

# CHAPTER 13

## Section 1, 407–413

### 2 TEACH



#### Geography Skills

##### Answers:

- Based on map, Australia and Antarctica
- Tables will vary, should include explorer, date, sponsoring country, and area explored.

#### Daily Lecture and Discussion Notes 13-1

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##### Daily Lecture and Discussion Notes Chapter 13, Section 1

**Did You Know?** The captain of the only ship from Magellan's voyage that actually encircled the globe and returned to Spain received from the Spanish ruler a globe with the inscription "Primum circumdedit me"—"You were the first to encircle me"—to add to his coat of arms.

- Motives and Means** (pages 407–409)
  - Europeans had long been attracted to Asia. Many people, including Christopher Columbus, were fascinated by Marco Polo's account of his travels to the court of Kublai Khan and the exotic East. Fourteenth-century conquistadors by the Ottoman Empire made traveling to the East by land difficult. Europeans wanted a route by sea.
  - The desire for wealth was a large part of European expansion. Merchants, adventurers, and government officials hoped to find precious metals in and expand trade with the

#### Enrich

Have students discuss why spices were especially prized by Europeans. (*needed to keep food from rotting; desired adding flavor*)

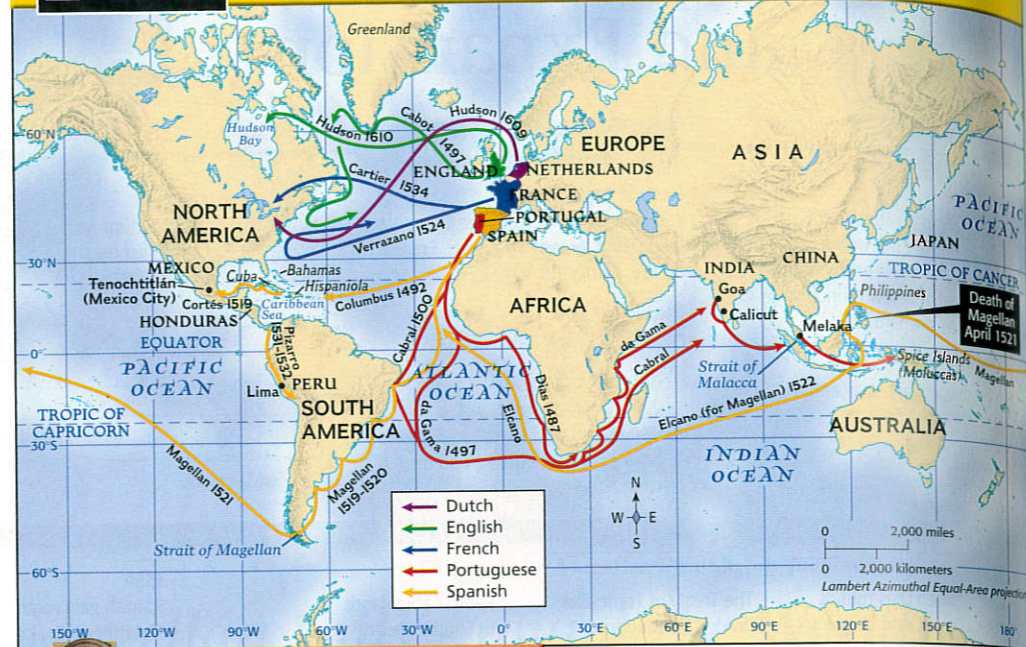


#### CURRICULUM CONNECTION

**Science** Have students research Europeans' understanding of wind currents, which helped them make long voyages. Ask them to draw or bring in diagrams explaining exactly how the compass and astrolabe work. **L2**

#### NATIONAL GEOGRAPHIC

### European Voyages of Discovery



#### Geography Skills

For more than a hundred years European explorers sailed the globe searching for wealth and glory.

- Interpreting Maps** Which continents were left untouched by European explorers?
- Applying Geography Skills** Create a table that organizes the map information. Include the explorer, date, sponsoring country, and area explored.

For almost a thousand years, Europeans had mostly remained in one area of the world. At the end of the fifteenth century, however, they set out on a remarkable series of overseas journeys. What caused them to undertake such dangerous voyages to the ends of the earth?

Europeans had long been attracted to Asia. In the late thirteenth century, Marco Polo had traveled with his father and uncle to the Chinese court of the great Mongol ruler Kublai Khan. He had written an account of his experiences, known as *The Travels*. The book was read by many, including Columbus, who were fascinated by the exotic East. In the fourteenth century, conquests by the Ottoman Turks reduced the ability of westerners to travel by land to the East. People then spoke of gaining access to Asia by sea.

Economic motives loom large in European expansion. Merchants, adventurers, and state officials had high hopes of expanding trade, especially for the spices of the East. The spices, which were needed to preserve and flavor food, were very expensive after being shipped to Europe by Arab middlemen. Europeans also had hopes of finding precious metals. One Spanish adventurer wrote that he went to the Americas "to give light to those who were in darkness, and to grow rich, as all men desire to do."

This statement suggests another reason for the overseas voyages: religious zeal. Many people shared the belief of Hernán Cortés, the Spanish conqueror of Mexico, that they must ensure that the natives "are introduced into the holy Catholic faith."

There was a third motive as well. Spiritual and secular affairs were connected in the sixteenth century. Adventurers such as Cortés wanted to convert the natives to Christianity, but grandeur, glory, and a spirit of adventure also played a major role in European expansion.

"God, glory, and gold," then, were the chief motives for European expansion, but what made the voyages possible? By the second half of the fifteenth century, European monarchies had increased their

ery



power and their resources. They could now turn their energies beyond their borders. Europeans had also reached a level of technology that enabled them to make a regular series of voyages beyond Europe. A new global age was about to begin.

**Reading Check Explaining** What does the phrase "God, glory, and gold" mean?

### The Portuguese Trading Empire

Portugal took the lead in European exploration. Beginning in 1420, under the sponsorship of Prince Henry the Navigator, Portuguese fleets began probing southward along the western coast of Africa. There, they discovered a new source of gold. The

southern coast of West Africa thus became known to Europeans as the Gold Coast.

Portuguese sea captains heard reports of a route to India around the southern tip of Africa. In 1488, Bartholomeu Dias rounded the tip, called the Cape of Good Hope. Later, Vasco da Gama went around the cape and cut across the Indian Ocean to the coast of India. In May of 1498, he arrived off the port of Calicut, where he took on a cargo of spices. He returned to Portugal and made a profit of several thousand percent. Is it surprising that da Gama's voyage was the first of many along this route?

Portuguese fleets returned to the area to destroy Muslim shipping and to gain control of the spice trade, which had been controlled by the Muslims. In

## SCIENCE, TECHNOLOGY & SOCIETY

### Sea Travel in an Age of Exploration

European voyagers acquired much of their knowledge about sailing from the Arabs. For example, sailors used charts that Arab navigators and mathematicians had drawn in the thirteenth and fourteenth centuries. Known as *portolani*, these charts recorded the shapes of coastlines and distances between ports. They were very valuable in European waters. Because the charts were drawn on a flat scale and took no account of the curvature of the earth, however, they were of little help on overseas voyages.

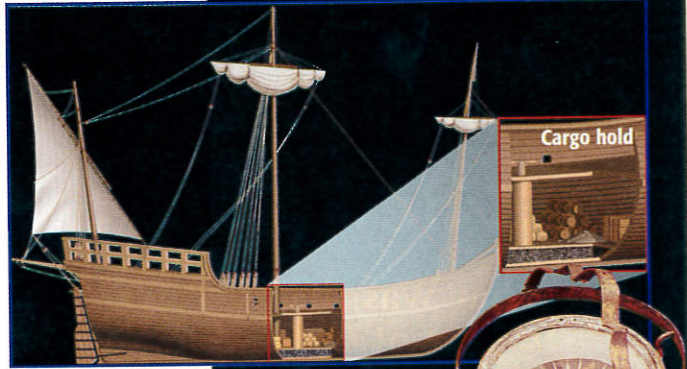
Only as sailors began to move beyond the coasts of Europe did they gain information about the actual shape of the earth. By 1500, cartography—the art and science of mapmaking—had reached the point where Europeans had fairly accurate maps of the areas they had explored.

Europeans also learned new navigational techniques from the Arabs. Previously, sailors had used the position of the North Star to determine their latitude. Below the Equator, though, this technique was useless. The compass and the astrolabe (also perfected by the Arabs) greatly aided exploration. The compass showed in what direction a ship was moving. The astrolabe used the sun or a star to ascertain a ship's latitude.

Finally, European shipmakers learned how to use lateen (triangular) sails, which were developed by the Arabs. New ships, called caravels, were more maneuverable and could carry heavy cannon and more goods.

**Evaluating** Which one advance was the most important for early explorers? Why?

Caravel (small fifteenth- and sixteenth-century ship)



Early compass



Map of the world, 1571

# CHAPTER 13

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### Reading Check

**Answer:** chief motives for European expansion: to convert the natives, for adventure, and for the riches that could be obtained

## SCIENCE, TECHNOLOGY & SOCIETY

**Answer:** Answers will vary.

L1

### Guided Reading Activity 13–1

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Guided Reading Activity 13-1**

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

- Why was land travel from Europe to Asia reduced in the fourteenth century?
- What three motives prompted adventurers to begin seeking a better sea route to Asia?
- Which country took the lead in European exploration?
- Why were traders ready to duplicate the voyage of da Gama to the east?
- How did the Spanish differ from the Portuguese in searching for a route to Asia?

### Critical Thinking

Although Europeans made voyages in part to "destroy Muslim shipping" and to convert "heathens," most of their sailing knowledge came from the Arabs. Ask students to research Arab technology. How did the Europeans acquire it? Did the Arabs make any effort to keep their knowledge secret? Did they themselves use what they discovered? **L2**

### Writing Activity

Have students write a brief essay

## TEACH

### Analyzing Primary Sources

Based on this letter, how would students describe the attitude of the natives of Hispaniola toward Columbus and his men?

(Answers will vary.) To whom was Columbus writing this letter? (Spanish king and queen) How do you know? (Addresses "Your Highnesses") How does the fact that he was writing to his sponsors explain why Columbus claims to have given the natives "good things," rather than worthless things? (says he hoped natives would become Christian subjects of Spain, willing to give Spain what it wanted) **L2**

### Critical Thinking

Ask students to speculate why Columbus assumed the natives of Hispaniola were "very marvelously timid." **L2**

### Connecting Across Time

During the Age of Exploration, most explorers were financed by their governments or by their monarchs. Guide students in a discussion of the ways contemporary explorers obtain financing for their work. **L2**

## Columbus Lands in the Americas

ON RETURNING FROM HIS VOYAGE TO THE Americas, Christopher Columbus wrote a



letter describing his experience. In this passage from the letter, he tells of his arrival on the island of Hispaniola.

“The people of this island and of all the other islands which I have found and of which I have information, all go naked, men and women, as their mothers bore them. They have no iron or steel or weapons, nor are they fitted to use them. This is not because they are not well built and of handsome stature, but because they are very marvelously timid. They have no other arms than spears made of canes, cut in seeding time, to the end of which they fix a small sharpened stick.

They refuse nothing that they possess, if it be asked of them; on the contrary, they invite any one to share it and display as much love as if they would give their hearts. They are content with whatever trifle of whatever kind they may be given to them, whether it be of value or valueless. I forbade that they should be given things so worthless as fragments of broken crockery, scraps of broken glass and lace tips, although when they were able to get them, they fancied that they possessed the best jewel in the world. So it was found that for a leather strap a soldier received gold to the weight of two and half castellanos, and others received much more for other things which were worthless. . . . I gave them a thousand handsome good things, which I had brought, in order that they might conceive affection for us and, more than that, might become Christians and be inclined to the love and service of Your Highnesses [king and queen of Spain], and strive to collect and give us of the things which they have in abundance and what are necessary to us.



Columbus landing in the Americas

They practice no kind of idolatry, but have a firm belief that all strength and power, and indeed all good things, are in heaven, and that I had descended from thence with these ships and sailors, and under this impression was I received after they had thrown aside their fears. Nor are they slow or stupid, but of very clear understanding; and those men who have crossed to the neighbouring islands give an abominable description of everything they observed; but they never saw any people clothed, nor any ships like ours.”

—Christopher Columbus, *The Journal of Christopher Columbus*

### Analyzing Primary Sources

1. Why did Columbus give the peoples of Hispaniola "a thousand handsome good things"?
2. How did the explorers take advantage of Native Americans?

