



On August 3, 1492, Christopher Columbus set sail from Spain with three ships, the *Niña*, *Pinta*, and *Santa Maria*, to find a shortcut to the Far East. Instead, he changed the course of history.

Georgia's Beginnings

To understand how Georgia became the state it is today, we must know how this place developed over time. As they made political and economic decisions, people from the past created, molded, and changed Georgia. The record of that story is history, and knowledge of it helps us understand the present. History has made Georgia what it is. As modern Georgians make economic and political decisions and respond to events in the present, they affect the story that will eventually become the history of the times in which we live.

This part of our study returns to the earliest days of what is now Georgia, beginning with the first peoples to come to this land of woods and marshes, hills and plains, rivers and springs, pine trees and live oaks. Europeans later joined the natives on the land, eventually pushing the natives out and bringing new customs and world views. Following more than a century of Spanish domination, the English arrived on Georgia's shores, seeking to create a colony of hardworking small farmers, supported by people of charity in the mother country. When that economic plan failed, the British government took over. Their policies brought more prosperity and growth, but also less equality. By the end of this period, Indian, African, and European men and women all called Georgia home.

Focus on Reading Skills

Sequencing

Defining the Skill

Sequencing is the ordering of events. In history, sequencing often addresses the order in which events occurred. Creating a timeline is one useful way to illustrate a number of events that took place over a given period of time.

Practicing the Skill

You often see timelines illustrating the sequence of events in history textbooks. Have you thought of yourself as a part of history that is deserving of

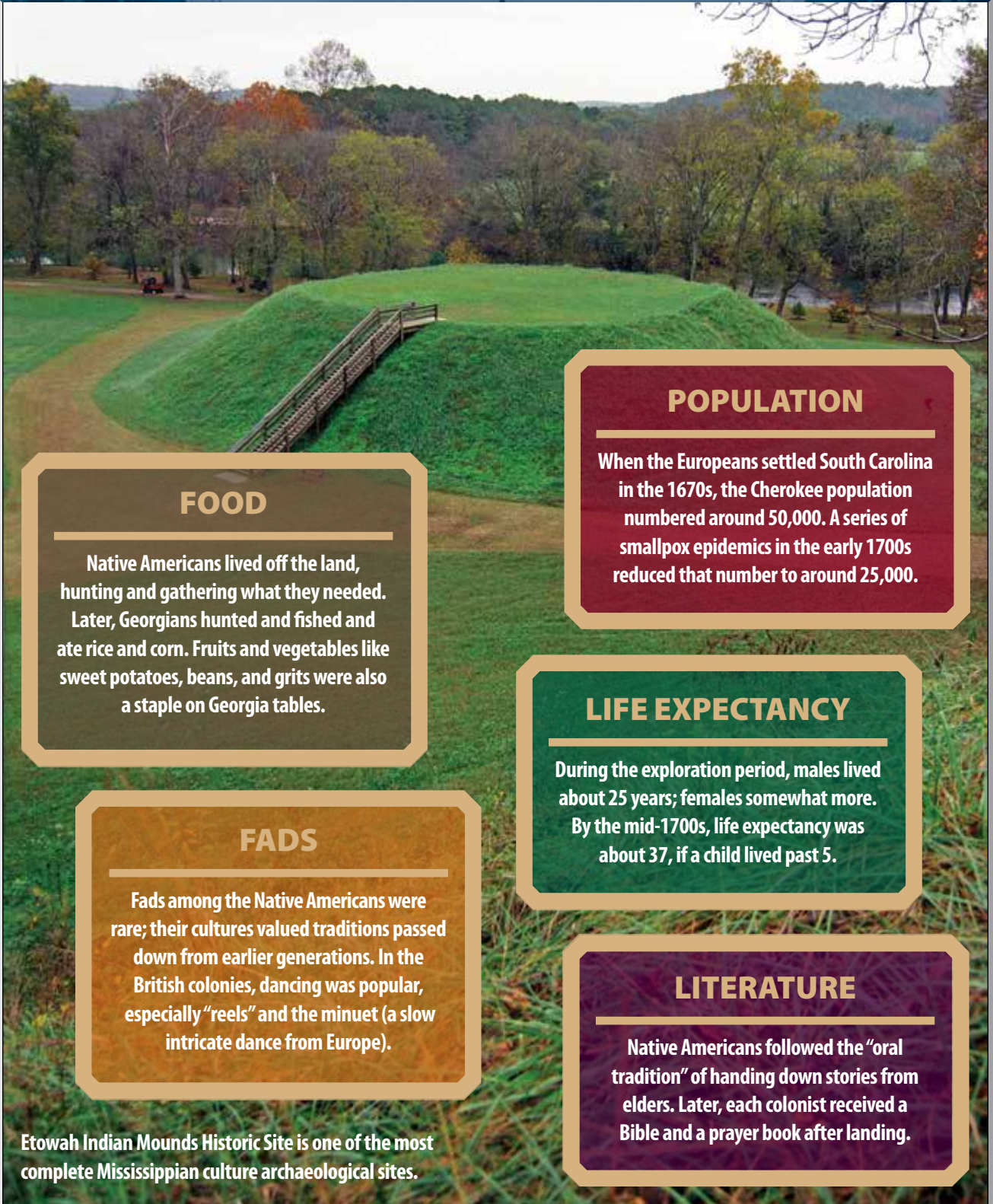
a timeline? Events in your life have occurred as a sequence of events. For example, you were born in a particular year, you lost your first tooth in a particular year, you started school in a particular year, perhaps you had a younger brother or sister born in a particular year.

On a separate piece of paper, copy the organizer that follows and use it to create a personal timeline. List at least ten events in your life in the year in which they occurred.

Timeline

2000 2002 2004 2006 2008 2010 2012 2014 2016

Signs of the Times



FOOD

Native Americans lived off the land, hunting and gathering what they needed. Later, Georgians hunted and fished and ate rice and corn. Fruits and vegetables like sweet potatoes, beans, and grits were also a staple on Georgia tables.

FADS

Fads among the Native Americans were rare; their cultures valued traditions passed down from earlier generations. In the British colonies, dancing was popular, especially “reels” and the minuet (a slow intricate dance from Europe).

POPULATION

When the Europeans settled South Carolina in the 1670s, the Cherokee population numbered around 50,000. A series of smallpox epidemics in the early 1700s reduced that number to around 25,000.

LIFE EXPECTANCY

During the exploration period, males lived about 25 years; females somewhat more. By the mid-1700s, life expectancy was about 37, if a child lived past 5.

LITERATURE

Native Americans followed the “oral tradition” of handing down stories from elders. Later, each colonist received a Bible and a prayer book after landing.

Etowah Indian Mounds Historic Site is one of the most complete Mississippian culture archaeological sites.

Chapter 8

Native Peoples and Explorers

Chapter Preview

TERMS

artifacts, archaeology, culture, nomad, horticulture, palisade, slave, middleman, immunity, expedition, colony, mission, plantation, backcountry

PEOPLE

Hernando de Soto

PLACES

Stallings Island, Guale, Jamestown, Carolina

Right: This painting by William Powell, which hangs in the rotunda of the U.S. Capitol, depicts the first sighting of the Mississippi River by the de Soto expedition on May 8, 1541.



The earliest humans in Georgia came here from other parts of North America. Over hundreds of years, they developed ways of living in the world based on their experiences and beliefs. They made more sophisticated tools, creating what was both useful and beautiful; learned not only to gather and hunt food, but also to plant and grow certain crops; and developed ways to govern themselves. We do not know the names of the important individuals of the early peoples. Nor do we know the specific events that changed their lives and communities. But we can understand how they evolved over the years and how they lived at various times in their history. Some of their customs and knowledge were passed down not only to their own groups, but also to outsiders who came from other parts of the world beginning in the 1500s.

The arrival of Europeans in what is now the southeastern United States—first as explorers and later as settlers—had a major impact on the lives of the people who were already here. The native peoples became known as “Indians” because, when Christopher Columbus came upon this part of the world in 1492, he thought he was in the Indies of the Pacific Ocean. When Europeans realized that he had found a “New World,” the islands in the Pacific Ocean came to be called the East Indies, and the islands in the Atlantic and Caribbean came to be called the West Indies. While the American continents were a new world to the Europeans, they were not to the millions of people who had been here for hundreds of generations.

Section 1

Georgia's First People

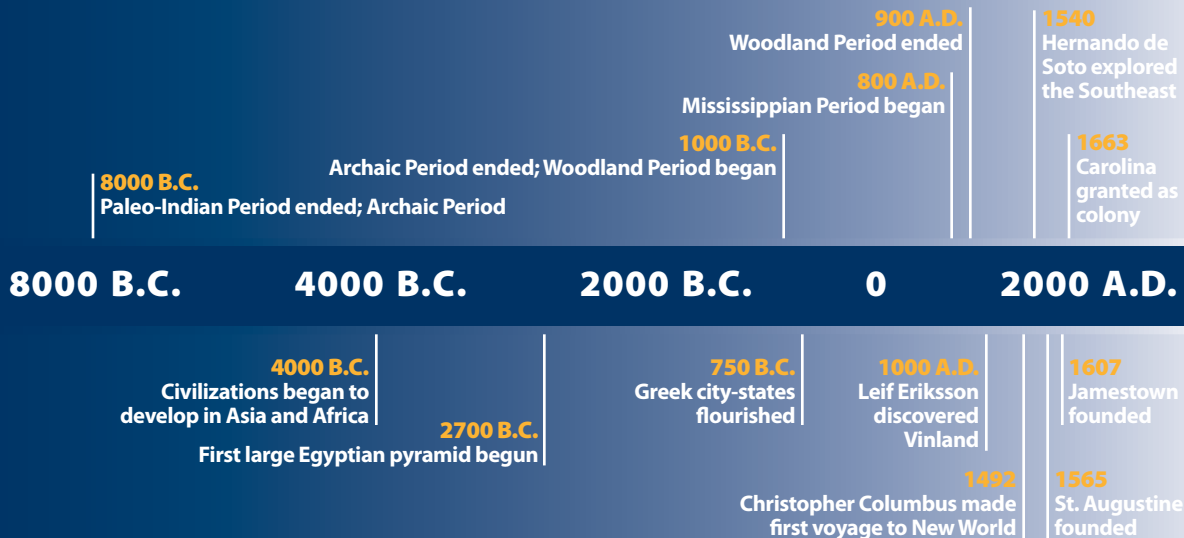
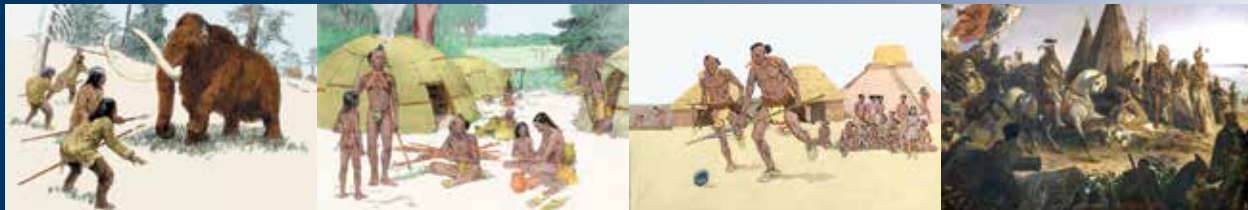


As you read, look for

- how archaeologists learn about early cultures,
- the four early Native American cultures,
- terms: **artifacts**, **archaeology**, **culture**, **nomad**, **horticulture**, **palisade**.

Figure 17
Timeline:
8000 B.C. to
1607 A.D.

Human beings have lived in the place we now call Georgia for thousands of years. Because the native peoples who lived here in the distant past did not have a method of writing, what is known about them and their cultures comes from their **artifacts**—the tools, pottery, remains of their structures, and other items that are on or underneath Georgia's soil. The location and



study of these artifacts is called **archaeology**. While the exact events in Native American history cannot be known, the development of their cultures is at least partially revealed by the findings of archaeology. (**Culture** refers to the beliefs, traditions, and way of life of a group of people.)

Archaeologists generally group the early cultures into four groups. Scientists cannot give definite dates for each era, so estimates of when different groups existed can vary based on which source is used. This section explores how the cultures of native peoples developed and changed over several thousand years.

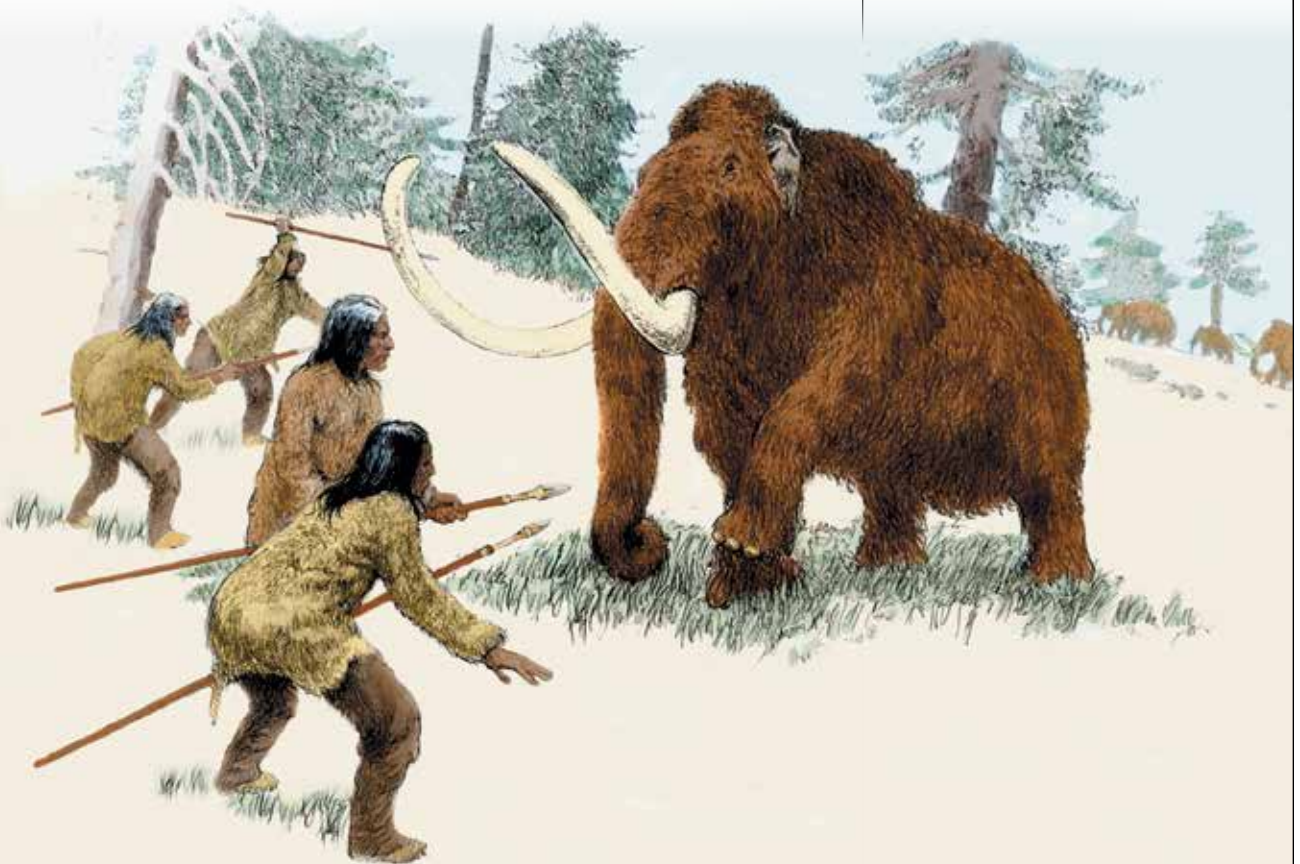
Paleo-Indian Culture

In some parts of the United States, the artifacts of Native Americans go further back into the past than they do in Georgia. The oldest groups of humans in the Americas are called Paleo-Indians (*paleo* means “very old”) and date to around 11,000 to 8000 B.C. This was the time of the last ice age, when many areas of North America were covered by glaciers. Paleo-Indians lived in small groups of 20-50 people and were **nomads**, which means they moved around from place to place. In fact, that is how archaeologists believe they spread out over the country. They were following the big animals of that time, such as mastodons and mammoths, which were their major food sources.

Figure 18 Native American Cultures

Paleo-Indian	11,000 – 8000 B.C.
Archaic	8000 – 1500 B.C.
Woodland	1000 B.C. – 1000 A.D.
Mississippian	800 – 1600 A.D.

Below: The Paleo-Indians led a nomadic lifestyle, following the herds of large mammals, like the woolly mammoth pictured here, that they hunted. **Opposite page, above:** Clovis points are fluted, which refers to the flat groove up the center of the point, creating a place for the shaft of the spear to be attached.



Something Extra!

The making of spear points is known as “flint knapping,” and it requires great skill even today.

Below: The Indians of the Archaic Period led a life similar in many ways to the Paleo-Indians, but they hunted smaller prey as most of the large mammals had disappeared. As a result, their arrow and spear points (pictured right) tended to be smaller, but more finely crafted.

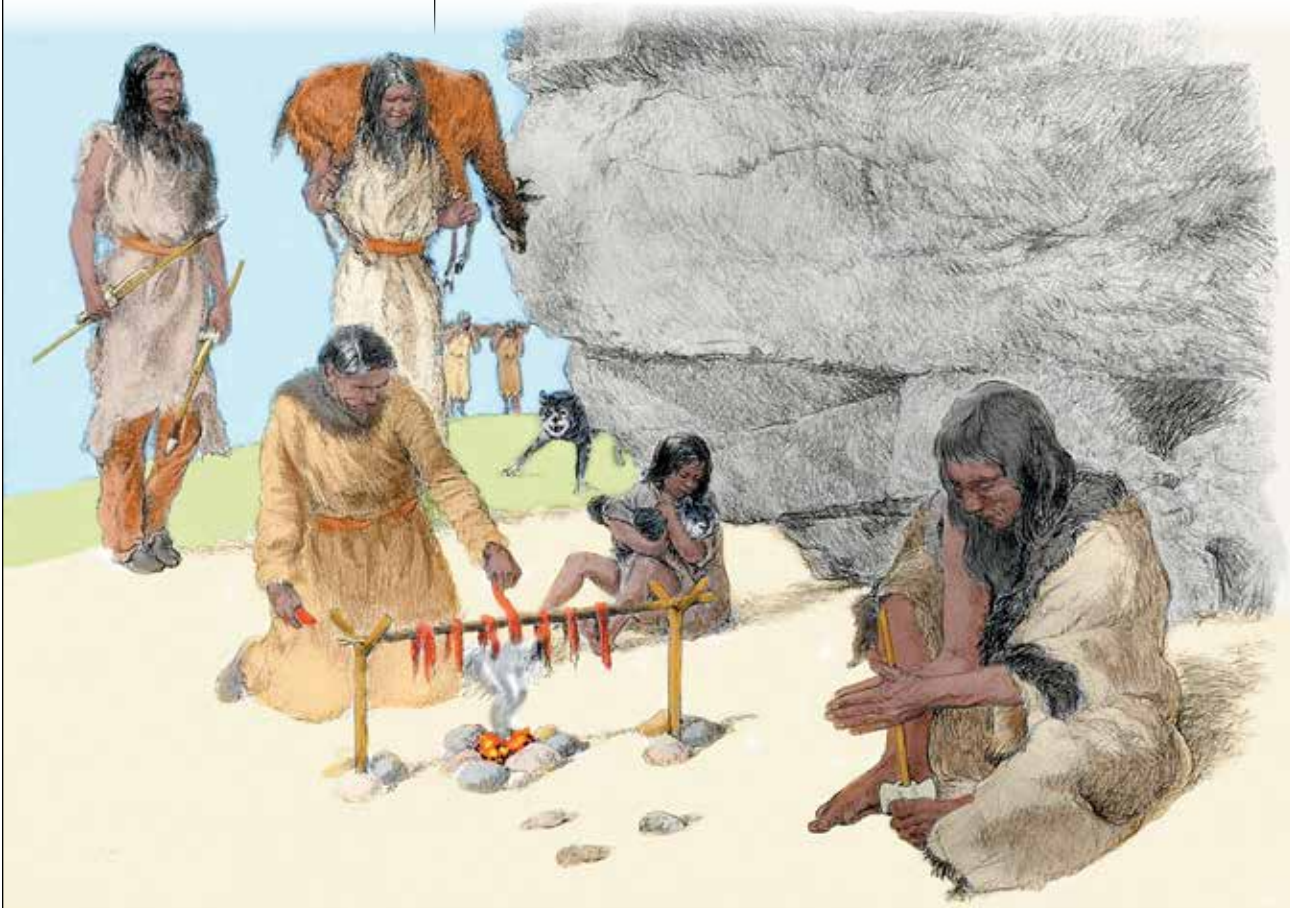
In addition to sources of water and food, Paleo-Indians and their descendants also had to have sources of stone nearby for making their tools. Paleo-Indians made spear points for hunting by flaking pieces off stone. Archaeologists found the first of these spear points near Clovis, New Mexico, and they are thus called Clovis points. The Paleo-Indians used stone scrapers to clean animal hides, which they then used for clothing and shelter.

Archaeologists have not found any large Paleo-Indian sites in Georgia, so what we know about them has come from finds in other places. Spear points from the period have been found in various parts of the state, so these people did roam the state. Places that have any evidence of the Paleo peoples in Georgia are unusual treasures.

By the end of the Paleo-Indian period, the glaciers had receded and the climate was warmer. The large animals died out, and smaller animals, such as deer, became the main meat sources. Georgia’s climate, plant, and animal life had become similar to that of modern Georgia. That fact slowly brought changes and new developments.

Archaic Culture

The next period in the development of Native American cultures is the Archaic period. It lasted from about 8000 to about 1500 B.C. In the earliest part of this period, the native people lived in much the same way as the Paleo-Indians. They lived in small groups that



were based around families. They survived by hunting deer, bear, turkey, and other small animals and by gathering fruits and berries, nuts and seeds. They also caught fish, birds, and turtles. The tools they used to get and prepare their food, including spear points, were made from stone found in the area. Archaeologists can identify the Archaic Indians by the way they made their tools, which were different from the Paleo tools. Their cutting tools were smaller and finer.

By 8000-5000 B.C., their tools were better made, but their lives had not changed very much. They still lived as hunters and gatherers of food. But between 5000 and 3000 B.C., major changes began in these native societies. Some of these peoples stayed in the same place for longer periods of time, often building settlements near rivers. By then, their tools included stone knives and darts. Toward the end of the period, they were using axes and drills.

During this period, the Archaic people had invented pottery-making. Archaeologists have found pottery pieces, which they call *sherds*, in several places in Georgia. To make the pottery, the Archaic people mixed clay with some type of fiber, such as grass. Some of their pots were plain, but others were decorated with carvings.

In the areas of Georgia along the Atlantic coast, there is evidence of larger and more complex societies. People of the late Archaic period were still hunters and gatherers. But they also ate shellfish from the nearby ocean and some rivers. Along the coast, rings of shells, mainly oyster, have been found. One of the best examples of this late Archaic culture is on Stallings Island in the Savannah River above Augusta. The sixteen-acre Stallings Island site dates to 4,500 to 3,500 years ago (2500-1500 B.C.), with the peak or high point of the culture 3,800 to 3,500 years ago.

One of the most remarkable finds on the island is the pottery, made from Spanish moss and clay. It is the oldest pottery in North America, right here in Georgia! The island was also the location of human burials and a circular settlement surrounded by shell.

By around 1500 B.C., the community was gone. Archaeologists do not know why the site was abandoned, but it seems evident that some of the people were able to relocate and adapt to new conditions. Native Americans later used Stallings Island for ritual purposes.

Woodland Culture

The Native Americans who lived from around 1000 B. C. to about 1000 A.D. are classified as Woodland Indians. Their cultures were more complex than the earlier cultures. In the early Woodland period, the people lived in one place for longer periods, although they did have to move around in different seasons of the year. By the middle years of this era, their settlements were not only larger, but they also had more permanent shelter, including circular houses.

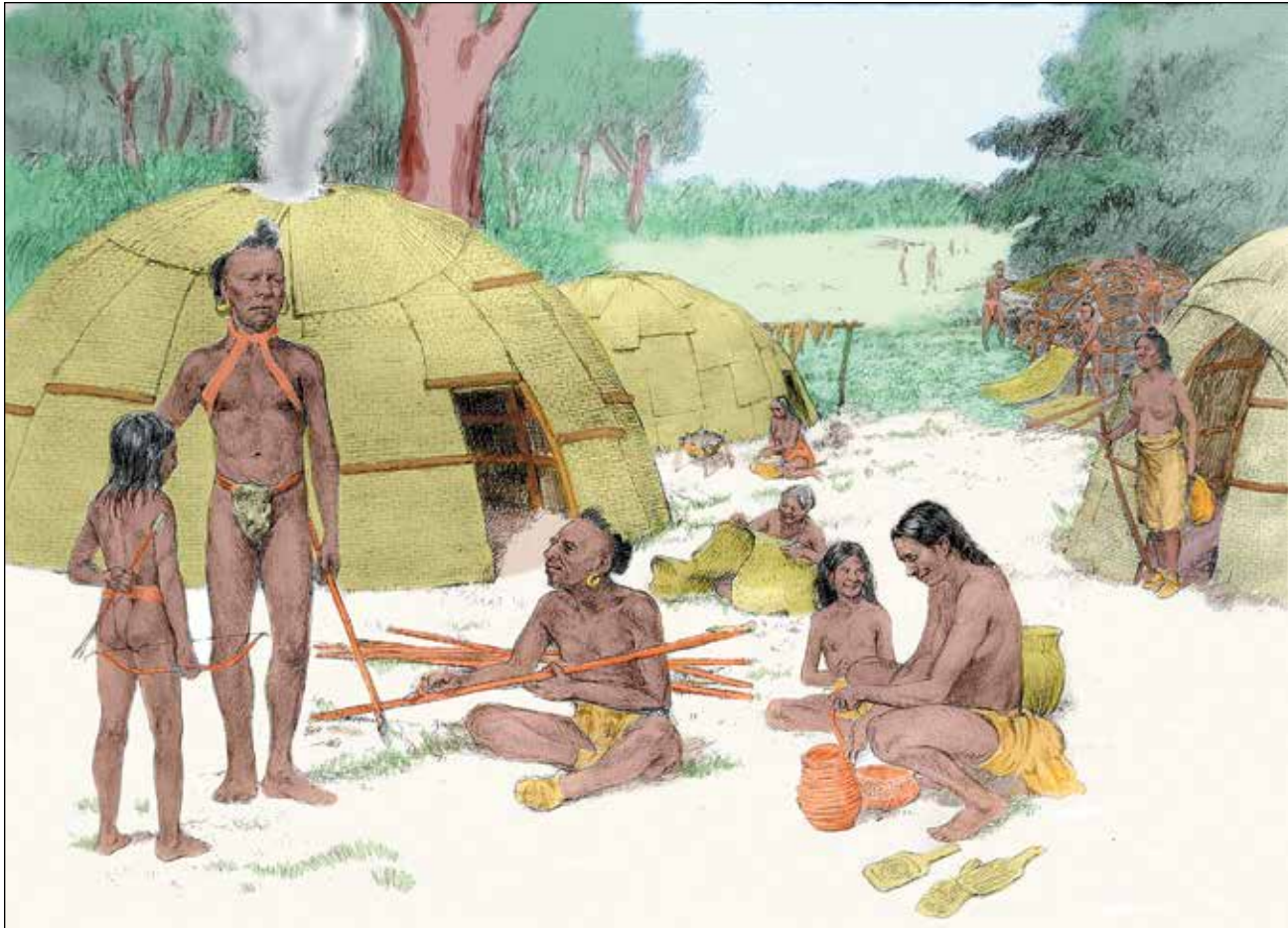
Another significant change was the introduction of **horticulture**, the planting and harvesting of their food rather than simply gathering what grew in the wild. This was a major step forward for the prehistoric people because now they could, for the first time, have some control over their

Something Extra!

Stallings Island is such an important archaeological site that the U.S. government has named it a National Historic Landmark, which means it is considered to be important to the history of the entire country.



Above: Stallings Island National Historical Landmark is one of the most important archaeological sites in Georgia. These pottery sherds from the site are among the oldest ever found in North America.



Above: The most important advance of the Woodland period was the development of horticulture, leading to the establishment of villages.

Something Extra!

Corn, or maize, was grown by almost all of the Indian people of the Americas. It was first cultivated about 7,000 years ago in the Valley of Mexico. Maize was smaller than modern corn.

food supply. They used tools such as digging sticks for planting. One food they planted was corn, although it was not yet the main food. They also had stones that they used to grind up nuts. In the Southeast, the use of the bow and arrow emerged in the late Woodland period. Their hunting skills improved with its use.

These middle Woodland period groups traded with each other, sometimes over long distances. All their travel was on foot, since they had no horses. In fact, until the arrival of the Spanish several hundred years later, North American Indians raised no animals.

In the middle years of the Woodland period, Indians built mounds, some made of soil and others of rock. (The rock structures are often called *effigies*.) The largest earthen mounds of the era in Georgia are in the southwest near Blakely at the Kolomoki site. Seven mounds have survived there. Some mounds were burial mounds, and others contained not only bodies but also objects such as pottery and beads.

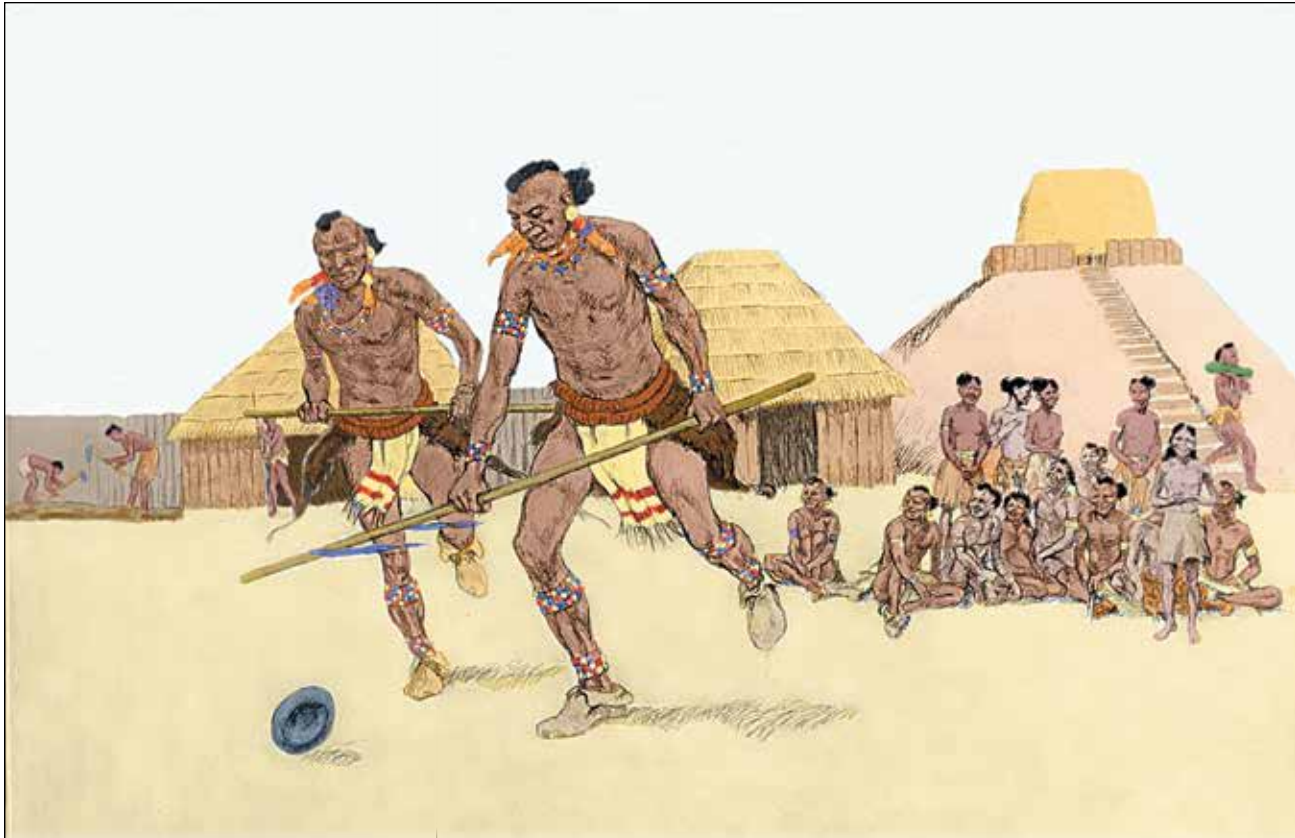
The most famous of the rock mounds is the beautiful Rock Eagle near Eatonton. The eagle's wings are over one hundred feet from one tip to the other. The other well-known rock formation in that area is the Rock Hawk.

By the late Woodland period (from about 600 to 900 or 1000 A.D.), mound building had declined. In this time, however, the first settlements with protection around them appeared. Sometimes villages had ditches dug



around them. Some also had **palisades**, which are sharpened poles or logs stuck into the ground standing up, making a wall. The cultivation of plants, building of mounds, and construction of fortified towns were major changes of the Woodland period.

Top: The Kolomoki temple mound is 56 feet high and over 300 feet long. **Above:** This Woodland period duck figurine is on display at Kolomoki State Historic Site near Blakely. **Left:** Rock Eagle Mound is an example of a rock mound or effigy.



Above: The Indians of the Mississippi culture were the direct ancestors of the tribes of the historic period. These two men are playing the game of chunky. **Opposite page, above:** The Etowah Mounds National Historical Landmark preserves a late Mississippian site on the Etowah River. Modern Creek regard Etowah as one of their most important ancestral sites. **Opposite page, below left:** You can enter the earth-
 lodge at Ocmulgee National Monument in Macon. **Opposite page, right:** This statue of a Mississippian chief is on display in the State Capitol.

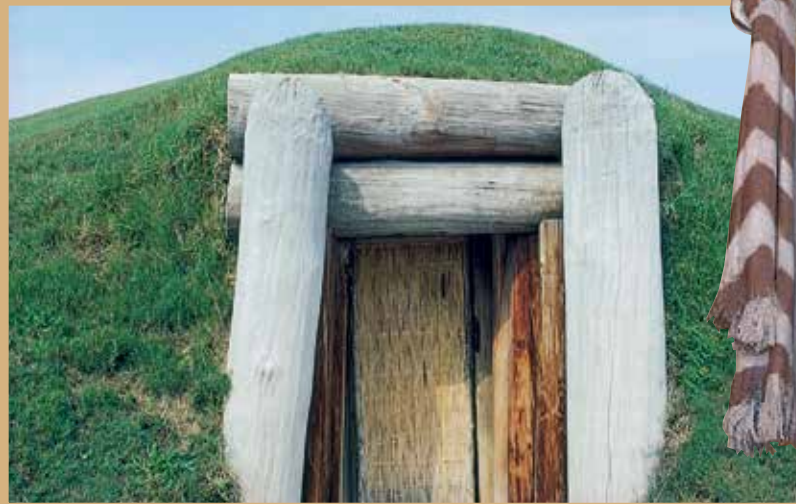
Mississippian Culture

The next period of Native American development is the Mississippian, which lasted from about 800 A.D. to 1600 A.D. The societies of the Mississippian Indians were more sophisticated (complex) than earlier ones. Their horticulture was more advanced, and they grew many vegetables that Georgians still eat, such as corn, squash, and beans. The Mississippians also continued to gather food that grew in the wild, such as fruits, berries, and nuts. Hunting for deer and other animals remained an important task of the men. The Indians made art and jewelry, some with copper, which they hammered into sheets before making it into an object.

The Mississippians lived in villages with centers where everyone could come together. Their houses were made of poles in the ground held together with woven vines and covered with mud, which hardened in the sun. They were often rectangular in shape. Their tools were like the tools of the Woodland peoples.

There were definite ranks in society, with some having more power and respect than others. Chiefdoms developed in which a chief had power over his village and several others. Paramount chiefdoms, such as those of the Coosa, were organizations of several chiefdoms.

By 1100 to 1350 A.D., this culture began once again to build mounds. These structures seem to have been connected to the chiefs and to religion. Examples of these mounds include the Singer-Moye site in Stewart County, which has eight, and the King site in Floyd County near the Coosa River.

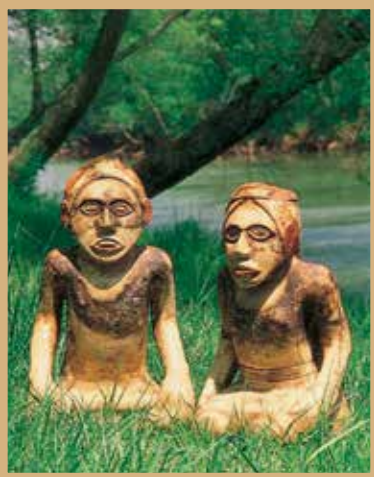


Also impressive are the Ocmulgee Mounds on the Fall Line of the Ocmulgee River, site of modern-day Macon. Listed on the National Register of Historic Places, the site has a grand temple mound, as well as earth lodges and burial mounds. Near the main site but separate is the Lamar Mound site of two smaller mounds. The late Mississippian period after 1350 is known as the Lamar period, named after this site. The Etowah site of this period near Cartersville has three earthen mounds. At sixty feet high, the temple mound there is awe-inspiring.

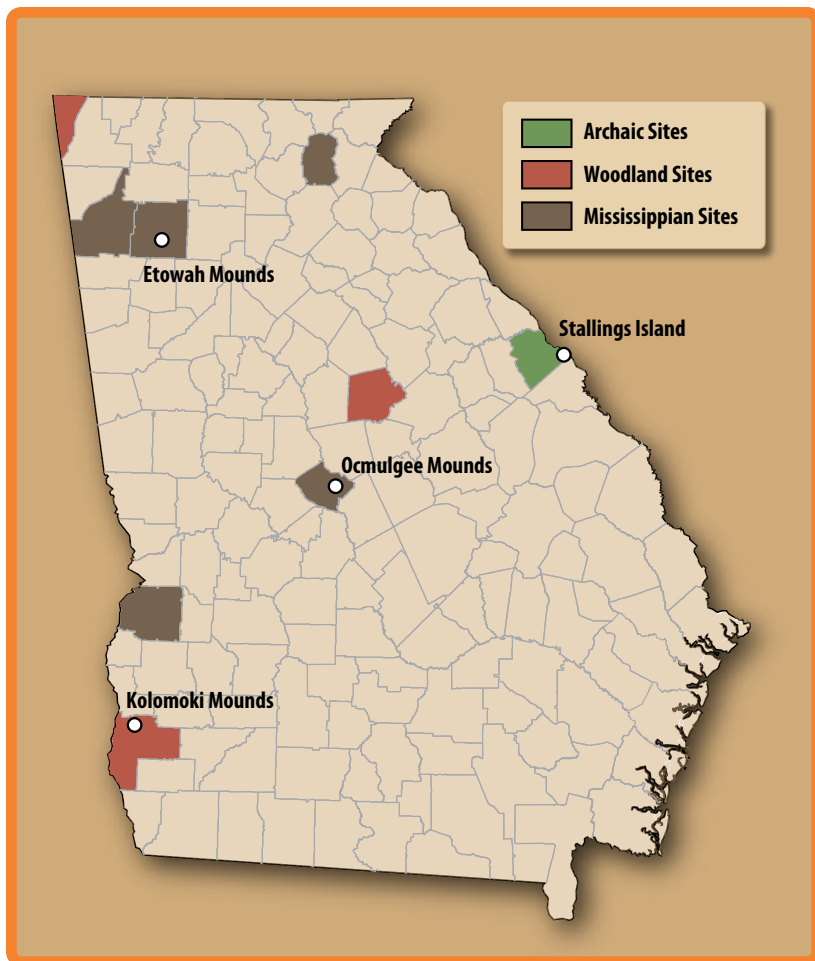
Map 9

Archaeological Sites in Georgia

Map Skill: Which named archaeological site is the furthest north?



Above: These large stone effigies were found at the Etowah Mounds site. They are similar to other pairs of effigies found, with the male figure sitting cross-legged and the female figure kneeling.



By the late Mississippian period, the Spanish had arrived in the Americas. Their earliest explorations were in the islands of the Caribbean (or West Indies) and the Central American area that links the North American continent with South America. Over the one hundred years of the 1500s, three “worlds” became part of the Americas: the world of Native American Indians, the world of Europeans, and the world of Africans. These people had different ways of living in their environments and of organizing their societies. They brought different religious beliefs, ideas about men and women and families, foods and dress, and ways of looking at life and the world. In the area that became the southeastern part of the United States, none of the three worlds would ever be the same.

Reviewing the Section

1. Define: nomads, culture, horticulture.
2. Name the four Native American cultures.
3. How do you think the invention of pottery changed Native American cultures?

Discovering Georgia's Past

Indian Language Groups

Scholars who study American Indians often refer to language families or groups. A *language family* is made up of several groups who speak different languages that developed from a common “ancestor” language. Sometimes languages of different groups may be so similar that they are almost like dialects. A *dialect* is a variety of one language with differences that develop in different regions. People who speak different dialects of a language can still understand one another.

The largest language group in North America was Algonquian. The tribes who spoke in this language group, such as the Mohican, Powhatan, Delaware, and Cheyenne, did not live as far south as Georgia. The two major language families in Georgia were the Muskogean and the Iroquoian. The Creek belonged to the Muskogean language family, while the Cherokee language was in the Iroquoian language family, related to other tribes that were further north. The Muskogean-related languages included Chickasaw, Choctaw, Seminole, and Creek. Modern Georgians know many Muskogee words, even if they do not realize it. *Alabama*, *Chattahoochee*, *Coweta*, and *Ocmulgee* are all Muskogee.

Most of the Iroquoian tribes—including the Oneida, Seneca, and Mohawk—lived in the North. The Cherokee were the major speakers in the Iroquoian language family who lived in the South. Iroquoian words are also familiar in names such as *Tennessee*, *Kennesaw*, *Hiwassee*, *Tallulah*, and *Dahlonega*, which are all Cherokee. Many other Native American



Above: Yoholo Micco was a chief of the Creek Indians. The Creek spoke a language of the Muskogean family.

words remain as names of Georgia's towns, counties, rivers, streams, mountains, valleys, and roads.

Georgia also had one Indian group, the Yuchi (sometimes spelled Uchee or Euchee), whose language is an “isolate,” a language not related to any other language. These people lived near the Savannah River until the 1710s, when they moved to the Chattahoochee River and eventually began living with the Creek Indians.

Section 2

Europe and the Colonization of America

As you read, look for

- the reasons for European exploration and settlement of North America,
- Spanish missions along the Atlantic coast,
- the effect of European contact upon Native American cultures,
- terms: **slave, middleman, immunity, expedition, colony, mission, plantation, backcountry.**



Above: This miniature is from an early edition of *Marco Polo's Travels*, the book that told the story of his journey to the court of Kublai Khan in China. Leaving Venice in 1271, Marco Polo, his father, and uncle, took three-and-a-half years to cross Asia. The book inspired generations of explorers to follow in his footsteps.

In the three centuries from 1100 to 1400 A.D., many changes took place in Western Europe that put the countries there on the path to the Americas. The Crusades began as a military campaign by Christian Europeans to take Jerusalem and other areas of the land that is holy to Christians, Muslims, and Jews. Over the next two hundred years, these wars spurred changes not only in the Middle East, but also in Europe. These changes included a greater desire for trade with Asia and a rebirth of learning and curios-

ity. Those developments caused even more changes, pushing the Europeans to explore beyond the world they knew. When they discovered an entire hemisphere that they did not know existed, they began to conquer and settle it. This meeting of the “Old World” and the “New World” had both positive and negative impacts on both.

European Exploration and Conquest

By the 1400s, European nations began to explore and later conquer other lands. They wanted greater wealth, they sought greater empire and power,



and they hoped to spread their religious beliefs to other areas of the world. Some have called these reasons “God, gold, and glory.” One way for the countries to gain wealth and empire was to increase their trade with both Asia and Africa.

Their main interest was trade with Asia, including areas now known as India, China, and the islands of the East Indies. Spices like pepper, along with silk, tea, perfumes, diamonds, and other goods were to be found in the Middle and Far East. Originally, traders had to make the long trip across land from Asia to the Middle East and then through the Mediterranean region. Western Europeans wanted to find a water route for this trade. A water route would eliminate the merchants of the Middle East and, after the Crusades, the Italian merchants who got these goods in the Middle East and sold them at a higher price to other Europeans.

A Search for New Trade Routes

While Europeans had long traded with the Muslim North Africans, they were interested in direct trade with central and West Africa. In the early and mid-1400s, using better designed ships and better ways of finding direction, the Portuguese explored further and further down the coast of West Africa, establishing trade posts as they went.

In the mid-1400s, the Portuguese began to trade along the African coast for slaves. (**Slaves** were people who had few rights and who spent their entire lives in service to others.) West African society had long had slavery, but most enslaved people, often women, had been captured in a war, owed a debt, or were guilty of a crime. This type of slavery was usually not permanent and did not extend to the enslaved person’s children. The Africans who began to sell slaves to European merchants may have thought that they were selling people into the kind of slavery they knew in Africa. Unfortunately for millions of Africans, the slavery that developed after the discovery of the Americas was much different, much harsher, and most of the time

Map 10 Europe and Trade

Map Skill: Where are Japan and China located?

Something Extra!

In 1477, the publication of Marco Polo’s *Travels* convinced many European nations that the riches of Asia could be reached by ship.



Above: Two of Columbus's three caravels sit at anchor in the harbor at Palos de la Frontera as he takes his leave before starting on his voyage.

Something Extra!

The compass was invented in China sometime before the second century B.C.



permanent. The emerging slave trade also had an impact on African societies as Africans captured other Africans for the trade.

In 1488, a few years before Christopher Columbus set sail, the first Portuguese expedition sailed around the tip of Africa to India, discovering the water route to Asia. The other powers of Europe, including the Spanish, French, and English, also wanted to trade with Asia. By the late 1400s, trade had led to the growth of towns and a merchant class. Merchants were the **middlemen** who bought and sold the goods, for a profit, that others produced.

European countries were developing into stronger nations with central governments ruled by monarchs (kings and queens) who could afford to finance voyages and who wanted to increase their own territories and power. Monarchs got support from the merchants who wanted to increase trade. In turn, they formed armies and, in some cases, navies to protect their merchants.

Sailing in the Atlantic Ocean required strong ships that could be steered and that had sails to capture the wind. This led to the development of *caravels*, small, two- or three-masted ships that were sturdy enough for traveling the oceans. Columbus's *Niña*, *Pinta*, and *Santa Maria* were caravels. Instruments like the compass to tell direction and the astrolabe, which determined a ship's position at sea by using the stars, made it possible to sail out of the sight of land.

All of these developments—the rise of towns, the emergence of a merchant class, the rise of nation-states, and desire for world trade—came together in the late 1400s to make new “discovery” desirable and possible. It created a generation of explorers.

The Meeting of Different Worlds

While the Portuguese continued to explore the eastern Atlantic Ocean, Christopher Columbus set sail for the west. Because of the 1492 voyage of Columbus, the Spanish were the first Europeans to conquer lands in the Americas. Since the Portuguese were also exploring in the Atlantic, the two countries agreed to the Treaty of Tordesillas in 1493-1494, which basically divided all “newly discovered” lands between Spain and Portugal. The Portuguese got all new territory east of the line, and the Spanish got all land west of the line. This meant the Portuguese got much of present-day Brazil, where Portuguese is still the main language. The Spanish controlled the remainder of South America, as well as islands of the Caribbean, Mexico, the rest of Central America, and North America. Although Spain never

controlled much of eastern North America except Florida and southern Georgia, the rest of their large empire brought them great wealth and power.

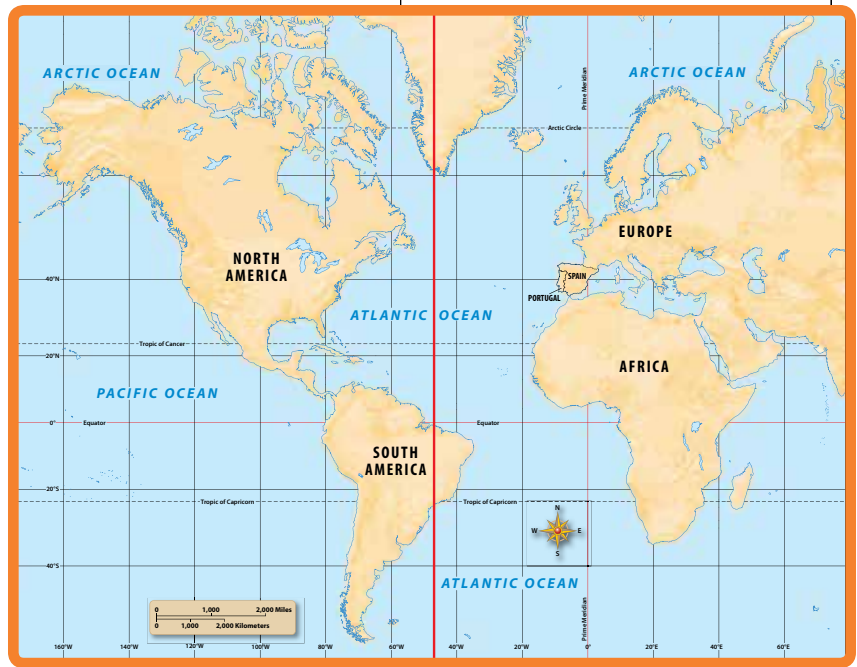
One of the first effects of Spanish contact with the people of the Americas was the exchange that began in biology. Plants and animals began to cross the oceans. Horses, chickens, cows, pigs, and other animals came from the Old World to the Americas, as did sugar, rice, and coffee. Corn, potatoes, tomatoes, and chocolate left the Americas for Europe. All parts of the world benefited from the introduction of new varieties of foods.

Other biological transfers were the microscopic germs and viruses that the Europeans brought with them. For thousands of years, Europeans had raised and lived with animals that carried diseases. They had built up **immunities**, which made their bodies more able to fight the diseases. Even though they still got sick, they usually did not die. The worst diseases that were transferred were smallpox, measles, and influenza.

The Native Americans had never been exposed to these viruses and had no natural immunity to them. When everyone in a village came down with a disease such as smallpox, there was no one to nurse the sick or bring them water and food. An entire village could die. Historians estimate that as much as 90 percent of the population of native peoples in the Americas died within a century or two of the European arrival due mainly to disease, but also to war and starvation. This was the largest population loss in written history.

The lands and people in the Americas that the Spanish, and later other Europeans, found were quite different from their own familiar world. Native peoples had customs that seemed strange to them. And, of course, the Europeans seemed odd to the Native Americans. Since the Europeans saw themselves and their ideas as civilized, they often wrote of the native peoples as “uncivilized.”

One area of disagreement concerned property. Indians believed that the entire tribe owned the goods, territory, and produce of the community together. Europeans believed in individual ownership of goods and property. They had very strict rules about who could own property and how it would be passed down from one generation to the next. Europeans and Native Americans also differed in religion. Europeans were mainly Christian, and Native Americans had many ideas about the divine. These differing ways of living sometimes led to misunderstandings and sometimes a clash of cultures.



Map 11 The Treaty of Tordesillas

Map Skill: To which European country did Mexico “belong”?

Something Extra!

This transfer of food stuffs from the New World to the Old World, and vice versa, is called the “Columbian Exchange.”

Below: The expedition of Spanish explorer Hernando de Soto landed at Tampa Bay on May 25, 1539. In the years that followed, the expedition traveled all the states of the Deep South, including Georgia; its members became the first Europeans to cross the Mississippi River. De Soto died during the expedition; the survivors eventually made their way to Mexico City.

The Early Spanish Exploration of Georgia

At first, the Spanish concentrated on conquering and settling the areas south of what today is the United States. They were interested in gold and silver, and the mountains of Central and South America had deposits of those precious metals.

The earliest Spanish explorations in North America took place over twenty years after Columbus's first voyage. The expedition of Juan Ponce de Leon came to Florida in 1515 and again in 1521. (An **expedition** is a journey for a specific purpose, such as exploration.) Two Spanish ships sailed along Georgia's coast in 1525, and Lúcas Vázquez d'Allyón built a short-lived settlement in what is now South Carolina in 1526.

The first major exploration of the Georgia area was not until the spring of 1540 when Spanish explorer Hernando de Soto left Florida with over six hundred soldiers and a couple hundred horses in search of riches. De Soto had experience, having been with explorer Francisco Pizarro, who conquered the Inca civilization in what is now Peru. The writings of de Soto's men described the Indian villages along the rivers of Georgia as they traveled west to east.



In early March 1540, they entered Georgia, then traveled across the Flint River. Recrossing the river, they encountered the Toa chiefdom. As they crossed Georgia, they came to the Ocmulgee River, where they encountered the Ichisi chiefdom of the Lamar culture. Then they crossed the Oconee River, where they met the Ocute paramount chiefdom, finally coming to the Savannah near Augusta. There, they crossed the river taking the expedition through Carolina, where de Soto found the Cofitachequi culture, led by a female the Spanish called the “Lady of Cofitachequi.”

From there, they headed into Tennessee before reentering Georgia in July. They stayed a month at the capital village of the Coosa paramount chiefdom, which impressed them greatly. Going downriver, they saw the Etowah mounds. They followed the river to the area near modern-day Rome before eventually crossing into Alabama in September 1540. De Soto found no gold or silver in Georgia. In fact, almost three hundred years went by before any gold was discovered in the mountains of North Georgia.



Map 12 Route of the de Soto Expedition

Map Skill: Where did de Soto's expedition in the Southeast begin?





Map 13 Spanish Missions in Early Georgia

Map Skill: What is the northernmost mission on the map?

Something Extra!

The first Spanish mission in present-day Georgia was on Cumberland Island.

The Spanish were not the only Europeans to explore and attempt to settle colonies in North America in the 1500s. (A **colony** is a geographical area controlled by a distant country.) The French tried to plant a colony in South Carolina in 1562. When that failed, they built a fort called Caroline near the St. John's River in Florida in 1564. The Spanish had not founded colonies in the area yet, but they did not want the French there. So they sent Pedro Menéndez de Avilés to destroy the French colony. Menéndez then established the first permanent Spanish settlement in America, St. Augustine, in 1565.

Spanish Missions in Georgia

After founding St. Augustine, Pedro Menéndez went north, exploring the coast. He met an Indian chief named Guale (pronounced Wah-lee) on one of the sea islands off Georgia's coast. He named the whole area for that chief, so

Georgia under the Spanish was known as Guale. Juan Pardo and Hernando Boyano were sent to explore the mainland.

The Spanish decided that this region would be the northern part of their Florida colony. In the 1560s, they began to set up **missions**, where priests could live and work in major Indian towns. The priests came to convert the Indians to the Christian religion as it was practiced by Catholics and to teach them Spanish customs. These missions each had a church and a house for the Catholic priest. The priests not only worked in the major towns but also among the people who lived in smaller villages throughout the countryside. The Spanish government centered in St. Augustine saw the missions as a way to help control the Indians, including providing Indian workers for the Spanish in return for Spanish goods.

The relationship between the Spanish and the Native Americans was not always smooth. By the time the Spanish settled in Georgia, they had abandoned earlier practices in Central and South America, which had made virtual slaves of many Indians in the early Spanish colonies.

However, the Spanish did want to change the ways the Indians lived. The Guale people had social customs, for example, that included men being allowed to have more than one wife. The Spanish did not approve of some of the dances and celebrations of the natives or of their practice of revenge. Another problem from the priests' point of view was that the Indians did not stay permanently in one place. Many Indians resented Spanish attempts to end their traditional customs. In 1597, for example, some natives revolted against the Spanish in Georgia, but the revolt was put down.

The Spanish mission era began to decline by the middle and late 1600s, in part because the Indian population continued to decrease due to disease. Another problem for the Spanish, however, was the English settlement in

what is now South Carolina in 1670. Indians in South Carolina raided villages in Georgia to capture Indians to sell to the English as slaves. By 1685, the missions in Georgia were gone as the Spanish retreated further to the south. The northern boundary of the Spanish empire in the southeast became today's Florida.

French Exploration and Colonization

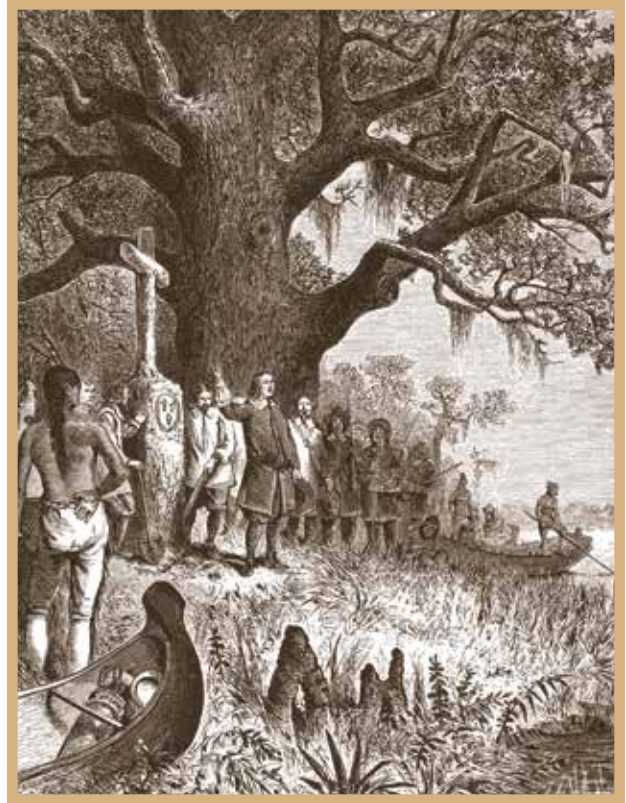
With Spain getting wealthy from its empire, the other European nations wanted to acquire land and wealth in the Americas as well. In the early 1500s, France sent explorers and tried unsuccessfully to plant colonies north of the Spanish in Florida. They began to go farther north into the North Atlantic. Fishermen from Europe were already fishing the coastal waters there. In the 1520s, a French expedition explored the North American coast from North Carolina to Maine. A few years later, the French sent expeditions further north, thinking there might be a water route through North America to the Pacific Ocean. If they could find such a route, they could trade with Asia by going through North America rather than having to sail around the tip of Africa. Unfortunately, there was no “Northwest Passage.”

However, their voyages later led the French to claim Canada and the Great Lakes area. The first permanent French settlement was Quebec on the St. Lawrence River (founded in 1608), followed years later by Montreal in 1642. French settlement was funded by a company, not by the government as Spain's was.

Further exploration in the 1600s took the French to the head of the Mississippi River and then down that river to the Gulf of Mexico. By the late 1600s, the French had founded Biloxi (now in Mississippi) and Mobile (now in Alabama). In 1718, they established the city of New Orleans. While the French did not find gold in Canada or the Mississippi Valley, they established a very profitable fur-trading business with the Native Americans. This resulted in French alliances with the Indians of the lower Mississippi River area, especially the Choctaw. Although much farther away from Georgia than Florida, the potential for problems with the “French” Indians was another defense consideration for the Georgia colony in the 1700s.

English Exploration and Colonization

In 1558, Elizabeth became queen of England. Elizabeth was more tolerant on religious issues between the Catholic Church and the Church of England than those before her. Under Elizabeth, England became more prosperous and stable. She built a larger navy and gave permission to found colonies. In the 1580s, two colonies were established by one of Elizabeth's favorite nobles, Sir Walter Raleigh. He tried to settle in what is now North Carolina.



Below: On April 9, 1682, French explorer René-Robert Cavalier, Sieur de La Salle, reached the mouth of the Mississippi River and claimed the Mississippi Valley for France, naming it La Louisiane for French King Louis XIV.

Something Extra!

In 1707, the Kingdom of Great Britain was formed. It included England, Wales, and Scotland.



Top: After two failed attempts, the English finally succeeded in establishing a permanent colony, at Jamestown in 1607. **Above:** When British ships arrived at New Amsterdam in 1664, the Dutch surrendered without fighting. The new British colony was renamed New York.

The first colonists returned home. The second colony had disappeared by the time anyone came back to check on it. It has become known as the “Lost Colony.”

A war with Spain interrupted further colonization until the early 1600s. In 1607, England established its first permanent colony in America in Jamestown, Virginia. Like Spain and France, England hoped the colonies would bring it riches and power.

Throughout the 1600s, the English settled most of the area between the Spanish in Florida and the French in Canada. The Dutch settled the area in the Hudson River valley, calling it New Netherlands and establishing a thriving port that

they called New Amsterdam at the mouth of the river.

In the 1640s, England suffered through a civil war that resulted in the end of the monarchy from 1649 to 1660. In 1660, King Charles II restored the monarchy with the help of several English nobles. He began to reward those supporters by granting them colonies in America. After taking the territory of New Netherlands from the Dutch, he gave it to his brother, the Duke of York. The area was renamed New York, and its busy port became New York City.

Carolina

In the 1660s, a very large land grant south of Virginia went to eight English gentlemen, many of whom had already had some colonial experience in the English island colonies, including Barbados. They named the colony—from its boundary with Virginia in the north to its southern boundary right above Florida—“Carolina.”

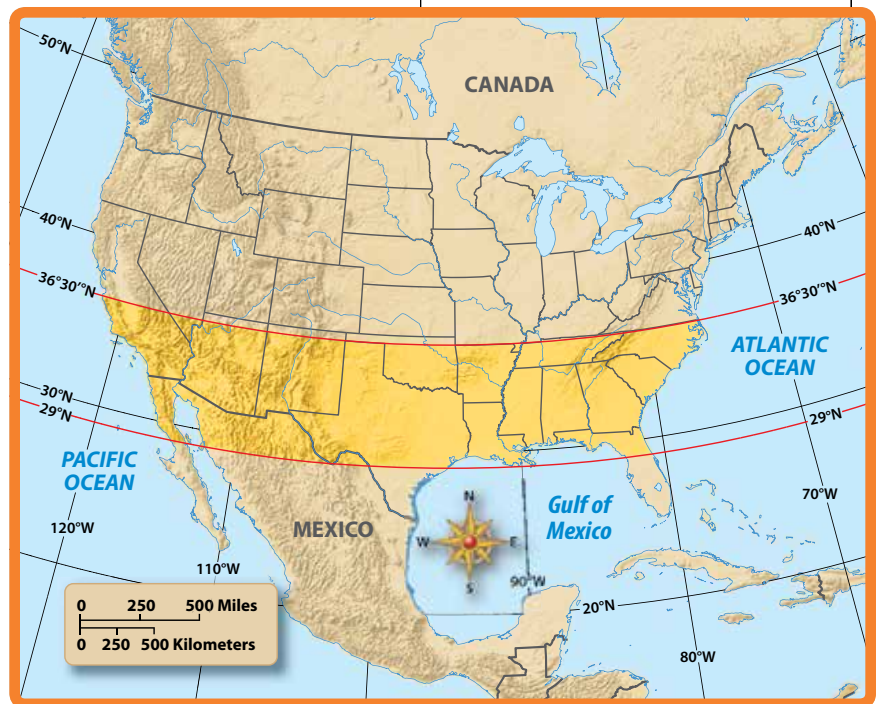
In 1670, these men founded a settlement where two rivers came together, and they named it Charles Town. Settlers moved to the portion of Carolina that is now South Carolina and established **plantations** (large farms). They hoped to grow sugar, as they had in Barbados. The Carolina planters brought slaves with them to do the work. The settlers also allied with Indians in the area who helped them raid Indian villages in Spanish Florida. Those captured in the raids became slaves whom the Carolinians sold in the island colonies.

Traders moved into the **backcountry** (the land away from the coast) of the South Carolina colony and became involved in the fur trade with the Indians who lived in Carolina south of the Savannah River. Some of the traders had Indian wives with whom they had children. The impact of the contact with the English began to change Native American culture. The Indians began to use English tools and fight and hunt with English-made guns. Eventually, they came to depend on those items. Relations between the Indians and the settlers began to worsen.

In the 1680s, the Westo (or Westobou), who lived along the Savannah River at the Fall Line, were driven from the Carolina/Georgia area with help from the Savannah Indians. In 1692, the Carolinians established a trading post called Savannah Town on the north side of the river. The Savannah Indians, after whom the river is named, moved from the area in the first decade of the 1700s, in spite of attempts by Carolina’s governor to get them to stay.

The Yamasee Indians in the Carolina backcountry rebelled in 1715 because they did not think they were being treated fairly. They were defeated and retreated to Florida, where they became known to the English as “Spanish” Indians. After this, the Carolinians felt very exposed on their southern frontier. They built Fort Moore at Savannah Town and invited the Chickasaw Indians to settle in the area as protection. A small band led by Squirrel King came to the area around 1723 on the Carolina side of the river. Most Chickasaw, however, remained near the Mississippi River.

By the 1700s, the Native Americans in the region included mainly the Creek, the largest group in central and south Georgia, and the Cherokee,



Map 14 Carolina

Map Skill: What was the western boundary of Carolina?



Above: In 1715, enraged at being continuously cheated by white traders, the Yamasee Indians attacked settlements to the south of Charles Town. The war ended in defeat for the Yamasee, most of whom were killed.

whose territory was in the northern portions of Georgia, what is now western Carolina, and Tennessee. The Creek were actually a loosely organized confederation of many towns divided into two groups—the Lower Creek and the Upper Creek. Their culture, and that of the Cherokee, was from the Mississippian Period. They hunted, planted corn and other crops, lived in villages with permanent dwellings, and traded, sometimes over long distances. Their pathways connected Georgia from east to west and north to south.

By the 1720s, the Native Americans who lived west and south of the Savannah River were familiar with the English and their ways. Meanwhile, a group of men in England had ideas for further settlement. A new English colony was about to be born.

Reviewing the Section

1. Define: middleman, immunity, colony, mission.
2. What areas did France eventually claim in North America?
3. What was the main purpose of the Spanish missions along the Georgia coast?

Discovering Georgia's Past

Juanillo's Revolt

Along with the Spanish soldiers to conquer the land came missionaries to try to convert the Native Americans to Christianity. Conversion also involved changing from the native culture to the customs and moral ideas of the Spanish. The missionaries thought they were helping the Indians. This often created tension between the two groups as many Indians wanted to keep their own customs and did not like the missionaries telling them how to live. This was the case in the coastal area of Georgia known to the Spanish as Guale. By the late 1500s, Georgia's coast had dozens of Spanish missions.



Some of the Guale Indians resented Spanish interference. For several years, the friction had been growing between the Guale and the Franciscan friars who ran the missions.

Juanillo was a young member of the Guale Indians who was set to become one of their *micos*, or leaders. He did not, however, follow all the customs that the Spanish missionaries encouraged. The missionary Father Pedro de Corpa criticized Juanillo. He then interfered to have an older Guale who was more accepting of Spanish ways made *mico* instead of Juanillo. Angry at his treatment and supported by others unhappy with the Spanish, Juanillo led a revolt hoping to push the Spanish out of the area and be free of their customs. De Corpa and four other missionaries were killed; one, Father Francisco de Avila, was captured and tortured. Avila refused to testify against the Indians, but he later wrote the account of what had happened.

The Spanish responded to the revolt by destroying many Indian villages and burning their crops. Following that, the Spanish began to rebuild their power. In the early 1600s, the Spanish governor came to Guale from Florida to check on Spanish progress. Spain was once again in control and would remain so until the settlement of Carolina began to push the Spanish Indians and Spanish soldiers and missionaries out of Georgia.

Left: Pedro Menendez de Aviles founded St. Augustine in 1565, and set about establishing missions to convert the Indians. He visited St. Catherines Island in 1566, and a mission was established there in 1568. It is possible that the name Guale, given to that area of Georgia and the Indians who lived there, was the name of a chief Menendez met on his visit.

Chapter Review

Chapter Summary

Section 1 Georgia's First People

- Scientists group the early peoples into four cultures: Paleo-Indian, Archaic, Woodland, and Mississippian.
- Pottery was invented during the Archaic period.
- The Woodland people developed horticulture. The primary crops grown were corn, squash, and beans.
- Both the Woodland and Mississippian peoples built mounds and stone effigies. The Kolomoki, Etowah, and Ocmulgee sites are the best examples of mound building in Georgia.

Section 2 Europe and the Colonization of America

- By the 1400s, European countries were looking for new routes to get to the riches of the Middle and Far East.
- Many countries explored the New World including Spain, France, and England.
- Foodstuffs and animals were exchanged between the Old World and the New World, to the benefit of both. Unfortunately, Europeans also brought disease to the New World, for which the native peoples had no immunity. Millions died.
- In 1540, Hernando de Soto, a Spanish explorer, traveled through present-day Georgia during his expedition to search for gold.
- The Spanish founded the first permanent European settlement in America in 1565 at present-day St. Augustine, Florida.

- The Spanish established missions along the Georgia barrier islands and coast to convert the Indians to Christianity. By 1685, however, the Spanish had abandoned the missions and retreated to Florida.
- French exploration and settlement of America focused on Canada and the lands drained by the Mississippi River.
- The English settled along the Atlantic Coast between the French in Canada and the Spanish in Florida. The first permanent English settlement in America was Jamestown in 1607.
- In the 1660s, the English king gave his supporters a large land grant south of Virginia, which they named "Carolina." This land grant included the area that today we know as Georgia.



Understanding the Facts

1. Define *artifact* and give one example of an artifact that might be found from each of the four major Native American periods.
2. Define *horticulture* and explain why its development was so important to early humans in Georgia.
3. List some of the reasons that motivated European exploration of the New World.
4. Describe Hernando de Soto's role in exploring Georgia. Be sure to include when and why he conducted his expedition.



Developing Critical Thinking

Conduct research to find the places throughout the southeastern United States that have Mississippian period burial mounds. Plot the mound locations on a blank map of the United States. Develop ideas about why these mounds might be so similar and appear in these areas.



Writing Across the Curriculum

Imagine that you are a newspaper reporter who can travel back in time. Select the period that you are most interested in, and write a report about a visit to the peoples you would meet in this time period. Think about the sights you would see, the things you might hear, touch, and feel as you make your visit.



Extending Reading Skills

Look at the timeline on page 162. Using the information on the timeline, answer the questions that follow.

1. How many years does the timeline cover?
2. What general comment can you make about the dates on the top of the timeline and the dates on the bottom of the timeline?
3. What happened in 1000 A.D.?
4. When did the historic period begin?

Right: This queen was the first English monarch to send colonists to North America. Who was she?



Exploring Technology

Research maps that show early Native American tribal lands in the southeastern United States. Think about what happened as the Europeans began to pressure the Native Americans. What happened to the Native Americans and where are they today?



Practicing Your Skills

1. Develop and label a timeline that shows the duration of each of the Native American periods.
2. Use the map of de Soto's expedition and a current map of Georgia. Plot de Soto's expedition on the current map and determine how close he came to your hometown. Think about reasons why this particular route may have been chosen.

