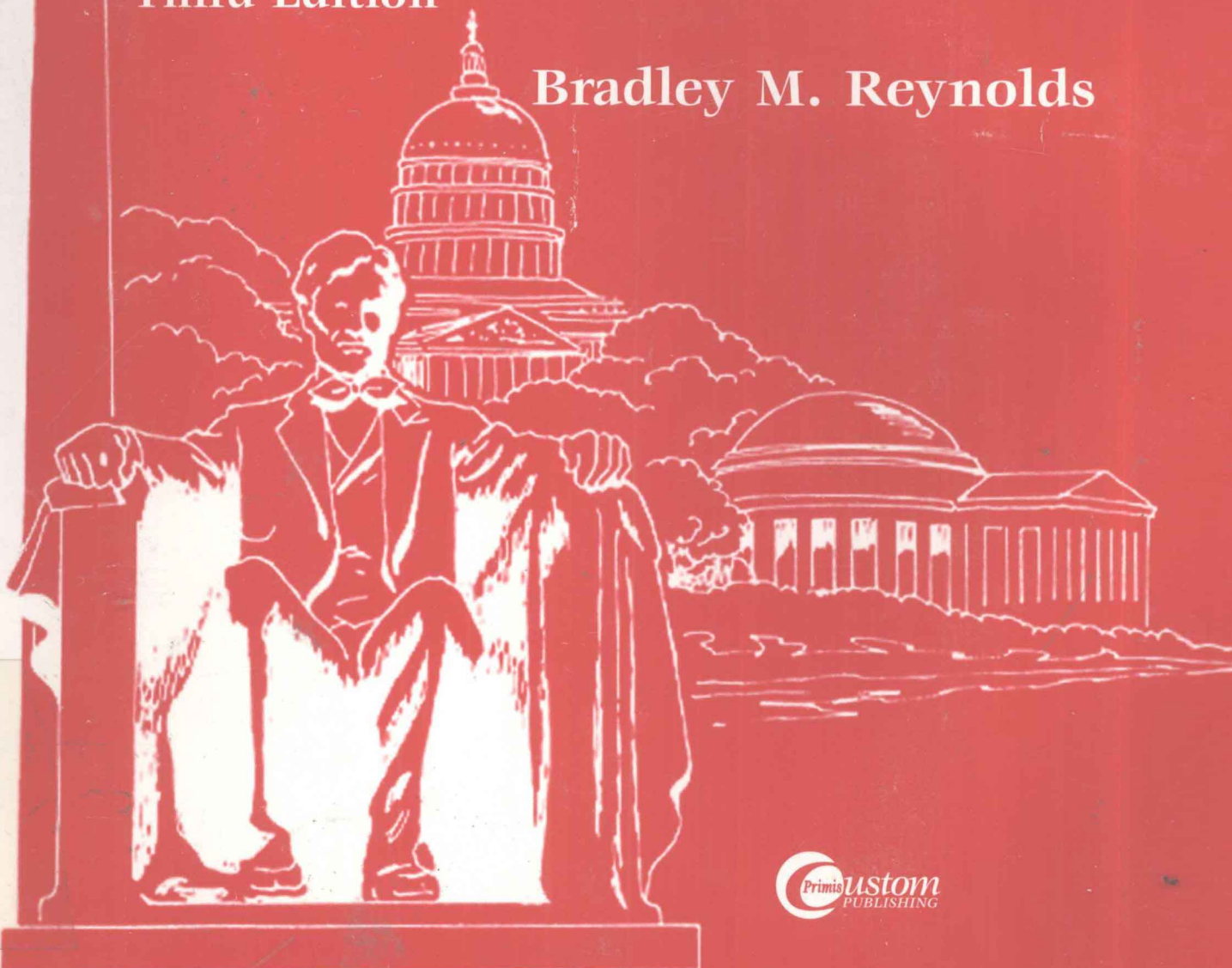


American History

An Overview to 1877

Third Edition

Bradley M. Reynolds



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PUBLISHING

American History

An Overview to 1877

Third Edition

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and
California State University Northridge*



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American History: An Overview to 1877

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INTRODUCTION

The first version of this book, titled *Reynolds' Guide to American History*, appeared in the fall of 1985 because former students of mine suggested it. They told me that an outline of my American history lectures would be helpful so they could review the lecture material before class and then better follow the material in class. They also felt that having a hard copy of the lectures early would allow them to pay more attention to the lecture in class rather than spending their time mechanically taking notes, and they felt a hard copy of the lecture notes would help them review for tests. From those comments many years ago, there emerged some mimeo sheets outlining my lectures. Those later became a very short bound edition of lecture outlines. Since then, those brief outlines have grown to what you see here, but the basic idea has remained the same. That is, the aim of this book is to give students in American history classes an outline of what their professor will likely discuss in lecture so that they can better understand the material presented in class before they go to class, so they can then spend more time in class listening to the lecture rather than just taking notes (which are often incomplete or inaccurate), and so they can have an accurate accounting of what was discussed in class and thus do better studying for their examinations. Hopefully this book will also help clarify any other readings assigned in the class, and hopefully you will find this book not just useful but enjoyable reading since it includes a number of tidbits not usually found in traditional history survey texts.

You are reading here the first printing of the new *American History, An Overview to 1877*, as the previous *Reynolds' Guide to American History to 1877*, is now called. (A companion volume, titled *American History, An Overview since 1865*, is also available.) Depending on the class you're taking, each chapter generally represents one or two lectures in outline form, followed by some multiple choice and essay questions from that chapter. Important key words, places, and people are in **bold** print the first time they appear in each chapter so that you can identify them and find them more easily. Since this book does not have an index, you should use the words in bold to help you find important items. When searching for information, also use the chronology at the start of each chapter. Remember that each chapter proceeds chronologically, so if you know the approximate date of what you are looking for, you will find searching for it easier. If you do not know the date of something you want to reference in this book, check your regular text book first and it should give you a good idea about where to find that item in this book. With this edition, maps, drawn by students like yourself, are also included in the Appendix.

If you are using this book to help you with class lectures, you should first consult your course syllabus or lecture list to see what chapters in this book corresponds with the class material. You will likely find it easier to understand the lectures, and to take class notes, if you read the material in this book before you go to class. Still, remember that lecture material may vary from what appears in this book depending on questions asked in class, major events of the day, new historical research, or new or different interpretations. You should, therefore, consider each chapter in this book as a general reference and not an exact account of everything you will hear in a class. If you miss a class, you can use the information in this book to get an idea of what you missed. However, you should *always* ask someone from your class exactly what the professor covered during your absence.

Consider taking this book with you to class and following the lectures as you hear them. Make sure to take a pen or pencil so that you can write into the book any additional material mentioned in class, personal comments you want to note about any material, and questions that you want to ask the professor later. After you hear the class lecture, use this book for review to gain a clearer understanding of the material before you get into the other readings. When you feel you have learned the material, select items discussed in class from the first subsection of each chapter and practice writing a brief description of each item. Do not forget to add its historical significance or impact. Do the same for all the items in bold in the chapter text not listed in the first subsection. Then answer the multiple choice questions at the end of the chapter asking yourself why the answer you selected is correct and why the question was asked. Then complete the essay question(s) using specific examples from the text, the lectures, and any other texts used in class.

This book will help you understand the material in your history class, but it should not replace your other texts or your taking some notes in class. You will only know what your instructor emphasizes for exams if you attend class and take some notes. You will only get the depth and understanding you need to write good identification items and essays by reading all your texts. You should, therefore, use this book primarily for previewing, reviewing, and self-testing. If you do, you will better comprehend the other course reading material and the lectures, and you will likely do better on your exams.

If you find anything confusing in this book, or if you have any suggestions for improving it, please send a note to Dr. Bradley Reynolds, 26455 Rockwell Canyon, Santa Clarita, CA 91355. Or, if you prefer, you can send an email to Dr. Reynolds at bradley.reynolds@csun.edu or at reynolds_b@mail.coc.cc.ca.us, or you can send a fax to (661) 259-7386.

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This book was completed primarily with the help of Ms. Kathleen Thomas who assisted with proof reading the manuscript and who made several helpful suggestions about how to improve this work. I also want to thank the many students who have made helpful suggestions over the years, and I want to thank the thousands of former students of mine who have said the predecessors to this book helped them understand and enjoy American history. I hope it will do the same for you!

Bradley Reynolds
August 2000

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1 CHAPTER 1: THE FIRST AMERICANS, AND EUROPEAN EXPLORATION TO 1500

I. Primary Chapter Topics, Identification Items, and Chronology:

50,000 B.C.-15,000 B.C.: The first people arrive in North America; **10,000 B.C.:** spears and other projectiles emerge to encourage hunting; **5000 B.C.:** crop cultivation and village life emerge; **circa 1200 B.C.:** the Olmec culture appears on the east coast of Mexico; **200 B.C.:** the Hohokam settle in the North American southwest; **300-900 A.D.:** the Maya Indians dominate Central America; **circa 500 A.D.:** the Anasazi flourish in the North American southwest; **610:** the Islamic or Muslim faith begins from the teachings of Mohammed; **711-1492:** the Muslims control southern Spain; **874:** the Vikings arrive in Iceland; **circa 982:** the Vikings arrive in Greenland; **circa 1000 A.D.:** Leif Ericson and the Vikings arrive in North America, and the Chichimecs arrive in north Mexico; **1095 to circa 1290:** the Crusades occur; **circa 1200:** the Cahokia civilization of the Mississippians, or Mississippi Mound Builders, begins its decline; **1270s-1290s:** Marco Polo visits Asia; **early 1300s:** the Inca Indians emerge in Peru, the Aztecs emerge in Central Mexico, the Apache and Navajo begin arriving in the North American southwest, and the Renaissance begins in Europe; **1325:** the Aztecs establish Tenochtitlan, or Mexico City; **1385:** John I becomes the king of Portugal; **circa 1400:** the Inca establish their capitol at Cuzco, Peru; **1415:** Prince Henry of Portugal orders the exploration of Africa and captures Ceuta; **1418:** the Portuguese explore the Madeira Islands; **1427:** the Portuguese explore the Azores Islands; **circa 1440:** Johan Gutenberg develops movable type and prints the *Bible*; **1443:** the Portuguese round Cape Bojador, Africa; **1455:** the Portuguese reach Guinea on the west coast of Africa; **1469:** Ferdinand and Isabella marry and unite their kingdoms; **1474:** the Italian Paolo Toscanelli theorizes about a western route from Europe to Asia; **1477:** Marco Polo's book *Travels*, also known as *The Voyages of Marco Polo*, is published; **1488:** Bartolomeu Diaz reaches Cape Good Hope; **1492:** civil war ends in Spain, Ferdinand and Isabella expel the Muslims, Christopher Columbus sails to the New World and establishes the first European settlement there at Navidad on Hispaniola, and Columbus introduces tobacco to Europe; **1493:** Columbus makes his second voyage to America with 1500 Spaniards; **1494:** Pope Alexander IV issues the Treaty of Tordesillas; **1498:** Columbus sets foot in South America, and Vasco da Gama reaches India via Cape Good Hope; **1500:** Pedro Alvares Cabral accidentally lands in Brazil and claims it for Portugal; **1501:** Amerigo Vespucci first maps Latin America; **1502:** Columbus explores Central America on his fourth and last voyage; **1509:** the Americas are named for Amerigo Vespucci; **1513:** Vasco Nunez de Balboa marches across Panama; **1519-1522:** the Ferdinand Magellan expedition circumnavigates the globe.

II. Chapter Outline:

A. Several theories exist regarding how the first people in the Americas arrived.

1. **Pueblo Indians** from the North American southwest believe that people arrived in their lands from a mysterious underground location to the north.
2. Some people claim that the first Americans came from the lost continent of **Atlantis**.

- a. This mythical island is where the **Atlantic Ocean** got its name.
 - b. As described by Greek philosophers like Plato, Atlantis was believed to have been an advanced island civilization to the west of Europe that was destroyed by earthquakes and volcanoes.
 3. The **Inca Indians** of South America (see below for more on them) believed that their god felt lonely and thus created a man and a woman on top of the Andes Mountains for company.
 4. Several European nations claim that their people sailed to America long before **Christopher Columbus** (1451-1506) did in 1492 (see **Leif Ericson** below for more on this and for more on Columbus).
 5. Some individuals have even speculated that the first Americans came from outer space.
 - a. Strange hieroglyphics found among various native people in America have lent support to that theory.
 - b. Unexplained buildings have also lent credence to the theory.
 - i. The **Maya Indians** of Central America, who were at their cultural peak from 300-900 A.D., cut stones so fine that it has raised questions how they could have done it without modern tools or electricity.
 - ii. Another mystery is how the Maya moved large stones to build temples since they did not know about the wheel.
 - iii. The Maya were also very advanced in mathematics and astronomy and had developed a 365 day calendar.
 6. The most commonly accepted theory is that the first Americans arrived by a land bridge (called **Beringia**) across the **Bering Strait** from northeast Asia (Siberia) to present day Alaska.
 - a. The Bering Strait was named for the Danish explorer **Vitus Bering** (1681-1741) who, while in the service of Russia in 1728, discovered the strait named after him.
 - b. Bering also discovered and claimed **Alaska** for Russia in 1741 (see Bradley Reynolds, *American History, An Overview since 1865*, Chapter 24, for more on Russian Alaska and the sale of Alaska to the United States in 1867).
- B. The first people arrived in the Americas during the last ice age.
1. They may have arrived as early as 50,000 B.C., although they probably arrived closer to 25,000 B.C. based on tools and human bones found in the 1960s.
 2. Around 8000 B.C. they probably reached the tip of South America.
 3. The last migration probably occurred between 1500-1000 B.C., the time of the last heavy ice coverage.
 4. They came because of disease, famine, weather changes, or war.
 5. Around 10,000 B.C. spears and other projectiles emerged.
 - a. They were often made of obsidian (a sharp volcanic rock polished to a point), or sharpened bones or stones.
 - b. Their appearance led to the growth of hunting larger animals like mammoths, bison, deer, and antelope.
 - c. Hunting led to the disappearance of several species of animals.
 - i. Among those animals that disappeared was the mammoth.
 - ii. It became extinct around 2000 B.C.
 - iii. Mammoths stood fifteen feet tall and weighed thousands of pounds, which tells us that the early

Americans were very skillful hunters.

- d. The ability to hunt large animals greatly increased the food supply and led to the growth of population and more settlement.
 - e. Eventually, however, as animals became more scarce and the population increased, other types of food supply became necessary.
6. Crop cultivation, and subsequently more extensive village life, began between 10,000 and 5000 B.C. in **Meso-America** (modern Mexico and Central America).
- a. It was about then that a similar development began in Europe after spreading from Asia.
 - b. The most commonly cultivated crops in the Americas included squash, maize (which the English called corn), beans, and potatoes, plus, to a lesser extent, peppers, avocados, cocoa (chocolate) and vanilla.
 - c. Some historians have described the cultivation of crops as a clear sign of “progress” and have claimed that native cultures that developed crop cultivation were superior to those that did not, but others have questioned those conclusions.
 - d. Some have claimed that native cultures which did not cultivate crops did not do so out of ignorance but rather because it was not necessary.
 - i. Most hunters and gatherers had a plentiful supply of food year round so they did not need to grow crops.
 - ii. Hunters and gatherers probably lived a more free and happier existence than most cultivators.
 - e. Still, there is no question that crop cultivation was an important and necessary step for societal growth and the emergence of large civilizations.
 - f. Once a society could produce an adequate amount of food, some people were free to do other important tasks such as studying mathematics and building which led to the foundation of modern civilizations.
7. Advanced (complex) cultural groups began to emerge in the Americas over two thousand years before the Europeans arrived in the 1490s.
- a. One culture was that of the **Olmecs**
 - i. They appeared around 1200 B.C. along the east/southeast coast of Mexico.
 - ii. They reached their cultural height between 1000 B.C. and 500 B.C.
 - iii. They spread their culture across Mexico and south into Central America.
 - iv. They built the first stone pyramids in America.
 - v. They built huge stone heads over nine feet tall (which one can still view).
 - vi. They developed a hieroglyphic language and a fairly accurate calendar.
 - vii. They went into decline about 1100 A.D. (perhaps due to the arrival of the **Chichimecs** (see below).
 - b. The **Maya** emerged in the **Yucatan** area of southeast Mexico and in Central America a few hundred years after the appearance of the Olmecs (circa 500 B.C.).
 - i. They populated mostly Guatemala but also other parts of Central America and southern Mexico.
 - ii. Mayan cities began to appear as early as 500 B.C. (the city of **Komchen** became an important salt producing center around that time).
 - iii. Between 300-900 A.D. the Maya civilization reached its height.
 - iv. During that time they had over forty cities with populations reaching 40,000 people in some.

- aa. While 40,000 people may not sound like a large urban population today, the largest city in the United States in 1776 was Philadelphia which had about 40,000 inhabitants.
 - bb. Even more amazing, anthropologists speculate that the Mayan city of **Tikal** in Guatemala may have had 100,000 people. (You can still visit the beautiful ruins of Tikal today, and you should if you are ever in that area.)
- v. The Maya had a pictograph language, stone temples (the Maya city of **Chichen Itza** in the Yucatan, where tourists are welcome to visit, had a pyramid reaching eighteen stories), a calendar more advanced than any in Europe, and an advanced irrigation system for agriculture.
- vi. No one knows why the Maya went into decline, but it may have been from famine, disease, and/or war.
 - aa. The Maya were very warlike and Mayan city-states often fought each other.
 - bb. Archeological evidence also suggests that famine was a problem by the 1400s since tests on Mayan bones have suggested malnutrition.
- c. The **Inca** comprised another highly developed group.
 - i. They populated an area stretching over a thousand miles in western South America.
 - ii. It extended from Ecuador through Peru and east to parts of Bolivia.
 - iii. Its major cities included **Cuzco** (their capitol built around 1400), and **Machu Pichu**, both in Peru.
 - iv. They reached their height from 1300-1500.
- d. Only the **Aztec** civilization rivaled the Incas in America at the time the Europeans arrived in the 1490s.
 - i. They descended from people called the **Chichimecs**.
 - aa. The Chichimecs arrived in north Mexico around 1000 A.D.
 - bb. One of the more militaristic groups of the Chichimecs was the Aztecs.
 - ii. The Aztecs migrated into the area of central Mexico during the 1200s and conquered the **Toltec** civilization that had been dominant there for about 300 years.
 - aa. The Aztecs subsequently adopted many Toltec customs.
 - bb. The Aztecs learned building techniques from the Toltecs and adopted their main god, **Quetzalcoatl**, as their own.
 - iii. The Aztecs reached their cultural height from 1300-1500.
 - iv. They numbered between 5 and 25 million people when the Europeans arrived.
 - v. They founded their capitol of **Tenochtitlan (Mexico City)** around the 1320s.
 - aa. It had a population of between 100,000-300,000 by 1500.
 - (1) That made it at least twice as populous as any city in Europe.
 - (2) That made it perhaps five times more populous than any city in contemporary Spain.
 - (3) The great central valley of Mexico may have had the greatest concentration of population on Earth in 1500.
 - bb. Spread over six square miles, the Aztec capitol was at least twice as large geographically as any city in Europe in 1500.

- vi. The Aztecs farmed land communally with a large number of free commoners and many slaves.
 - aa. Most of the slaves were Indians taken as prisoners in war.
 - bb. The Aztecs sacrificed many of them to the gods in various religious ceremonies.
 - cc. The amount of human sacrifice conducted by the Aztecs astonished the Spanish when they arrived in Tenochtitlan in 1519.
 - (1) One Spaniard reported seeing over 139,000 skulls at the largest pyramid in the Aztec capitol.
 - (2) Another Spaniard reported seeing at least 100,000 skulls at another location.
- e. The advanced (more complex) civilizations like the Olmecs, Aztecs, Incas and Mayas each built stone structures.
- f. Each also had elaborate social, economic, and religious development.
- g. Each society was equal to, or surpassed in complexity, any that existed in Europe at the same time.
- 8. Between 10 and 100 million people lived in the Americas by 1500.
 - a. Perhaps the most accurate figure is around 50 million (compared to the 250 million people in the United States in 1990).
 - b. Europe probably had about the same number of people as in America in 1500, but in a much smaller land mass.
 - c. The Americas were not, in other words, a virgin or unsettled land when the Europeans arrived in the 1490s.
- 9. North American tribes were generally more scattered and less populated and developed than those of Central or South America.
 - a. Perhaps 1-10 million people lived in the area north of modern Mexico in 1500.
 - b. The people north of Mexico divided into thousands of tribes (California alone may have had 500 small tribes).
 - c. They had many religious and cultural differences that kept them from uniting against the Europeans in later years.
 - d. They spoke nearly a thousand languages and divided into thousands of cultures.
 - e. They generally held land in common and did not practice private ownership.
 - f. They generally lived in peace.
 - g. Most Indians in North America lived a simple existence as hunters and gatherers and traveled in small bands of about fifty people.
 - h. From 150,000-500,000 people lived along the eastern seaboard.
 - aa. They included **Iroquois, Shawnee, Huron, Delaware, and Cherokee.**
 - bb. They cultivated and hunted.
 - i. The tribes of the **Plains** (the central United States) included the **Sioux, Crow, Blackfoot, Comanche, and Cheyenne.**
 - j. Southwest tribes included the **Hopi, Zuni, Apache, and Navajo.**
 - k. Northwest tribes included the **Nootka, Tillamook, and Chinook.**
 - l. The Indians in southern California included the **Chumash, Mojave, Gabrelano, and the Diegueno.**

- m. Many of the Indian names were not names the Native Americans called themselves, but names given to them by the Europeans.
 - i. The Delaware Indians, for example, called themselves the **Lenni Lenape** meaning “true men” but the Europeans called them the Delawares because of the Delaware River that ran through the area where they lived (see Chapter 3 for how the Delaware area got its name).
 - ii. The Sioux and the Apache called themselves the **Lakota** and the **Dine** (pronounced “dee-nay”) respectively, but Europeans called them the word used for “enemy” by their neighbors.
 - iii. The Cherokee called themselves the **Ani-Yun-Wiyu**, meaning “real people,” but the Europeans changed that name because the Choctaw Indians called their neighbors the “chiluk-ki” meaning “cave people.”
 - iv. The Cheyenne got their name because the Sioux called them the Sha-hiyena meaning “people of strange speech,” but they called themselves **Dzi-tsistas** meaning “our people.”
- 10. Among the first of the more advanced (complex) North American tribes was the **Hohokam**, meaning “those who are gone” in the language of their descendants the **Pima** and **Papago** Indians.
 - a. They flourished between 200 B.C. and 300 A.D. around southern Arizona.
 - b. The Hohokam built elaborate canals that enabled cultivation.
 - c. They lived in villages of several hundred people.
 - d. Their society vanished most likely because of drought.
- 11. Another important group that emerged in the North American Southwest was the **Anasazi**, a Navajo term meaning “ancient ones.”
 - a. Dating to about 100 B.C., they reached their height during the 500s around the Four Corners area of modern Arizona, Utah, New Mexico (Chaco Canyon), and Colorado (Mesa Verde).
 - b. They had relatively advanced economic, social, political and religious practices.
 - c. They had some villages that had over one thousand people.
 - d. While their society went into a decline around 1200 because of overpopulation and drought, they at one time had elaborate canals for irrigation, and they effectively hunted with the bow and arrow which they developed around 500 A.D.
 - e. Today the **Pueblo Indians** claim descent from the Anasazi.
 - f. The Apaches and Navajo, who populated the Southwest after the Anasazi, did not arrive from western Canada until the fourteenth century.
- 12. The largest and most developed society north of Mexico was at **Cahokia**.
 - a. It developed around 650 A.D. near modern day St. Louis, Missouri, along the Mississippi and Missouri Rivers.
 - b. It reached its height between 900 and 1300 when the population may have reached 40,000 people.
 - c. During that period, Cahokia stretched six miles along the Mississippi River, which explains why archeologists call the people that lived there the **Mississippians**.
 - d. The people built great earthen mounds probably for burial or religious functions (the society had an elite group of priests and nobles).
 - i. Some mounds reached 100 feet (ten stories) and were fifteen acres at their base, giving them more

- mass than the great pyramids of Egypt.
 - ii. The numerous earthen mounds have led some archeologists to call the people of Cahokia the **Mississippi Mound Builders**, although mound building people date to at least 1500 B.C., and the French found mound builders around Natchez, Mississippi, as late as 1700.
 - e. The Mississippians had sophisticated tools, pottery, jewelry, and metal work.
 - f. They carried out trade from the Great Lakes north to the Gulf of Mexico south and to the Atlantic Ocean east.
13. What exactly happened to the Cahokia people is unknown (archeological evidence suggests that warfare destroyed the city), but later Native Americans would disappear because of Europeans with whom they came into contact beginning in 1492.
- a. The Europeans and Native Americans would fight because they had different views about land ownership.
 - i. Most Native Americans held land as communal, to be worked, hunted, and shared by the people of a tribe.
 - ii. Most Europeans sought private land ownership as means to wealth, status, political power, and independence.
 - b. They fought over different views regarding religion.
 - i. Most Native Americans believed in many gods and knew nothing about western religions.
 - ii. Most Europeans considered their religion the only true faith, which resulted in a conflict that more often than not ended in bloodshed.
 - c. They fought over various other cultural differences as well, among them their differing views regarding political leadership and the status of women.
 - i. Women often played a direct role in the politics, religion, and social behavior of various Native American tribes.
 - ii. Women played only a secondary role in every European society, and European males thought of women doing anything differently as a threat.
 - d. The Native American population also dissipated from European diseases (such as smallpox since the Native Americans apparently had no major diseases to pass on to the Spanish with the possible exception of venereal disease), miscegenation (interracial mixing), and forced labor (which frequently led to an early death).
- C. Europeans visited North America before the Italian Christopher Columbus arrived in 1492.
- 1. **Leif Ericson**, the son of a Viking from Scandinavia named **Erik the Red**, may have been the first European to visit the Americas (some claim it was another Norseman named **Biarni Olfsin** who allegedly did so in 985).
 - a. The Vikings had traveled across the North Atlantic in the ninth and tenth centuries exploring **Iceland** (where they arrived in 874) and **Greenland** (where they arrived in 982 or 983).
 - b. The Norsemen were a hearty breed who often beheaded their enemies and drank a toast from the skulls of those they decapitated (thus the Scandinavian toast “skul” meaning skull).
 - c. Around 1000 A.D., Ericson arrived in North America at what is today **Newfoundland** in eastern

Canada.

- i. He named it **Vineland** (Wineland) possibly because he hoped to grow grapes there, or perhaps because he just wanted to make the place sound better than it was (which is how Greenland got its name).
 - ii. He found abundant fish.
 - iii. He encountered hostile Native Americans.
 - aa. Legend has it that the natives were about to kill Leif and his men when Leif's sister, **Freydis** (possibly the first European woman to visit the Americas), bared her breasts, shook her sword, and screamed wildly.
 - bb. The Indians, in shock, retreated.
 - d. Ericson possibly journeyed as far south as the Boston area of present day Massachusetts.
 - e. He found few people to exploit, or material wealth, and thus established no permanent settlements (the Vikings abandoned Vineland after about twelve years).
2. The **Crusades**, which lasted from 1095 to about 1290, further dampened the interest in European exploration overseas, at least at first.
- a. It was a religious war between Christian Europeans and **Muslims** of the Middle East.
 - i. The Muslim, or **Islamic** (Islam means "submission to God" in Arabic) religion, began in 610 when **Mohammed** (570-632) declared himself a prophet of God (or **Allah**, which is the Arabic word for God).
 - ii. Mohammed had been a merchant who had studied both Judaism and Christianity before having his first vision at the age of forty.
 - iii. His visions and teachings regarding one's duty to God and one's social and moral behavior appeared in a book called the **Koran**.
 - iv. His ideas spread rapidly across the Middle East and began to challenge Christianity in Europe by the early 700s (see Spain below for more).
 - b. The Christians and Muslims fought over **Palestine**, also called **Levant** or the **Holy Land**, at the eastern end of the Mediterranean Sea, an area that today comprises parts of **Syria**, **Lebanon**, and **Israel**.
3. The Crusades had a significant impact on European trade and exploration over time.
- a. It led to the growth of movement, trade, and cities.
 - b. It brought Europeans into contact with Middle Eastern and Oriental goods.
 - c. It led to a desire for more trade with the Middle East and Asia.
 - d. It encouraged the Venetian **Marco Polo** (1254-1324) to visit Asia from 1271-1295.
 - i. Polo encountered the emperor **Kublai Khan** (1216-1294), the grandson of **Genghis Khan** (1167-1227), whose capitol was **Cambuluc**, today Beijing, the capitol of China.
 - ii. They would trade with one another for about twenty years.
 - iii. Polo brought back tapestries, spices (like pepper, cinnamon, nutmeg, and ginger), drugs, dyes, perfumes, jewels, and silk, all of which were in growing demand as wealth increased in Europe.
 - iv. He introduced Europe to Chinese gun powder.

- v. His writings about the potential of Asian trade for wealth became very popular in the 1470s and 1480s.
 - aa. Europeans were developing new routes to Asia then (see below).
 - bb. The development of moveable type by **Johan Gutenberg** (1400-1468) around 1440 led to the publication in 1477 of Polo's *Travels*, also called *The Voyages of Marco Polo*.
 - cc. Among those who read the book was Christopher Columbus (see below for more on him).
- 4. A **Renaissance** (rebirth) developed in Europe during the fourteenth and fifteenth centuries.
 - a. It resulted from population growth, urbanization, and trade, which led to the growth of city-states and nations.
 - b. It led to a rising prosperity.
 - c. It led to the desire for more trade, wealth, and exploration.
- 5. The problem was that goods got harder to obtain from Asia in the 1300s.
 - a. Population growth increased demand and raised prices.
 - b. Prices also rose because of the Muslim **Ottoman Turks** (who took their name from the four Holy Roman Emperors named Otto between 912 and 1218).
 - i. They took control of the Middle East in the fourteenth century.
 - ii. They charged traders high tolls, as did the Venitians and other traders of the Mediterranean.
- 6. **Portugal** subsequently emerged as a leader in the search for new routes to Asia.
 - a. Portuguese merchants wanted more wealth.
 - b. Portugal wanted to spread the Catholic faith.
 - c. Portugal was in a good geographic location to start exploration.
 - i. Its location at the southwest corner of Europe placed it opposite the north and west coasts of Africa.
 - ii. It also sat at the entrance of the Mediterranean Sea.
 - d. The Portuguese had long held interest in overseas trade since Lisbon was a major port for ships traveling from the Mediterranean to north Europe.
 - e. Thus, Portuguese merchants helped select **John I** as the king in 1385.
 - i. He wanted to expand commerce.
 - ii. He wanted to expand Portugal's power.
 - iii. He wanted to spread the Catholic faith.
 - f. Portugal had its greatest royal support for foreign exploration in the person of **Prince Henry** (1394-1460).
 - i. Henry believed that Portugal should exploit Africa's riches (such as gold and ivory) and that Portugal could circle Africa to conduct trade with Asia.
 - aa. That vision, and the desire to destroy Muslim power in north Africa (Henry was Catholic), led the Portuguese to capture the African city of **Ceuta**, located in Morocco across the Strait of Gibraltar, in 1415.
 - bb. It had developed a lucrative overland trade with the interior city of **Timbuktu**.
 - (1) Located in central Mali near the Niger River, Timbuktu had become an important Muslim

cultural and trade center during the 1300s.

(2) It had a population exceeding 12,000 in the 1400s.

- ii. Henry subsequently promoted the exploration of northwestern Africa as an opportunity to secure various commodities that Portugal could then trade with Asia for other goods.
- iii. People soon called **Henry “the Navigator”** because of his support for navigation schools and exploration.
- g. Portugal soon pioneered the use of the **quadrant**.
 - i. The instrument appeared in the 1450s.
 - ii. It determined latitude by charting the stars which helped navigators travel greater distances.
- h. Portugal also developed the **caravel**, a lighter, sleeker, and faster ship.
 - i. It could travel up to 12 knots.
 - ii. It could sail against the winds and currents that had largely kept the Europeans from exploring west Africa before the 1450s.
- i. By the 1430s, Portugal had explored the **Madeira Islands** (1418), the **Azores Islands** (1427), and the **Canary Islands** (65 miles off northwest Africa).
 - i. The name Canary came from the Romans who called the island “insulae canariae” or “island of dogs.”
 - ii. The finch that carries the name of the island today got its name after the islands where the Romans found it, not the other way around.
- j. By 1443, the Portuguese had rounded **Cape Bojador** (northwest Africa).
- k. By the 1450s, they had reached the area below the **Gulf of Guinea** (west central Africa).
- l. In 1487-88, **Bartolomeu Diaz** (d. 1500) sailed along the west African coast (called **Guinea**) for Portugal.
 - i. Diaz claimed **Angola** and other west African locations for Portugal (some of which the Portuguese controlled until the 1970s).
 - ii. He reached as far south as the **Cape of Good Hope** in 1488, but had barely turned into the Indian Ocean when his men mutinied and forced him to turn back.
 - iii. He found wealth and goods to trade along the African coast.
 - aa. He especially sought gold and ivory, but **slaves** were becoming an increasingly important commodity by the 1480s.
 - bb. The Portuguese purchased slaves (who were usually prisoners of war or convicts) from the Africans who had engaged in the slave trade for centuries with the Arabs and other Africans.
 - cc. The Portuguese first experimented with African slavery on the sugar estates in Madeira and the Azores in the mid 1400s.
 - dd. By the mid 1500s, Portugal became a major slave exporter to the New World, although most of their slaves went to Brazil and the Caribbean, not North America (see Chapter 3 for more on the North American slave trade).
 - ee. As many as 12 million Africans eventually journeyed to America as slaves, about a third of them coming from west central Africa.
 - ff. Between 1650 and 1830, more Africans than Europeans came to the Americas.