

Exercise walk-through

Cultural Interactions Between Europeans, Native Americans, and Africans ■ 1.6

eXercise

You must be able to

- name the five issues on which worldviews diverged
- state what defined the early years of interaction
- state the two means by which native peoples defended sovereignty
- state what extended contact fostered in Europe

Method — Five issues

Europeans and Native Americans **asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.**

Method — Early years

Mutual misunderstandings often defined the early years as each group sought to make sense of the other, and **over time, Europeans and Native Americans adopted some useful aspects of each other's culture.** Mutual, and then partial adoption.

Method — Defence

As encroachments increased, native peoples **sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.** Two means, and diplomacy is named first.

Method — The European debate

Extended contact fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans. A debate and a set of justifications, produced together.

Practice 2.1 ■ 3 marks

Name the five issues on which worldviews diverged.

Solution 2.1

Method: Five issues

Worked steps

religion; gender roles; family; land use; power **B3**.

Practice 2.2 ■ 2 marks

State the two means by which native peoples defended sovereignty.

Solution 2.2

Method: Defence

Worked steps

diplomatic negotiations **B1**; military resistance **B1**.

Practice 2.3 ■ 2 marks

Extended contact produced two things in Europe.

- (a) Name them.
- (b) State what “mutual misunderstandings” claims.

Solution 2.3

Method: The European debate

Worked steps

(a) a debate about how non-Europeans should be treated **B1**; evolving religious, cultural and racial justifications for subjugation **B1**. (b) that the incomprehension ran in both directions **B1**.

Exam-style 3.1 ■ 1 mark

The CED names diplomatic negotiations and

A military resistance

B surrender

C migration only

D conversion

Solution 3.1

Method: Defence

A military resistance



B surrender

C migration only

D conversion

Worked steps

A. military resistance.

Exam-style 3.2 ■ 1 mark

“Mutual misunderstandings” indicates the incomprehension was

A on both sides

B European only

C Native American only

D nonexistent

Solution 3.2

Method: Early years

A on both sides



B European only

C Native American only

D nonexistent

Worked steps

A. both sides.

Exam-style 3.3 ■ 1 mark

European leaders argue about how non-Europeans should be treated while justifications for subjugation develop.

- (a) State what the CED says about the two.
- (b) Explain why they can coexist.

Solution 3.3

Method: The European debate

Worked steps

(a) that both were fostered by extended contact **B1**. (b) a debate implies the question was open **B1**, and one side of that debate was the elaboration of justifications for what was already being done **B1**.