Chapter 2 Europe Looks Outward

igate reports of land farther
east. Trade with Africa
came as a result of an early Viking
exploration. But was
Christopher Columbus really the first?

Objectives
• Explain what happened to the Vikings who
explored Newfoundland.
• Describe the voyages of Christopher
Columbus.
• Describe the expeditions of such Spanish
explorers as Vasco Núñez de Balboa and
Ferdinand Magellan.
• Explain the importance of the Columbian
Exchange.

Why It Matters The Crusades and the Renaissance led
Europeans to look beyond their borders. Trade with Africa
and Asia expanded, and an era of exploration began. As
European sailors searched for shorter and easier routes to
the riches of Asia, they came into contact with the people of
the Americas.

First Visitors From Europe
If you had been in school 50 years ago and your teacher
asked “Who discovered America?” you would probably
have answered, “Christopher Columbus.” But was
Columbus really the first?

In a previous chapter, you have read that ancestors of
today’s Native Americans crossed into the Americas from
Asia thousands of years ago. There are also many theories
about people from Europe, Asia, and Africa who may have
visited the Americas prior to Columbus.

So far, we only have evidence of the arrival of a European
people known as the Vikings. The Vikings were a seagoing
people who originally lived in the part of northern Europe
known as Scandinavia.

In 1963, scientists found the remains of an early Viking
settlement in Newfoundland. The findings supported the
truth of old Viking stories. According to one story, a Viking
named Leif Erikson and 35 others sailed from a colony on
Greenland, in 1001, to investigate reports of land farther
west. They explored the region and spent the winter in a
place they named Vinland.

Columbus Opened the Door
“He opened the door to European settlement of
the Americas—and all the devastation, innova-
tion, and reinvention that came with it.”
—Christine Gibson, Christopher Columbus,
Hero or Villain, in AmericanHeritage.com,
October, 2005

Columbus claims West Indies island for Spain.

The Age of Exploration

The Age of Exploration

Why did the search for a water route to Asia affect both Europe
and the Americas?

Before you begin the lesson for the day,
write the Section Focus Question on the
board. (Lesson Focus: The search for a water
route to Asia brought Europeans to the
Americas and led to the Columbian Exchange.)

How did the search for a water route to Asia affect both Europe
and the Americas?

Section Focus Question

Prepare to Read

Build Background Knowledge
Ask students what they know about the
first European explorers. Encourage
students to explain what challenges these
explorers faced and what mistaken beliefs
they had to overcome to reach distant
continents. Use the Idea Wave strategy
(TE, p. T24) to elicit responses. After they
state what they already know, address any
misconceptions that students may have
about the topic. Remind them to confirm
or revise their statements after they read
the section.

Set a Purpose
Read each statement in the Reading
Readiness Guide aloud. Ask students to
mark the statements True or False.

Have students discuss the statements in
pairs or groups of four, then mark their
worksheets again. Use the Numbered
Heads participation strategy (TE, p. T24)
to call on students to share their group’s
perspectives. The students will return to
these worksheets later.

Differentiated Instruction

Advanced Readers
Write an Interview Have students
research the life of Christopher Columbus.
Then pair students and have them use
their research findings to write questions
they would ask Columbus in an interview.
Make sure that the questions focus on
exploration, such as, “Why did you want
to explore other lands?” and “To what
places did you sail?” Then have students
present their interviews to the class, with
one student asking the questions and the
other student answering as Columbus
might.

Gifted and Talented

Readiness Guide aloud. Ask students to
mark the statements True or False. Read
each statement in the Reading Readiness
Guide, p. 43

Key Terms and People
Christopher Columbus
Vasco Núñez de Balboa
Ferdinand Magellan
strait circumnavigate
Why did Columbus try to sail west across the Atlantic Ocean? 

He hoped to find a water route to Asia.

Europe using the ReQuest strategy (TE, p. T37).

Ask students: Why did Columbus try to sail west across the Atlantic Ocean? (He hoped to find a water route to Asia.)

After you have completed this discussion, assign the worksheet Journal of Christopher Columbus. After students have completed the worksheet, discuss reasons why Columbus was confused about where he was when he found land. (Columbus believed he had sailed to Asia and did not know that he had arrived on a completely different continent.)

Vocabulary Builder

Use the information below to teach students this section’s high-use words.

**High-Use Word**  | **Definition and Sample Sentence**
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myth, p. 37 | n. traditional story of unknown authorship
The ancient Greeks developed many myths to explain the world around them.

negative, p. 41 | adj. opposite to something regarded as positive
The arrival of Europeans in the Americas had some negative results for the Native Americans.

Answer

Biography Quest

Columbus kept a second travel log, showing a lesser distance traveled to quiet the crew’s anxiety about the distance from home.
**Instruction (continued)**

- Display the History Interactive transparency European Exploration 1492–1609 to show students the travels of European explorers during the fifteenth through seventeenth centuries.

**Color Transparencies, European Exploration 1492–1609**

- After you have completed this discussion, assign the worksheet on the biography of Christopher Columbus to further understand his life. After students have completed the worksheet, ask: **How did Columbus come to live in Portugal?** (He was shipwrecked after departing from Genoa, Italy, and decided to remain in Portugal to live.)

**Teaching Resources, Unit 1, Christopher Columbus, p. 48**

**Independent Practice**

Have students begin to fill in the Study Guide for this section.

**Interactive Reading and Notetaking Study Guide, Chapter 2, Section 1 (Adapted Version also available.)**

**Monitor Progress**

As students fill in the Notetaking Study Guide, circulate to make sure that they understand the reasons why Europeans began to seek a sea route to Asia. If students do not have a good understanding, have them reread the section. Provide assistance as needed.

**Answers**

**Draw Conclusions** Possible answer: Explorers used routes that had already been proven to be successful in order to increase their chances of success.

**Reading Skill** Columbus believed he could reach Asia by sailing west across the Atlantic Ocean, and he was a skilled sailor.

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**Spain Backs More Voyages** In Spain, Columbus reported that there were huge amounts of gold in the land he referred to as the West Indies. The grateful monarchs made him governor of all he had claimed for Spain.

In September 1493, he sailed again for the West Indies. This time he commanded 17 ships filled with 1,500 soldiers, settlers, and priests. The Spanish planned to colonize and rule the land they thought was the West Indies. They also intended to convert the people there to Christianity.

On this second voyage, Columbus discovered other islands, including Puerto Rico. He found that the men he had left behind on Hispaniola had been killed by Indians. Not discouraged, Columbus built another settlement nearby and enslaved the local Indians to dig for gold. Within a few months, 12 of his ships returned to Spain, with gold, trinkets, and a number of captives.

On his third expedition in 1498, Columbus reached the northern coast of South America and decided it was the Asian mainland. Spain permitted him to try to prove his claims in a fourth voyage, in 1502.
The Continuing Search for Asia

**Instruction**
- Have students read The Continuing Search for Asia. Remind students to look for details to answer the Section Focus Question.
- Ask students: **How did America get its name?** (A German mapmaker named the land after the explorer Amerigo Vespucci, and the name was shortened to America.)
- Discuss with students the difficulties that Magellan and his sailors faced as the fleet exited the Strait of Magellan. (They had no idea how far they would have to travel to reach land or how much food and other supplies they would need to have.)

**Independent Practice**
Have students continue to fill in the Study Guide for this section.

**Interactive Reading and Notetaking Study Guide, Chapter 2, Section 1 (Adapted Version also available.)**

**Monitor Progress**
As students fill in the Notetaking Study Guide, circulate to make sure that they understand the challenges the European explorers faced during their journeys. If students do not have a good understanding, have them reread the section. Provide assistance as needed.

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He returned to Spain two years later with his beliefs unchanged. Columbus died in 1506, still convinced that he had reached Asia.

**Checkpoint** Why were Spain’s monarchs interested in the proposal Columbus made to them?

### The Continuing Search for Asia

Many explorers followed the route charted by Columbus. Another Italian explorer, Amerigo Vespucci, made two trips to the new lands. His trips convinced Vespucci that the lands he saw were not part of Asia. Upon his return to Europe, he wrote a letter describing a “new world . . . more densely peopled and full of animals than our Europe or Asia or Africa.” A German mapmaker labeled the region “the land of Amerigo” on his maps. The name was soon shortened to “America.”

Meanwhile, the Spanish continued to explore and colonize. In 1510, Vasco Núñez de Balboa, a Spanish colonist, explored the Caribbean coast of what is now Panama. Hacking his way across the jungle, he became the first European to set eyes on the Pacific Ocean.

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**Answer**
- **Checkpoint** They were eager for the wealth promised by trade.
The Columbian Exchange

Instruction

- Have students read The Columbian Exchange. Remind students to look for causes and effects.
- Have students define the Columbian Exchange between the Eastern and Western Hemispheres. Ask: What crops were taken from the Americas to the Eastern Hemisphere? (Maize, potato, sweet potato, beans, peanut, squash, pumpkin, pineapple, tomato, cocoa, peppers, avocado, and turkeys)
- Discuss with students the negative impact of European diseases on the Native American population. See that students understand that many events have unintended consequences. (Europeans came to the Americas looking for a route to Asia and ended up exposing Native Americans to deadly diseases.)

Independent Practice

Have students complete the Study Guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 2, Section 1 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure that they understand the Columbian Exchange. Provide assistance as needed.

Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

Teaching Resources, Unit 1, Reading Readiness Guide, p. 43

Answers

Reading Charts

(a) Sheep, horses, chickens, pigs, and goats (b) Students will probably say that Europeans benefited the most because many Native Americans died of European diseases.

Checkpoint Balboa became the first European to see the Pacific Ocean. Magellan’s sailors were the first to circumnavigate Earth.

40 Chapter 2

The Columbian Exchange brought many European, Asian, and African goods to the Americas. At the same time, American crops and livestock were distributed to the rest of the world.

The discovery that another ocean lay west of the Americas did not end the search for a water route to Asia. In September 1519, Portuguese explorer Ferdinand Magellan set out to find an Atlantic-Pacific passage.

For more than a year, the small fleet slowly moved down the South American coast looking for a strait, a narrow passage that connects two large bodies of water. As it pushed farther south than earlier expeditions, it encountered penguins and other animals that no European had ever seen before. Finally, near the southern tip of present-day Argentina, Magellan found a narrow passage. After 38 days of battling winds, tides, and currents, his ships exited what today is called the Strait of Magellan. They now entered the large ocean Balboa had seen nine or ten years earlier. Although Magellan did not realize it, Asia was still thousands of miles away.

Magellan finally reached the Philippine Islands. There, he and several others were killed in a battle with Filipinos. The survivors fled in two of the ships. One ship finally reached Spain, in September 1522. Three years after they had begun, the 18 men aboard became first to circumnavigate, or travel around, the entire Earth.

Checkpoint What were the contributions of Balboa and Magellan as explorers?

40 Chapter 2

Differentiated Instruction

L2 English Language Learners

Understanding the Exchange To help students understand why the Columbian Exchange was important, ask them to use the Idea Wave strategy (TE, p. T24) to brainstorm about items from their native countries that may be difficult to find in the United States. Have students compile a list of these items. Then ask: What are these items used for? How might they be helpful to people in this country? Have students share their responses with the class.
The Columbian Exchange

These early Spanish voyages set the stage for a great exchange between the Western and the Eastern hemispheres. The next century began what is now known as the Columbian Exchange, a transfer of people, products, and ideas between the hemispheres.

Many of the changes brought about by the Columbian Exchange were positive. Europeans introduced cows, hogs, and other domestic animals to the Western Hemisphere. Many food plants, such as wheat and oats, also arrived on the ships that brought the Europeans. The exchange also had negative effects on the Americas. Europeans brought germs to which Native Americans had no immunity, or natural resistance. Smallpox, chickenpox, measles, and other contagious diseases killed Native Americans by the thousands.

The impact of the Americas on Europe was no less important. Europeans in the Americas found plants and animals they had never seen before either. For example, the Americas introduced llamas, turkeys, squirrels, and muskrats to the rest of the world. More important, however, were the crops that Native Americans taught the Europeans to cultivate. Today, plants that once were found only in the Americas account for nearly one third of the world’s food supply.

**Check Your Progress**

What impact did the Columbian Exchange have on Europe?

**Looking Back and Ahead**

The voyages of Columbus marked the beginning of a new historical era. The foothold he established in the Caribbean would expand into a vast empire. By 1600, Spain would control much of North and South America and would be one of the world’s richest nations.

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**Comprehension and Critical Thinking**

1. **(a) Recall** Who were the Vikings?
   **(b) Apply Information** What problems might there be with using Viking myths as historical sources?

2. **(a) Recall** What is the Columbian Exchange?
   **(b) Support a Point of View** Did the Columbian Exchange bring more changes to the Americas or to Europe? Explain your view.

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**Reading Skill**

3. **Identify Stated Main Ideas**
   Read the text under the heading “The Columbian Exchange.” Identify the stated main idea and explain how the paragraphs support that idea.

**Key Terms**

1. Key terms fill in the blanks with the correct key terms.
2. Magellan’s ships sailed through a strait in order to reach the Pacific Ocean.
3. The few survivors of Magellan’s crew were the first to _______ Earth.

**Writing**

6. Create a timeline showing early explorations in the Americas. Choose three entries that you think are most significant. For each choice, write one or two sentences explaining why you made that choice.

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**Section 1 Check Your Progress**

1. **(a) Explorers from Scandinavia who preceded Columbus to the Americas (b) Myths or legends are not able to be proved.

2. **(a) The transfer of people, products, and ideas between the Western and Eastern hemispheres after Columbus’s arrival in the Western Hemisphere (b) The Columbian Exchange brought more changes to Europe because many different kinds of crops and animals were introduced to Europe.

3. “The next century began what is now known as the Columbian Exchange, a transfer of people, products, and ideas between the hemispheres.” The next paragraphs describe this transfer in detail.

4. Strait
5. Circumnavigate
6. Students should point out significant entries on their timelines and explain their importance.

**Answer**

**Checkpoint** New people, products, and ideas were introduced in Europe.