CHAPTER TWO
WHEN WORLDS COLLIDE, 1492–1590

CHAPTER OVERVIEW
This chapter emphasizes the results of the worlds of Europe, the Western Hemisphere, and Africa colliding. The Spanish, Portuguese, French, and English establish footholds in various parts of the continent with the Spanish and English as major rivals. The Native American groups react in various ways to European conquest but the result is disastrous for their population. Spanish policies result in the mixing of Spanish, Indian, and African peoples that result in new community structures.

CHAPTER OBJECTIVES
After reading the chapter and following the study methods recommended, students should be able to:

1. Identify Roanoke and its significance as an example of community in the settlement of North America.
2. Explain the meaning of the chapter title, “When Worlds Collide,” and list the results of the collision.
3. Discuss the experience of the Spanish in their New World empire.
4. Explain how events in Europe encouraged the age of exploration and expansion.
5. Compare the reactions of various Native American groups to European incursions.
6. Compare the views of various Europeans toward Native Americans.
7. (Making Connections) Explain the difference between the village structure and agricultural societies of Native Americans and Europeans.

CRITICAL THINKING/READING SKILLS

AMERICAN COMMUNITIES: The English and the Algonquians at Roanoke: What is the significance of Roanoke as an American community? How did the English and Algonquians meet and what was the consequence? Who were Manteo and Wanchese? How did their views on the English differ? How did Raleigh’s view compare to White and Harriot on community? How did the Indian views and European views compare?

THE EXPANSION OF EUROPE: What changes in Europe prompted the period of expansion that began with Columbus in 1492?

European Communities: What type of communities characterized Europe? What economic growth potential was there? How did it compare to the agricultural economy in The Americas?

The Merchant Class and the Renaissance: What was the Renaissance and how did it affect the merchant class? How did Europe benefit from contact with other people? How was commerce affected by these changes?
The New Monarchies: What was “new” in the structure of monarchy and how did that affect European expansion?

Portuguese Explorations: Why were the Portuguese the leaders in European expansion? How did Joao I exemplify the “new monarch”? Who was Prince Henry and what was his role in exploration? What was the extent of the Portuguese empire? How did they control it? What is their significance to the slave trade?

Columbus Reaches the Americas: How did Columbus’s voyage connect to the changes listed above? To whom did Columbus sell his navigational idea and why were they more willing to listen than other monarchs? What were the goals of Columbus? In terms of ease of Atlantic navigation, what was one of Columbus’s contributions? What was Columbus’s view of America?

THE SPANISH IN THE AMERICAS: What type of empire and society did the Spanish create in the Western Hemisphere? How much did they affect North America in this period?

The Invasion of America: What effect did the Spanish invasion have in the first wave of expansion? Who were the Aztecs? How did Cortes overthrow them? How did Spanish success encourage others?

The Destruction of the Indies: How did the Spanish systematically destroy the Indies? What were the views of the Spanish priest, Las Casas? What were “virgin soil epidemics” and how did they affect Indian peoples? What things reduced the Indian population and what was the extent of each? How does this compare to European effects on Africa and Asia?

Intercontinental Exchange: What were the various things that were exchanged between Europe and America? What effects did this have?

The First Europeans in North America: Why did the Spanish try to extend their influence northward? What were the results of the efforts of Ponce de Leon, Cabeza de Vaca, Hernando de Soto and de Coronado? What Indians did they encounter and what was their response to Spanish invasion? How were the Indians weakened?

The Spanish New World Empire: What areas did the Spanish control in the New World? What peoples made up the largest immigrant groups? What urban communities did they establish? What does the phrase “frontier of inclusion” mean and what effect did this have on the Spanish empire? How did the empire compare to others in size? What type of system did the Spanish use to govern? How did the reality compare to the theory?

FRENCH AND ENGLISH EXPLORATIONS AND ENCOUNTERS: Why did the French and English become interested in the Americas? Where did they concentrate their efforts?

The Political Impact of the Reformation: What was the Reformation and what was its political impact? How did it encourage the expansion of northern European peoples? How did Luther’s and Calvin’s ideas reinforce the spirit of capitalism? How did Henry VIII’s feud with the Church encourage the “new monarchy” mentioned earlier? How did France compare to England in the Reformation?

The French Colony in Florida: How did the Reformation affect the formation of the first French colonies? Where did they attempt to establish them and what were the results? What was the Spanish interest in Florida and how did they respond to the French Huguenots?

Fish and Furs: What was the attraction of fish and fur as crops? What other area did the French expand to in North America and why? How did European relationships with
natives differ from those of the Spanish in the tropics? What effects did trade have on the Indians? Where did the French consolidate their colonial holdings?

**Social Change in Sixteenth-Century England:** How was English expansion tied to social change at home? What country became England’s rival and how did it connect to religion?

**England Turns Toward Colonization:** How were England’s first efforts in the New World aimed at Spain? What were the views expressed in Harriot’s book with White’s engravings? What was Philip II of Spain’s response to English colonization and the result?

**CONCLUSION:** What Europeans were first in colonizing the Americas? What were the various consequences for native peoples? By 1588, what had the French and English managed to do?

**CHRONOLOGY:** What time span is being covered? What is the significance of this particular time span? What are the major events covered in this chapter? How do they connect to the chapter title? Who are the significant people as groups or as individuals involved in these events? What are the significant places? What important terms and concepts are connected to these events?

**KEY TERMS/VOCABULARY**
Identify the following terms:

1. Roanoke
2. Croatoan
3. Walter Raleigh
4. Thomas Harriot
5. Manteo
6. Wanchese
7. Virginia Dare
8. L’Anse aux Meadows
9. feudalism
10. Crusades
11. three greatest inventions
12. Black Death
13. Renaissance
14. English Peasants’ Revolt
15. Prince Henry
16. caravel
17. Bartolomeu Dias
18. Vasco da Gama
19. Christopher Columbus
20. Isabella and Ferdinand
21. Reconquista
22. Samana Cay
23. Amerigo Vespucci
24. encomienda
25. Vasco Nunez de Balboa
26. Tenochtitlan
27. Hernan Cortes
28. Carib
29. Barlotome de las Casas
30. syphilis
31. Ponce de Leon
32. Cabeza de Vaca
33. Cibola
34. Hernan de Soto
35. Francisco Coronado
36. Treaty of Tordesillas
37. mestizos
38. mulatto
39. Council of the Indies
40. Reformation
41. Martin Luther
42. Protestantism
43. John Calvin
44. Henry VIII
45. Huguenots
46. Jean Ribault
47. St. Augustine
48. John Cabot
49. Giovanni de Verrazano
50. Jacques Cartier
51. Elizabeth I
52. enclosure
53. Richard Hakluyt
54. Humphrey Gilbert
55. John Hawkins
56. Francis Drake
57. sea dogs
58. Martin Frobisher
59. Philip II
60. Spanish Armada

**STUDY SKILLS ACTIVITIES**

1. Making Connections: Complete the chart on p. 17. Add any additional explorers you feel are necessary to aid in your review of exploration.
<table>
<thead>
<tr>
<th>Name</th>
<th>Date or Dates</th>
<th>Exploring</th>
<th>Area Explored</th>
<th>Indians Cultures Encountered</th>
<th>Resulting Expansion or Collision</th>
<th>Other Items of Significance</th>
</tr>
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<tbody>
<tr>
<td>Columbus</td>
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<td>Vespucci</td>
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<td>Cones</td>
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<td>Ponce de Leon</td>
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<td>Coronado</td>
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<td>Ribault</td>
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<td>Cartier</td>
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<td>Frobisher</td>
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<td>Raleigh</td>
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<td>Gilbert</td>
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</tbody>
</table>
2. Role-playing Activity: This type of activity works well to aid students to think through different perspectives. Students could be assigned (individually or as groups) to portray English, French, or Spanish conquerors. Others could be assigned to portray different Indian groups. Each would state its objectives in the encounter.

3. Motion Picture/Video Analysis Activity: The skills sheet on p. 19 can be used throughout the school year for in-class activities or out-of-class activities. If you do not have enough time in class for commercial videos, show the video during lunch. Have students bring their lunches and watch the video as a group. This “Brown Bag” activity allows the teacher to show videos or portions of videos that are prohibited in class due to the time frame of the Advanced Placement class. For Chapter Two: When Worlds Collide, assign a video involving Columbus’ discovery of America. There are several commercial videos available.

4. Critical Viewing:
   a. Many of the explorers took Native Americans back to Europe with them either willingly or as captives. Imagine yourself as one of these Native Americans. How would you react to being in Europe and what advice would you take back to your people?
   Study Tip: Look at the illustrations and the printed text in Chapter Two. Remember—do not neglect illustrations including graphs and maps; they will help you understand the chapter’s materials and will aid in essay writing.
   b. Look at the series of engravings that accompanied the de las Casas book. Compare and contrast this episode in fifteenth-century history to a similar episode in the twentieth century. What comparisons can be made? What is the twentieth-century episode?
   c. View the graph titled North America’s Indian and Colonial populations in the Seventeenth and Eighteenth Centuries
      1. In what year did the population of the Colonial peoples and the Indian peoples become the same?
      2. What was the Indian population by 1800?
      3. From your studies, list three reasons for the decline in the Indian population.
   d. Look at the illustration in your book titled Intercontinental Exchange
      1. What were the various items that were exchanged between Europe and America?
      2. How did this affect world trade?
      3. Extend your thinking.
         How would the “potato” which was native to the Americas affect immigration to the United States in the late nineteenth century?
   e. Use the activity sheet VISUAL LEARNING to practice analyzing primary source documents. Remind students that primary sources include paintings, photographs, posters, as well as written sources of material.

5. Graphic Organizer (p. 21):
   a. Use the essay prompt in the textbook at the end of Chapter 2. Have students develop a thesis statement. Help students include three supporting ideas to prove the thesis statement.
MOTION PICTURE ANALYSIS WORKSHEET

Step 1: Pre-viewing

A. Title of film:

_____________________________________________________________________

Record Group source:
_____________________________________________________________________

B. What do you think you will see in this motion picture? List three concepts or ideas that you might expect to see based on the title of the film. List some people you might expect to see based on the title of the film.

<table>
<thead>
<tr>
<th>Concepts/Ideas</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ________________</td>
<td>1. ________________</td>
</tr>
<tr>
<td>2. ________________</td>
<td>2. ________________</td>
</tr>
<tr>
<td>3. ________________</td>
<td>3. ________________</td>
</tr>
</tbody>
</table>

Step 2: Viewing

A. Type of motion picture (check where applicable)

_____ Animated cartoon   _____ Documentary film
_____ Newsreel          _____ Propaganda film
_____ Theatrical short subject   _____ Training film
_____ Combat film       _____ Other

B. Physical qualities of the motion picture (check where applicable)

_____ Music           _____ Narration
_____ Special effects      _____ Color
_____ Live action       _____ Background noise
_____ Animation        _____ Dramatizations

C. Note how camera angles, lighting, music, narration, and/or editing contribute to creating an atmosphere in this film. What is the mood or tone of the film?

_____________________________________________________________________

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Step 3: Post-viewing (or repeated viewing)

A. Circle the things that you listed in the previewing activity that were validated by your viewing of the motion picture.

B. What is the central message(s) of this motion picture?

C. Consider the effectiveness of this film in communicating its message. As a tool of communication, what are its strengths and weaknesses?

D. How do you think the filmmakers wanted the audience to respond?

E. Does this film appeal more to the viewer’s reason or emotion? _________________________
   How does it make you feel? _________________________________________________________

F. List two things this motion picture tells you about life in the United States at the time it was made:
   1. ______________________________________________________________________________
   2. ______________________________________________________________________________

G. Write a question to the filmmaker that is left unanswered by the motion picture.

H. What information do you gain about this event that would not be conveyed by a written source? Be specific.
MAP SKILLS/Critical Viewing Activities

Study Tip: When you develop your maps, you should reinforce your knowledge by asking yourself the importance of each location. Why is this particular city, river or other location significant in this chapter? Following this procedure is another way to understand, reinforce, and review material.

1. Western Europe in the Fifteenth Century (p. 23)
   a. What had the monarchs of Western Europe done politically that allowed them to begin expansion?
   b. What geographic feature did they share?
   c. Locate: Sagres Point

2. The Invasion of America (p. 24)
   a. What countries were involved in the invasions?
   b. Where was each country concentrated?

3. European Exploration, 1492–1591 (p. 25)
   a. Which voyages of exploration are shown here?
   b. Which areas of the Americas were affected?

4. Optional Map Assignments:
   a. To India by Sea—Research Portuguese exploration to India. Indicate on the map the location of Portuguese colonies in Africa. Show the routes of Diaz and da Gama. What was the contribution of the Portuguese to the discovery of the New World?
   b. Columbus Reaches America—Research the other voyages of Columbus to the Americas. When did these occur? Label the countries that Columbus encountered.
   c. Voyages of Discovery—Select one country and indicate its explorations on the map. Which part of the Americas did this country claim? Why?
   d. Spain and Portugal in the Americas—Indicate the results of the Treaty of Tordesillas on the outline map on p. 26. Which countries were involved? Who drew the Line of Demarcation? Why was this line needed? Which areas became dominated by Spain? By Portugal?
   e. Search for a Northwest Passage—What was the Northwest Passage? Why was this search significant? Which countries led in the search? Which explorers were involved? What impact did this have on colonization?
The Invasion of America
Spain and Portugal in the Americas
READING QUIZ

MULTIPLE CHOICE:

1. Which one of the following was NOT a way Europeans benefited from contact with Asia?
   a. spices  
   b. compass  
   c. gunpowder  
   d. iron plow

2. Which one of the following was NOT a reason that the Spanish Isabella and Ferdinand were more receptive to Columbus’s idea of sailing west?
   a. rivalry with the Moslems in the Reconquista  
   b. the example of Portugal  
   c. military tradition in Spanish provinces  
   d. their academy at Sagres Point

3. Columbus and Raleigh had in common a vision of
   a. colonial community.  
   b. A powerful personal empire.  
   c. imperial commercial conquest.  
   d. Christian mission.

4. Which one of the following explains the majority of decline in the Indian population in the Americas?
   a. warfare  
   b. declining birthrate  
   c. starvation  
   d. new diseases

5. One hundred years after Columbus, the largest number of new immigrants to the Americas were
   a. Spanish and Africans.  
   b. French and English.  
   c. Norse and English.  
   d. Spanish and Portuguese.

6. Which one of the following was the RESULT of the other three?
   a. Philip II sends the Armada against England.  
   b. Henry VIII breaks with the Catholic Church.  
   c. Elizabeth I takes moderate approach to religion.  
   d. John Hawkins breaks Spanish slave trading monopoly.

7. In de Soto’s exploration of the South in North America, he failed to find another Aztec empire. The peoples he did find were from this culture:
   a. Pueblo  
   b. Micmacs  
   c. Iroquois  
   d. Mississippian

8. In general, new monarchies in Europe forged alliances with
   a. the merchant class.  
   b. church.  
   c. peasants.  
   d. nobility.

9. John White was to Roanoke as Columbus was to
   a. Tainos.  
   b. Hispaniola.  
   c. Puerto Rico.  
   d. Madeiras.

10. Cartier was to the French and—as Cabot was to the English and—
    a. St. Augustine/Virginia  
    b. Cape Fear/Florida  
    c. St. Lawrence/Labrador  
    d. Ft. Caroline/Maine
11. If you had been a rich investor willing to listen to Richard Hakluyt’s advice, you would have
   a. invested your money in the overland spice route to Asia.
   b. kept your wealth at home in English “enclosed” lands.
   c. funded the Sea Dogs for a share of plunder.
   d. been enthusiastic about New World trade ventures.

12. Which one of the following has the LEAST in common with the other three?
   a. Santo Domingo          c. Havana
   b. Mexico City            d. Cibola

CHRONOLOGY AND MAP QUESTIONS:

13. Which choice below gives the correct chronological order of these events?
   (1) English defeat Armada.  (3) Luther breaks with Church.
   (2) Dias sails around Africa.  (4) St. Augustine is founded.
   a. 3,4,1,2
   b. 2,3,4,1
   c. 3,2,1,4
   d. 1,2,4,3

14. Which is the correct order of explorers in North America?
   a. Coronado, Cabot, Cartier, Cortes
   b. Cartier, Coronado, Cabot, Cortes
   c. Cortes, Cartier, Coronado, Cabot
   d. Cabot, Cortes, Cartier, Coronado

15. By 1590, John White returns to find this colony gone:
   a. Roanoke           c. St. Augustine
   b. Ft. Caroline      d. Samana Cay

16. Which one of the following is NOT a characteristic of Western European countries that launched voyages of exploration?
   a. unified realms
   b. standing armies and navies
   c. extensive Atlantic coastline
   d. little affected by the Reformation

17. Which one of the following European countries had NOT invaded the Atlantic coastline of North America?
   a. Russians          c. Spanish
   b. Dutch            d. French

18. By 1591, these two explorers had gone far into the interior of North America:
   a. Cabot and Cartier
   b. Vespucci and de Leon
   c. Ribault and de Vaca
   d. de Soto and Coronado

SHORT ESSAY:

19. How did European monarchs derive their power from social chaos?
20. How did enclosure lead to urbanization?
21. How did the animosity between England and Spain affect the New World?
22. Describe how the various European powers exploited the New World and its people.
EXTENDED ESSAY:

23. Discuss the effects (economic, scientific, etc) of the Crusades.
24. How was Cortes able to defeat the mighty Aztecs?
25. The chapter speaks of New World inflation; what factors contributed to this inflation?
26. Discuss the importance of maize in both the New World and the Old.