

The story of the Virgin of Guadalupe continues to inspire Christians. Each year, thousands of pilgrims visit the shrine.

CHAPTER PERSPECTIVE

This story suggests the enormous power and influence that the Roman Catholic Church has had in Latin America. It also shows the blending of Spanish and Native American cultures. In time, that culture would reflect African traditions as well.

As you read, look for these chapter themes:

- ▶ Spain and Portugal built rich empires in Latin America based on the labor of Native Americans and enslaved Africans.
- ▶ During the colonial period, a rigid class structure developed in which a privileged few controlled economic and political life.
- ▶ The Roman Catholic Church dominated life in Latin America and served as a unifying force.
- ▶ In the 1800s, Latin American countries won independence but many had trouble building stable governments.

Literature Connections

In this chapter, you will encounter passages from the following works.

"The Fall of Tenochtitlán," Aztec poem

A General History of the Indies,
Bartolomé de las Casas

"Letter to the Bishop of Puebla," Sor
Juana Inés de la Cruz

For other suggestions, see Connections With Literature, pages 804–808.

1

EUROPE'S COLONIES IN THE AMERICAS

FIND OUT

How did Spain and Portugal rule their empires in the Americas?

How did Europeans make their colonies profitable?

What were the effects of the Columbian exchange?

Vocabulary viceroy, cabildo, mercantilism, hacienda, donatario

A few years after Cortés captured Tenochtitlán, an Aztec poet wrote:

“How can we save our homes, my people?
The Aztecs are deserting the city:
the city is in flames, and all
is darkness and destruction. . . .
Weep, my people:
know that with these disasters
we have lost the Mexican nation.”

The Spanish conquest ushered in a new era in the Americas. New governments replaced the great Native American empires. A new culture also evolved, blending the traditions of the Americas, Europe, and Africa.

Europeans Explore the Americas

By the late 1400s, Spain and Portugal were seeking an ocean route to Asia. While Portuguese explorers plotted a sea route around Africa, Christopher Columbus looked for a westward route across the Atlantic Ocean. He persuaded the rulers of Spain to pay for his voyage.

Columbus set sail on August 3, 1492, expecting to reach Asia within a few weeks.

When he sighted land on October 12, he was sure he had reached the East Indies off the coast of Asia. Columbus claimed the land for Spain. He called the people he met there Indians. However, Columbus had not reached the East Indies, but was in the islands of the Caribbean. Although Europeans soon realized Columbus's error, they continued to call the people of those islands Indians.

Dividing up the world. Columbus's voyage heightened tensions between Spain and Portugal. Both nations claimed the right to any lands they explored. To avoid war, they signed the Treaty of Tordesillas (tor day see yahs) in 1494. The treaty drew a Line of Demarcation that ran from north to south, about 1,100 miles (1,770 km) west of the Azores in the Atlantic. It gave Spain the right to claim all non-Christian lands west of the line. Portugal claimed lands east of the line.

Spanish claims. Under the Treaty of Tordesillas, Spain claimed most of the Americas. Hundreds of explorers and conquistadors followed in the path of Columbus. They hunted for gold and for a sea route around or through the Americas to the riches of Asia. In doing so, they mapped vast areas of the Americas.

One Spanish explorer, Vasco Núñez de Balboa, led an expedition across the moun-

tains and jungles of Panama in 1513. Finally, Balboa reached a great body of water that he called the South Sea. Before long, another explorer, Ferdinand Magellan, renamed it the Pacific Ocean.

Magellan. In 1519, Magellan set out from the busy port of Seville, Spain, with 5 ships and 268 sailors. He hoped to find a passage around South America. After much hardship, he sailed around the stormy Cape Horn at the southern tip of the continent and into the Pacific Ocean. Magellan himself died fighting local people in the Philippines. In 1521, 18 sailors aboard one ship arrived back in Spain—the first Europeans to sail around the world.

Magellan's route around Cape Horn was too long and difficult to become a profitable trade route to Asia. By the 1530s, however, Spain was more interested in profiting from the enormous wealth of the Aztec and Inca empires.

Other claims to the Americas. Spain was not the only country to claim lands in the Americas. In 1500, Portuguese explorer Pedro Cabral landed on the east coast of South America in what is today Brazil. Because this land lay east of the Line of Demarcation, Cabral claimed it for Portugal.

During the 1500s and 1600s, French, English, and Dutch explorers tried to find a wa-



A Remarkable Voyage This map of the Americas was made in 1590 and notes Magellan's achievement in charting a route around the tip of South America. After reaching the Pacific, Magellan and his crew spent 98 days without touching land. After Magellan's death in the Philippines, the surviving crew members made their way to Spain.

Geography How did Magellan's voyage succeed in achieving Columbus' goal?

ter passage through the Americas, connecting the Atlantic and the Pacific Oceans. These nations soon challenged Spanish and Portuguese claims. For almost 300 years, European powers battled for control of the Americas. Some Caribbean islands, such as Hispaniola and Jamaica, passed back and forth between Spain and France or Britain.

Spanish Rule in the Americas

By the mid-1500s, Spain ruled an empire that extended from Mexico to Peru. At first, the king of Spain divided his huge empire into two kingdoms and appointed a viceroy to rule in each. A **viceroy** is an official who rules in place of a king. One viceroy ruled New Spain, which had its capital in Mexico City. The other viceroy ruled Peru, which had its capital in Lima.

In Spain, the king set up the Council of the Indies. This powerful council made all the laws for the colonies. It also regulated the Church, the courts, and trade with Spain's American empire. The viceroys carried out the laws made by the Council of the Indies. Through these laws, the Council transferred Spanish ideas about government, law, and justice to the Americas.

Most Spanish settlers lived in towns. Spain set up **cabildos** (kah BEEL dohz), or councils, to govern towns and their surrounding lands. Cabildos usually were made up of wealthy landowners. The cabildos punished criminals, sent troops to hunt runaway slaves, and set the price of bread and other items.

Mercantilism. Like other European countries, Spain believed that the purpose of colonies was to enrich the parent country. This belief was based on the principles of **mercantilism**. According to mercantilists, a country's economic strength depended on increasing its gold supply by exporting more goods than it imported.

Under mercantilism, colonies had two roles. They supplied the parent country with raw materials such as lumber, cotton, sugar, and precious metals. They also served as a market where the parent country sold its manufactured goods, such as furniture, clothing, and tools.



MAP STUDY

In the 1500s, Spain and Portugal built empires in the Americas. This map shows European colonies in the late 1700s.

- Region** (a) Which European nation set up the largest empire in the Americas? (b) Name four of its colonies.
- Location** Which European nations had colonies in South America?
- Forecasting** Based on geography, what problems do you think European powers had ruling colonies in the Americas?

A colony could trade only with its parent country and was not allowed to manufacture finished goods. Thus, mercantilism made the colonies economically dependent on Spain for trade and manufactured goods. In return,



Silver Mining in Bolivia The Spanish founded the town of Potosí in the high Andes in the early 1500s. This sketch shows llamas carrying silver from the mines and Native American workers processing the ore. The Potosí mines were the world's richest source of silver for more than half a century. **Power** Why was silver mining important to Spain's mercantilist policy?

the colonies received protection from the parent country.

Treasure from the Americas. The first raw materials shipped from the Americas to Spain were the treasures of the Aztec and Inca empires. The conquistadors melted down tons of fine gold and silver jewelry and magnificent ornaments created by Aztec and Inca artisans. Each year, huge fleets set sail for Spain, loaded with bars of gold and silver. Pirates lurked in the sea lanes around the Caribbean, eager to seize these treasure ships.

The Spanish also forced the Indians to mine gold and silver. Mines such as Potosí (poh toh see) in the Andes produced tons of silver ore. Treasure from the Americas helped to make Spain the richest and most powerful nation in Europe at this time.

Plantation economy. Agriculture in the Americas was another source of wealth for Spain. Spanish colonists set up plantations to grow cash crops that were shipped to Spain. Each plantation was a large tract of land operated by the owner or an overseer and farmed by workers who lived on the land.

A plantation usually grew a single crop. Many plantations in the West Indies produced sugar cane, which was made into refined sugar for easy shipping. Most plantations in Central and South America produced coffee or fruit crops such as bananas. In Mexico and Argentina, colonists turned large tracts of land into cattle or sheep ranches. These ranches provided meat, hides for leather, and wool for textiles.

The Search for Labor

Spanish settlers needed workers for their mines, plantations, and ranches. As a result, they tried various sources of labor.

Encomienda system. During the early 1500s, the king of Spain rewarded the conquistadors with encomiendas. An encomienda gave a Spanish settler the right to demand taxes or labor from the people living on the land. The settler given an encomienda was supposed to pay the Native Americans for their work, look after their health, and teach them about Christianity.

In many places, settlers forced Native Americans to labor in mines under dangerous and unhealthy conditions. The backbreaking work, poor food, and frequent epidemics killed thousands of Indians. Four out of every five Indians died during their first year in the mines. On the sugar plantations of Hispaniola, harsh conditions and brutal treatment led to the destruction of the entire population of the Arawak people.

Bartolomé de las Casas. A few Spanish settlers spoke out against the mistreatment of the Indians. Bartolomé de las Casas (las kah sabs) briefly held an encomienda in Cuba. His disgust at the cruel system led him to become a Dominican friar. He then went to Spain to plead with the king to stop the misuse of the Indians. In detailed reports, he told of the horrors he had seen and the desperation of the Indians.

In his *General History of the Indies*, Las Casas told of a Native American prince who was named Hatuey. Condemned to be burned at the stake for leading a rebellion, Hatuey asked a Spanish monk if heaven was open to the Spanish.

“The monk replied that it was open to those who were good. With no more thought, Hatuey said he had no mind to go to heaven, for fear of meeting with such cruel and wicked people as they were; he would much rather go to hell. This is the renown and honor that God and our religion have acquired because of the people who have gone to the Indies.”

New laws. Reports from Las Casas caused a scandal in Spain. In 1542, the government passed the New Laws of the Indies. They reformed the encomienda system and banned the enslavement of Native Americans. By then, however, most Indians in the Caribbean had died from mistreatment and diseases brought by the Europeans, and Indian populations elsewhere had fallen dramatically.

The death of so many Native Americans opened new lands for the Spanish to settle. By the late 1500s, many newcomers from Spain owned **haciendas**, or large plantations. The haciendas were located on the best farmland, leaving the Indians only the least productive lands.

A Slave System

In his desire to protect the Indians, Las Casas gave advice that he later regretted. He suggested that Spain use Africans instead of Indians to work the mines and plantations. He thought that Africans could survive the harsh conditions in the tropics.

Roots of slavery. During the 1500s, slavery existed in Europe as it did elsewhere around the world. Europeans bought slaves from Russia and Eastern Europe as well as from Africa. In fact, the word slave comes from Slav, the name of an ethnic group that includes Russians and Poles. During the mid-1500s, however, the expanding Ottoman Empire cut off the supply of slaves from Eastern Europe. By that time, the Portuguese were increasing their trade with Africa, exchanging cloth and weapons for gold, salt, and slaves.

The Atlantic slave trade. Several factors encouraged the growth of the trade in African peoples. For one thing, the Spanish were already using Africans to work their plantations on the Canary Islands off the northwest coast of Africa. When colonists in the Americas needed laborers, Europeans were ready to send Africans across the Atlantic.

A New Settlement In the 1500s, the Spanish built towns across Mexico. This painting shows the founding of San Cristobal de las Casas in southern Mexico. It lies in a high, fertile basin and is ringed by the Chiapas Mountains.

Choice Why do you think the Spanish moved quickly to build settlements like this one?



Spanish colonists gradually replaced enslaved Native American laborers with enslaved African workers. Africans who reached the Americas had already survived capture in Africa, exposure to European diseases, and the middle passage. As a result, a myth developed that Africans were better suited to slavery than Native Americans. This myth was used to justify the enslavement of Africans.

As you read in Chapter 4, European slave traders sent millions of Africans to the Americas. Many Africans died during the terrible voyage across the Atlantic. Others died from overwork, poor food, and unhealthy living conditions. As late as 1850, a slave in Brazil could be expected to live for about 35 years. As a result, the demand for slaves continued.

The Portuguese in Brazil

At first, the Portuguese were slow to develop their American colony in Brazil. They were busy building a trading empire in Africa and in the Spice Islands of Southeast Asia. (See Chapter 12.)

In the 1530s, the king of Portugal began to encourage settlement. He was afraid the French or English would seize Brazil. As a result, he divided the colony into 15 regions and distributed them among the nobles at his court. Each *donatario*, as these landowners were called, was the lord of a huge area. The *donatarios*, in turn, brought over colonists from Portugal to settle their lands.

Sugar and slavery. To make the colony profitable, the Portuguese turned to growing sugar. Between 1550 and 1605, the number of sugar plantations grew from 5 to 350. Like the Spanish, the Portuguese, too, enslaved the Native Americans at first, but then turned to slaves from Africa. Nearly 40 percent of all Africans taken to the Americas were sent to Brazil. By 1851, when the slave trade finally ended, slave traders had carried 3.5 million Africans to Brazil.

In addition to sugar cane, Brazil produced cotton and coffee. Colonists built plantations in a narrow strip along the coast at the mouths of rivers. Port cities such as Bahia,

Pernambuco, and Rio de Janeiro grew as the plantation economy prospered.

During the 1630s, the Dutch seized lands in Brazil and learned to grow sugar. When the Portuguese expelled them, many Dutch moved to the Caribbean. There, they set up sugar plantations like those they had left in Brazil. English, French, and Danish settlers also seized islands in the Caribbean. They then learned from the Dutch how to produce sugar.

New treasures. During the 1690s, the Portuguese discovered gold and diamonds in the Brazilian Highlands. Thousands of colonists deserted the coastal cities to seek their fortunes in the interior. New settlers, eager to find gold, poured in from Portugal. They took many slaves to work in the gold fields, further expanding settlement in Brazil.

The Columbian Exchange

The European exploration and conquest of the Americas created important links between the Eastern and Western hemispheres. These links changed both regions forever. Europeans and Africans brought plants, animals, and knowledge to the Americas. In turn, products and ideas from the Americas spread around the world. This global exchange of people, goods, and ideas is called the Columbian exchange. It is named after Christopher Columbus.

Movement of peoples. The Columbian exchange involved the movement of millions of people. Settlers flocked to the Americas from all over Europe, carrying their ideas about government, law, and religion. Enslaved Africans also brought their own cultures to the New World. Through their folktales, music, and beliefs, they helped to reshape the cultures of the Americas.

Foods. The Spanish introduced many new foods from the Americas to Europeans. These included corn, potatoes, squash, chocolate, peanuts, and tomatoes. From the Americas, Europeans carried sweet potatoes to Africa and pineapples, papaya, and chili peppers to Asia. The new foods enriched the diets of people around the world. Italians, for exam-



Potato Farming Andean people first raised potatoes about 2,000 years ago. The Spanish took this vegetable back to Europe. At first, because the Bible did not mention potatoes, some clergy warned Europeans not to eat them. In time, however, potatoes became an important part of people's diet.

Interdependence How did the Columbian exchange help enrich the food supply of the world?

ple, invented many dishes that included tomatoes. People in India used chili peppers to spice their curry dishes.

At the same time, Europeans introduced new crops such as wheat, barley, and chickpeas to the Americas. Columbus brought horses, cows, sheep, chickens, and pigs from Europe. Horses and cattle thrived in parts of Mexico and Argentina. From Asia, Europeans brought rice and bananas to the Americas, while from Africa, they carried yams, sugar cane, coffee, and coconuts.

Disease. From the Incas, Europeans learned to use quinine, from the bark of the cinchona tree, to treat malaria. At the same

time, however, the Spanish carried diseases such as smallpox, measles, and influenza to the Americas. Because they had no resistance to these diseases, Native Americans died in great numbers. An Aztec described a smallpox epidemic that struck Tenochtitlán during the 1520s:

“The illness was so dreadful that no one could walk or move. . . . A great many died from this plague and many others died of hunger. They could not get up to search for food, and everyone else was too sick to care for them.”

Disease, along with war and mistreatment, changed the population patterns of the Americas. The Indian population of Central Mexico, for example, was about 25 million when Cortés arrived in 1519. It fell to 6 million by 1550 and to a little more than 1 million by 1605.

SECTION 1 REVIEW

- Locate:** (a) Hispaniola, (b) New Spain, (c) Peru, (d) Brazil.
- Identify:** (a) Vasco Núñez de Balboa, (b) Ferdinand Magellan, (c) Pedro Cabral, (d) Bartolomé de las Casas, (e) Columbian exchange.
- Define:** (a) viceroy, (b) cabildo, (c) mercantilism, (d) hacienda, (e) donatario.
- How did the king of Spain control his empire in the Americas?
- How did Europeans get the workers they needed to make their colonies profitable?
- Describe three results of the Columbian exchange.
- Understanding Causes and Effects** How did sugar encourage the growth of the slave trade between Africa and the Americas?
- Writing Across Cultures** Write a list of ways in which European exploration and conquest of the Americas have affected your life.