were no match for the guns and swift horses of the Spanish. Finally, the Spanish used violence and forced labor to control Native American populations and put down revolts.

HISTORICAL THINKING

- 1. READING CHECK** What was the goal of the Spanish conquistadors?
- 2. ANALYZE CAUSE AND EFFECT** What factors helped the Spanish defeat the Aztec and Inca?
- 3. DRAW CONCLUSIONS** What might have led Aztec and Inca leaders to underestimate the Spanish invaders?

1.4 Conquistadors in the North

When conquistadors eager for riches, power, and fame heard news of Cortés's and Pizarro's triumphs, they may have thought to themselves, "How hard could it be?" As it turned out, it was pretty hard.

MAIN IDEA Conquistadors exploring North America in the 1540s were less successful than Cortés and Pizarro.

EXPLORERS REACH FLORIDA

In their search for wealth and new lands, the Spanish did not limit their American explorations to Mesoamerica and South America. Soon they set their sights northward. **Álvar Núñez** (NOO-nyez) **Cabeza de Vaca** was part of an expedition that sailed from Spain in 1527 aiming to claim North America for the king. After he and his fellow voyagers landed on the west coast of present-day Florida, they marched north through insect- and snake-infested swamps. They kidnapped a Native American chief, which triggered an attack from his people. They fled on hastily built rafts, quickly became lost in the Gulf of Mexico, and were captured by Native Americans after a hurricane washed them up on an island near the western shore of the Gulf.

After befriendng and living with their captors for several years, de Vaca and three others escaped. They traveled west, passing through southwestern deserts all the way to the Gulf of California. Finally, they encountered other Spaniards near the Pacific coast of Mexico in 1536. De Vaca later commented that on that day the men were "dumbfounded at the sight of me, strangely dressed and in the company of Indians." In his tales, de Vaca mentioned the possibility of riches to the north, which inspired more explorers to try their luck. He returned to Spain the next year and became a governor and judge, standing up for better treatment of Native Americans.

In 1539, **Hernando de Soto**, the governor of Cuba, launched a three-year expedition through the southeast part of North America. His expedition also landed on the west coast of Florida and

then trekked northward on foot. The group traveled through the Southeast to the Tennessee River Valley and then turned south toward the Gulf of Mexico, destroying Native American communities, stealing from them, and enslaving or killing people who resisted them. De Soto caught a fever and died in 1542, and the survivors of the expedition returned to Spain.

THE SEARCH FOR GOLDEN CITIES

As the Spanish explored and conquered new lands in the Americas, they set up a system to rule these faraway places. **Viceroy**s were colonial leaders who were appointed by the king. Viceroy's governed **viceroyalties**, or territories in the Americas "owned" by Spain.

In 1540, the viceroy of one of these territories, **New Spain**, ordered **Francisco Vázquez de Coronado** to lead an expedition of 336 Spaniards and nearly 1,000 Native Americans through the American Southwest. The expedition was to search for the golden cities described in Native American legends.



Conquistador Spur

This sparkling spur is similar to those worn by Spanish explorers on their boots to control their horses. It is an early version of the types of spurs some American cowboys wear today.



Traveling through the Southwest and the Great Plains, Coronado and his men saw and experienced many things not known to the Spanish before. They encountered the Hopi, Native Americans who lived in the Southwest. They also saw giant herds of buffalo, and some of the party stood on the rim of the Grand Canyon. But they found no gold. They returned to Mexico empty-handed.

Two years later, **Juan Rodríguez Cabrillo** (kuh-BREE-yoh) led a voyage of exploration north from Mexico along the California coast in search of a northern water route from the Pacific to the Atlantic Ocean. His expedition may have traveled as far as the Pacific Northwest before turning back south, but he never returned home. He died from injuries received in a battle with Native Americans, and his crew brought his ships back to Mexico.

None of these conquistadors found cities of gold or riches. Despite these failures, Europeans' interest in claiming land in the Americas continued. As you will learn, these interests would lead to international tensions and even war.

Cities of Gold

De Soto, de Vaca, Coronado, and Cabrillo explored a great deal of southern North America. De Soto hunted the southeastern forests of North America for Cofitachiqui (koh-FEE-tah-CHEE-kee), a rich Native American city. De Vaca and his shipmates searched the Southwest looking for a kingdom called Cíbola (SEE-bow-lah). Coronado also searched for Cíbola in lands farther north on the southern Great Plains. Cabrillo hoped to find wealthy civilizations as he sailed along the California coast. In the end, none of these explorers found what they were looking for because the rumored cities of gold had never existed.

HISTORICAL THINKING

- 1. READING CHECK** Why weren't Spanish explorations successful in North America?
- 2. ANALYZE CAUSE AND EFFECT** What social impact did conquistadors have on native populations of the American Southwest and Southeast?
- 3. INTERPRET MAPS** Look at the routes of the conquistadors on the map. What is one common feature of each of these expeditions?