Early European Explorers

MAIN IDEA
As Europeans searched for sea routes to Asia, Christopher Columbus reached the Americas.

WHY IT MATTERS NOW
Columbus’s journey permanently linked the Americas to the rest of the world.

TERMS & NAMES
navigator
Christopher Columbus
caravel

ONE EUROPEAN’S STORY
Sailors seeking a route to Asia depended on the skill of their navigator. A navigator plans the course of a ship by using instruments to find its position. In the 1400s, Portugal had a famous prince called Henry the Navigator. Yet, Henry wasn’t a navigator. He lived at Sagres, on the southwestern coast of Portugal. In this town, he began a school of navigation.

Henry decided to organize and pay for sailing expeditions to explore the Atlantic and the west coast of Africa. He was hoping to find African gold, to learn more about geography, and to spread Christianity. His ships traveled farther down the African coast than Europeans had ever gone. Because Henry sponsored the voyages, the English named him “the navigator.” As you will read in this section, those voyages began Europe’s age of discovery.

A Water Route to Asia
Under Prince Henry, the Portuguese developed an improved ship called the caravel. The caravel had triangular sails as well as square sails. Square sails carried the ship forward when the wind was at its back. Triangular sails allowed the caravel to sail into the wind. The caravel was better than other European ships of the time at sailing into the wind.

In January 1488, the Portuguese explorer Bartolomeu Dias (DEE•uhs) reached the southern tip of Africa. After sailing around it, he returned to Portugal at the urging of his crew. Portugal’s king named the tip the Cape of Good Hope because he hoped they had found a route to Asia.

Ten years later, another Portuguese explorer, Vasco da Gama, followed Dias’s route around the cape. He continued north along the eastern coast of Africa. Then he sailed east across the Indian Ocean to India. At last, someone had found an all-water route to Asia.
That route meant that the Portuguese could now trade with Asia without dealing with the Muslims or Italians. Portugal took control of the valuable spice trade. The merchants of Lisbon, Portugal's capital, grew rich. Spain and other European rivals wanted to take part in this profitable trade. They began to look for their own water routes to Asia.

Columbus’s Plan

By the time of da Gama’s voyage, an Italian sailor named Christopher Columbus thought he knew a faster way to reach Asia. Europeans had known for centuries that the earth is round. Columbus decided that instead of sailing around Africa and then east, he would sail west across the Atlantic. He calculated that it would be a short journey.

But Columbus made several mistakes. First, he relied on the writings of two people—Marco Polo and a geographer named Paolo Toscanelli—who were wrong about the size of Asia. They claimed that Asia stretched farther from west to east than it really did.

Second, Columbus underestimated the distance around the globe. He thought the earth was only two thirds as large as it actually is! Because of Polo and Toscanelli, Columbus thought that Asia took up most of that distance. Therefore, he believed that the Atlantic Ocean must be small. And a voyage west to Asia would be short.

In 1483, Columbus asked the king of Portugal to finance a voyage across the Atlantic. The king’s advisers opposed the plan. They argued that Columbus had miscalculated the distance to Asia. They also reminded the king of the progress that Portuguese explorers had made sailing down the coast of Africa looking for a route to Asia. The advisers persuaded the king not to finance the voyage. So in 1486, Columbus turned to Portugal’s rival, Spain.

Help from Spain’s Rulers

Spain’s rulers, King Ferdinand and Queen Isabella, liked Columbus’s plan because they wanted a share of the rich Asian trade. As a strong Catholic, the Queen also welcomed a chance to spread Christianity. But there were also reasons not to support Columbus. First, a royal council had doubts about Columbus’s calculations and advised Ferdinand and Isabella not to finance him. Second, the Spanish monarchs were in the middle of a costly war to drive the Muslims out of Spain. Third, Columbus was asking a high payment for his services.

The years of waiting had made Columbus determined to profit from his explorations. As a reward for his efforts, he demanded the high title
Admiral of the Ocean Sea and a percentage of any wealth he brought from Asia. He also expected to be made the ruler of the lands he found.

Finally in January of 1492, the Spanish conquered the last Muslim stronghold in Spain. The Spanish monarchs could now afford to finance Columbus but still had doubts about doing so. Columbus left the palace to return home. But after listening to a trusted adviser, the king and queen changed their minds and sent a rider on horseback to bring Columbus back. He and the rulers finally reached an agreement.

A VOICE FROM THE PAST

Your Highnesses . . . accorded me great rewards and ennobled me so that from that time henceforth I might . . . be high admiral of the Ocean Sea and perpetual Governor of the islands and continent which I should discover.

Christopher Columbus, letter to King Ferdinand and Queen Isabella

Preparing to sail, Columbus assembled his ships—the Niña, the Pinta, and the Santa María—at the port of Palos de la Frontera in southern Spain.

Setting Sail

At first, Columbus had trouble finding a crew. Then a respected local shipowner agreed to sign on as captain of the Pinta. Other crew members soon followed. About 90 men loaded the ships with enough food for one year, casks of fresh water, firewood, and other necessities.
The tiny fleet of wooden ships glided out of the harbor on August 3, 1492. First they sailed southwest toward the Canary Islands off the northwest coast of Africa. From there, Columbus was relying on trade winds that blew toward the west to speed his ships across the ocean.

Once aboard ship, Columbus kept a log, or daily record of each day’s sailing. In fact, he kept two logs. One he showed to his men and one he kept secret. Columbus’s secret log recorded the truth about the journey.

A VOICE FROM THE PAST

[We] made 15 leagues [this] day and . . . [I] decided to report less than those actually traveled so in case the voyage were long the men would not be frightened and lose courage.

Christopher Columbus, quoted in Columbus and the Age of Discovery

By October 10, the men had lost both courage and confidence in their leader. They had been at sea for almost ten weeks and had not seen land for over a month. Afraid that they would starve if the trip went on longer, they talked of returning home. To avoid mutiny, Columbus and the crew struck a bargain. The men agreed to sail on for three more days, and Columbus promised to turn back if they had not sighted land by then. Two days later in the early morning hours of October 12, a sailor on the Pinta called out “Tierra, tierra” [Land, land].

Reaching the Americas

By noon, the ships had landed on an island in the Caribbean Sea. Columbus believed that he had reached the Indies, islands in Southeast Asia where spices grew. The islanders who greeted Columbus and his men were Taino (TY•noh) people, but Columbus mistakenly called them Indians.

Columbus named the island San Salvador. After unfurling the royal banner and flags, he ordered his crew to “bear witness that I was taking possession of this island for the King and Queen.” Eager to reach the rich country of Japan, which he believed was nearby, he left San Salvador. He took six or seven Taino with him as guides. For the next three months, he visited several of the Caribbean islands.

Finally, he reached an island that he named Española, which we call Hispaniola today. (See map on page 51.) On that island, Columbus and his men found some gold and precious objects such as pearls. This convinced Columbus that he had reached Asia. He decided to return home, leaving 39 of his men on Hispaniola. Even before Columbus left, his men had angered the Taino people by stealing from them and committing violence. By the time Columbus returned ten months later, the Taino had killed the men.

Native American View

In 1992, many Native Americans protested the 500th anniversary of Columbus’s voyage. Suzan Shown Harjo, who is Cheyenne and Creek, explained why.

As Native American peoples in this red quarter of Mother Earth, we have no reason to celebrate an invasion that caused the demise [death] of so many of our people and is still causing destruction today.

The Spanish enslaved the Taino, who nearly all died from disease and bad treatment. This statue is one of the few Taino artifacts left from the 1500s.

Reading History

C. Analyzing Causes What caused Columbus to decide to keep two logs?

Background

Today, the Indies are called the East Indies. The islands of the Caribbean are called the West Indies.
In January 1493, he sailed back to Spain. Firmly believing that he had found a new water route to Asia, he wrote to Ferdinand and Isabella. The Spanish rulers called him to the royal court to report on his voyage. Neither Columbus nor the king and queen suspected that he had landed near continents entirely unknown to Europeans.

An Expanding Horizon

Columbus made three more voyages to the Americas, but never brought back the treasures he had promised Spain’s rulers. He also failed to meet Queen Isabella’s other goal. She wanted Christianity brought to new people. When she learned that Columbus had mistreated and enslaved the people of Hispaniola, she became angry.

After the fourth voyage, Spain’s rulers refused to give Columbus any more help. He died in 1506, still believing he had reached Asia and bitter that he had not received the fame or fortune that he deserved.

In time, the geographic knowledge Columbus brought back changed European views of the world. People soon realized that Columbus had reached continents that had been unknown to them previously. And Europeans were eager to see if these continents could make them rich.

For centuries, Europeans had seen the ocean as a barrier. With one voyage, Columbus changed that. Instead of a barrier, the Atlantic Ocean became a bridge that connected Europe, Africa, and the Americas. As you will learn in Chapter 2, Columbus’s explorations began an era of great wealth and power for Spain. As Spain grew rich, England, France, and other European countries also began to send ships to the Americas.

Reading History

D. Making Inferences How did the Atlantic become a bridge connecting Europe, Africa, and the Americas?
Chapter 1 ASSESSMENT

 TERMS & NAMES

Briefly explain the significance of each of the following.
1. migrate
2. civilization
3. technology
4. Iroquois League
5. Islam
6. feudalism
7. Crusades
8. Renaissance
9. navigator
10. Christopher Columbus

 CRITICAL THINKING

1. USING YOUR NOTES: CATEGORIZING INFORMATION

Using your completed chart, answer the questions below. (H13)

<table>
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<tr>
<th>Terms</th>
<th>Nature</th>
<th>Religion</th>
<th>Art</th>
</tr>
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<td></td>
<td></td>
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</tr>
<tr>
<td>West Africa</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Europe</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. What was one instance in which trade spread knowledge?
b. Which of the technologies that you listed are still used today?
c. What religions were practiced in each of the three regions?

2. ANALYZING LEADERSHIP

Do you think Columbus was a good leader or a bad one? Use details from the chapter to explain your answer. (H11)

3. THEME: DIVERSITY AND UNITY

How have Native Americans, Africans, and Europeans all influenced American culture? Give examples from your own experience. (H3)

4. MAKING GENERALIZATIONS

What types of goods are people most likely to seek through trade? Think about the trade goods mentioned in the chapter and why people wanted them. (H2)

5. APPLYING CITIZENSHIP SKILLS

Compare the Iroquois League to what you know of the U.S. government. How are they similar? (H3)

Interact with History

Think about the various encounters between societies mentioned in the chapter. What do you think happened when more Europeans came to the Americas and met Native Americans?
The World in 1500

Use the map and your knowledge of U.S. history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33.

1. How did the winds affect Columbus’s journey? (7.11.1)
   A. The westerly winds across the Atlantic made the voyage faster.
   B. The trade winds across the Atlantic slowed down the voyage.
   C. The trade winds across the Atlantic made the voyage faster.
   D. The winds had little effect on Columbus’s voyage.

2. If Columbus’s route had been farther north, which of the following would have happened? (7.11.2)
   A. The voyage would have taken less time.
   B. The voyage would have taken more time.
   C. The voyage would not have been different.
   D. The voyage would not have been possible.

This quotation from Olfert Dapper is about Benin City in Africa. Use this quotation and your knowledge of West Africa to answer question 3.

**PRIMARY SOURCE**

The houses in this town stand in good order, each one close and evenly placed with its neighbor, just as the houses in Holland stand . . . The king’s court is very great. It is built around many square-shaped yards.

Olfert Dapper, *Centuries of Greatness*

3. The passage best supports which point of view? (7.11.2)
   A. Benin City, and other African cities, should be unique, not modeled after European cities.
   B. The king’s court of Benin City was great in contrast to the rest of the city.
   C. The design of Benin City made it an extremely valuable trade center.
   D. The design of Benin City was appealing in its resemblance to European cities.

**ALTERNATIVE ASSESSMENT**

1. **WRITING ABOUT HISTORY**
   Imagine you have been hired to write the brochure for a Native American exhibit at a museum. (HI1)
   - Choose a Native American group discussed in the chapter. Use library resources to learn more about the group.
   - Highlight their economy, religion and spiritual beliefs, or arts and crafts in your exhibit. Write a description of the exhibit for your brochure that would encourage people to come.

2. **COOPERATIVE LEARNING**
   Work with a group to create a radio program of Columbus’s first voyage. Group members can find his log in the library, select parts to record, or create sound effects to play in the background. (HI1)

**INTEGRATED TECHNOLOGY**

**DOING INTERNET RESEARCH**

Countries and alliances often use a symbol to represent who they are. The Iroquois League chose a tree as their symbol. Use the Internet and library resources to research the Iroquois League and its symbol. (REP3)
   - Research the beliefs and goals of the Iroquois League. Make a list of their beliefs and goals.
   - Also search Native American museum sites and/or reservation sites in New York state.
   - Describe why the tree was an appropriate symbol for the Iroquois League and explain how it represented the beliefs and goals of the alliance.

For more about the Iroquois League . . .