Europeans Compete in North America

Objectives
• Describe the religious and economic conflicts in Europe during the Reformation.
• Explain why European powers continued to search for a new route to Asia.
• Describe the outcome of the search by explorers John Cabot and Henry Hudson for a northwest passage around the Americas.

Reading Skill
Identify Implied Main Ideas Sometimes a portion of text does not state the main idea directly. However, the text still has a main idea. This idea is implied, or suggested, by the many details contained in the text. You can identify this idea by reading the details and developing an idea that fits all of them. State the idea to yourself in a sentence, then reread the text and confirm that the details support it.

Key Terms and People
mercantilism  northwest passage
John Cabot  Henry Hudson

Why It Matters Spain’s empire in the Americas increased Spain’s wealth and power. As a result, the rulers of other European countries grew jealous. The Protestant Reformation was another source of tension. After the Roman Catholic Church rejected Martin Luther’s demands for reform, Luther and other protesters formed new Protestant churches. The Protestant Reformation plunged Europe into a long series of wars between Catholic and Protestant forces.

Section Focus Question: How did conflicts in Europe spur exploration in North America?

Conflicts in Europe
As the appeal of the Reformation increased, the split between the Catholics and the Protestants increased religious and economic tensions between countries in Europe.

Religious Conflicts By 1530, the rulers of Sweden, Denmark, and several European states had split with the Roman Catholic Church and set up Protestant churches in their countries. Elsewhere in Europe, the teachings and writings of Swiss thinker John Calvin had a great influence on the development of Protestant churches in France, Switzerland, Scotland, and the Netherlands.

English Protestants found a supporter in King Henry VIII. Henry was married to Catherine of Aragon, the daughter of King Ferdinand and Queen Isabella of Spain. When Catherine did not produce a male heir to the English throne, Henry sought to divorce her and remarry.

Blood-Thirsty Adversaries
“...Aldermen of this great City waited...to stand by and support her Majesty at this critical Juncture...when her invaluable Life, the true Protestant Religion, and all the Privileges of free-born Englishmen are threatened by an open Attack from our bigoted and blood-thirsty Adversaries the Spaniards.”

—The English Mercurie, on the approach of the Spanish Armada, 1588

Section 3 Europeans Compete in North America

Review and Preview
Students have learned about Spanish exploration and colonization of the Americas. Now they will focus on the conflicts among European countries for control of North America.

Section Focus Question
How did conflicts in Europe spur exploration in North America?
Before you begin the lesson for the day, write the Section Focus Question on the board. (Lesson Focus: Because of conflict spurred by religious and economic differences, European countries began competing for the best trade routes and control of lands in North America.)

Build to Read

Build Background Knowledge
Tell students that in this section they will learn about how conflict in Europe increased interest in North American lands. Have students use the Think-Pair-Share strategy (TE, p. T25) to list issues that cause conflict among countries today. Ask students to think about how these differences affect different parts of the world. Tell them that the issues that were important in the sixteenth century were causing conflicts in Europe that impacted many parts of the world.

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

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.
Conflicts in Europe  

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Instruction

Vocabulary Builder Before teaching this section, preteach the High-Use Words restore and province, using the strategy on TE p. T21.

Key Terms Have students continue filling in the See It–Remember It chart for the Key Terms in this chapter.

Have students read Conflicts in Europe using the Paragraph Shrinking strategy (TE, p. 123).

After you have completed this discussion, assign the worksheet The Protestant Reformation to explore debates on the issue. After students have completed the worksheet, ask students: How did the Renaissance help lead to the Reformation? (The Renaissance led to the development of new ideas, including new ideas about religion.)

Display the transparency The Trade Cycle Between a Home Land and its Colonies to show students the details of mercantilism.

Color Transparencies, The Trade Cycle Between a Home Land and its Colonies

Independent Practice

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

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure that they understand the religious and economic conflicts occurring in Europe during this time. If students do not have a good understanding, have them reread the section. Provide assistance as needed.

Answers

Identify Economic Benefits and Costs The home country risked not being sent any gold or silver from its colonies.

Reading Skill Religious conflicts were only some of the many changes in Europe during this period.

Because Catholic law does not permit divorce, Henry asked the pope to annul, or cancel, his marriage. This had occurred before. Popes had annulled royal marriages. The pope’s refusal to grant the annulment caused Henry to break with the Roman Catholic Church in 1533. He set up a Protestant church and named it the Church of England.

Economic Conflicts Religious tensions created by the Reformation inflamed rivalries that already existed among the nations of Europe. Wars were common and alliances often shifted. This uncertainty made European rulers believe they could not depend on one another to protect their country’s security.

For example, Spain was unwilling to depend on Italian or Portuguese traders. As a result, the Spanish monarchs eagerly supported Columbus’s search for a new route to Asia. The Spanish thought that if they could start colonies there, goods from those colonies would make Spain wealthy and powerful. Most importantly, the Spanish hoped Asian colonies would provide gold. Nearly every European nation sought gold to pay for its wars and help strengthen its armies. In fact, Spain required one fifth of all gold that Spaniards found to be sent to the king. This requirement was part of a system widely followed at the time, called mercantilism (MER kuhn tihl ihz uhm). The system of mercantilism held that colonies existed to make the home country wealthy and powerful.

The Spanish Armada England’s King Henry VIII died in 1547. He was succeeded by his son Edward, who ruled only a short time before he died, too. The throne then passed to Mary I, who made plans to restore the Roman Catholic Church in England. However, Mary died in 1558 and Elizabeth I, a Protestant, took the throne.

Differentiated Instruction

English Language Learners

Understanding Economics Students may need further explanation to understand the term mercantilism. Give students the following example: Suppose that your neighborhood has a surplus of lemons. Under mercantilism, you would buy the lemons from the other children cheaply. Then you would use the lemons to make lemonade, which you would then sell back to them at a higher price than that for which you paid for the lemons. You would also make rules so that the other children would not be able to sell lemons to anyone else except you, buy lemonade from anyone else other than you, or make their own lemonade.
The rule of the Protestant Queen Elizabeth I renewed the rivalry with Roman Catholic Spain. Spain’s King Phillip II hoped to make England a Catholic nation again. Relations were also strained by English raids on Spanish ships at sea. Many of these ships carried gold from the Americas. The Spanish also resented English assistance to rebels trying to win independence in the Spanish province of Holland.

In 1588, Phillip assembled a fleet of 130 warships known as the Spanish Armada. Phillip hoped to force Elizabeth from the throne. A fleet of English ships met the Spanish off the coast of France. The smaller and faster English ships sank many of the Spanish ships. Barely half of the Spanish Armada returned to Spain.

The defeat of the Spanish Armada changed the balance of power in Europe. Spain was weakened and so was its control of the seas. Spain was weakened and so was its control of the seas. This enabled countries like England and France to found colonies in the Americas. Europe’s religious and economic conflicts were not settled by the defeat of the Armada, however. As England and France founded colonies, these conflicts spread to the Americas.

Checkpoint How did economic concerns among European nations lead to conflicts?

Asia Continues to Beckon

Columbus’s return from his first voyage interested another Italian explorer, John Cabot. Cabot decided that a more northern route to Asia would be shorter and easier.

The Northern Voyages Neither Spain nor Portugal had any interest in Cabot’s ideas. However, the English were interested enough to finance a voyage of exploration. Cabot left England with one ship, in May 1497. He crossed the North Atlantic and explored the region around Newfoundland. On a second voyage in 1498, Cabot may have explored the North American coast as far south as Chesapeake Bay. However, we cannot be sure. His ships disappeared without a trace.

Europeans soon realized that the lands Cabot had reached were not Asia, but a land they had never seen. England, France, and Holland all financed voyages of exploration to North America. These voyages focused on finding a northwest passage, a sea route from the Atlantic to the Pacific that passed through or around North America.

In 1524, another Italian explorer, Giovanni da Verrazano (vehr rah TSAH noh), searched for such a passage for King Francis I of France. Verrazano explored the Atlantic coastal region from North Carolina to Newfoundland. In doing so, he discovered the mouth of the Hudson River and New York Bay. French explorer Jacques Cartier (kar tee YAY) made three trips to North America for France. In searching for a northwest passage, he discovered the St. Lawrence River and explored it as far as present-day Montreal.

History Background

The Drake Passage Although the Dutch did not find a northwest passage to Asia, they did discover a new route to the Pacific. In 1615, Dutch explorer Willem Schouten set off to find a route to the Pacific that did not go through the Strait of Magellan. As he rounded the southernmost tip of South America, he named it Cape Horn, for the city in which he was born. He discovered a new passage around the southern end of the Tierra del Fuego islands. The passage is now known as the Drake Passage, named for sixteenth-century British explorer Sir Francis Drake. Although the Drake Passage was longer than the Strait of Magellan, it was easier to navigate.

Answer

Checkpoint Because European nations needed gold and goods from colonies to gain the wealth needed to strengthen their armies, they began competing for control of ocean trading routes and the Americas.
Assess and Reteach

Assess Progress
Have students complete Check Your Progress. Administer the Section Quiz.

Reteach
If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

Extend
Have students conduct research to find out more about Martin Luther’s challenge to the Roman Catholic Church. Have students create a paraphrase of a portion of Luther’s “95 Theses” and post it in the classroom.

Progress Monitoring Online
Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Answer
Checkpoint Explorers realized that North America was not Asia, but a land no one had ever seen before. They wanted to find the route to Asia for a shorter trade route.

Section 3 Check Your Progress
1. (a) Many countries broke with the Roman Catholic Church. The split between Protestants and Catholics increased religious and economic tensions among the countries.
2. (a) The defeat weakened Spain and strengthened England and France.
3. European explorers were still more interested in finding a route to Asia than in North America. Conflicts in Europe led European governments to continue financing their own explorations across the Atlantic and Pacific Oceans.
4. the home country became richer by controlling the trade of the colonies.
5. a route through or around North America to the Pacific Ocean.
6. Students’ paragraphs should present a clear idea supported by details from the text.

Comprehension and Critical Thinking
1. (a) Recall How did the Reformation lead to religious conflict in Europe?
(b) Apply Information Why do you think the religious tensions that developed during the Reformation among European nations spread to the Americas?
2. (a) Summarize How did the defeat of the Spanish Armada change the political balance of power among European countries?
(b) Analyze Cause and Effect How did the shift in the political balance of power affect the exploration of North America?
Reading Skill
3. Identify Implied Main Ideas Find the implied main idea of the text under the heading “Asia Continues to Beckon.” Then, combine this main idea with the main idea you identified under the heading “Conflicts in Europe” to state a single main idea for both of these portions of text.

Key Terms
1. Spanish Armada
2. mercantilism
3. mercantilism
4. colonization
5. trade
6. explorers

Checkpoint Why did explorers continue to look for routes to Asia?

Looking Back and Ahead
Hudson’s last voyage marked the end of serious efforts to find a northwest passage. Europe’s attention shifted to the lands that the voyagers had explored. In these lands, explorers reported, were vast amounts of timber, fish, and other resources. Europeans began to think of North America not as an obstacle blocking their way to Asia but as a land to be exploited for profit.

English explorer Henry Hudson made four voyages in search of a northwest passage. Two voyages in the Arctic Ocean, during 1607 and 1608, were unsuccessful, and Hudson’s English backers gave up on him. However, the Dutch grew interested in his activities and financed a third expedition in 1609. Crossing the Atlantic, Hudson reached what is now New York and explored up the river that today bears his name.

Hudson’s discoveries on his third voyage convinced the English to sponsor a fourth voyage in 1610. Hudson again sailed into the Arctic, looking for a passage to the Pacific. He reached as far as Hudson Bay, which also is named for him, before the icy waters forced a halt to the voyage. In the spring of 1611, Hudson’s crew, unhappy about spending the winter in this harsh land, grew desperate. They mutinied and set the explorer, his teenage son, and seven loyal crew members adrift in a small boat. The mutineers returned to England. Like John Cabot, Hudson was never heard from again.

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