

Pedro A. Garrido
 Superintendent of Schools
 Phone (908) 245-1197
 Fax (908) 245-1226

Roselle Park Public Schools
510 Chestnut Street
Roselle Park, New Jersey 07204

"A High Performing School District"

James Salvo
 Director of Curriculum, Instruction,
 and Funded Programs
 Phone (908) 245-6665 – ext. 1020
 Fax (908) 245-6503

Home Instruction Packet for World History

Mr. Dawson Period 7

In this packet are materials and directions for practicing and reviewing important Social Studies Concepts. The materials consist of various worksheets that are based on the history of European Exploration and Colonization. Also, you will find specific directions for accessing the Online Assessments within the online textbook.

This work will be collected by way of email. Make sure you follow all directions. This work will be graded and counted towards the third marking period grade.

I am available to support you during the hours 7:50am-2:50 pm to answer any of your questions. I will be responding to your emails within the hour.

You contact me at: gdawson@rpsd.org

	Assignment Directions
<p>Week 1-</p> <p>Lesson 1: Europeans explore the world, To describe the first steps towards world exploration.</p> <p>#####</p> <p>Lesson 2: Europeans explore the East, To explain the potential conflict between Portugal and Spain</p>	<p>Lesson 1: Use Module 16, Lesson 2. Read the text and complete the worksheets A, B, C. To complete these worksheets you must simply list your answers in an email to me. For example: Worksheet A 1) your answer 2) your answer Etc. DUE: 3/18/20 #####</p> <p>Lesson 2: A) Use Module 16 Lesson 2. Read the text and complete the worksheets C, D. Follow the directions for Lesson 1 and email your answers to me. B) Go to the online textbook, click on ASSIGNMENTS and complete the assessment for Lesson 2 DUE: 3/20/20</p>

Roselle Park Public Schools
510 Chestnut Street
Roselle Park, New Jersey 07204

Pedro A. Garrido
Superintendent of Schools
Phone (908) 245-1197
Fax (908) 245-1226

"A High Performing School District"

James Salvo
Director of Curriculum, Instruction,
and Funded Programs
Phone (908) 245-6665 – ext. 1020
Fax (908) 245-6503

Week 2-

Lesson 3: Spain's American Empire, To describe to rapid growth of Spain's American empire

#####

Lesson 4: Spain's American Empire, To explain the social/cultural impact of Spain's dominance

#####

WEEK 3-

Lesson 5: Western Europe competed for Trade and Territory, To explain the methods and actions of England, France and Netherlands

#####

Lesson 6: Module Review part 2: Use Critical Thinking to demonstrate understanding.

#####

Lesson 3: A) Use Module 16, Lesson 4. Read the text and complete the worksheets E,F, G. Follow the directions for Lesson 1 and email your answers to me.

DUE: 3/24/20

#####

Lesson 4: A) Use Module 16, Lesson 4. Read the text and complete the Worksheets G, H. Follow the directions for Lesson 1 and email your answers to me.

B) Go to the online textbook, click on ASSIGNMENTS and complete the assessment for Lesson 4

DUE: 3/26/20

#####

Lesson 5: A) Use Module 16, Lesson 5. Read the text and complete Worksheets I, J, K.

B) Go to the online textbook, click on ASSIGNMENTS and complete the assessment for Lesson 5.

DUE: 3/30/20

#####

Lesson 6: Use Module 16, Lessons 2,4,5 and answer each of the following questions. Email your answers to me.

- 1) Why were the Dutch so successful in establishing a trading empire in the Indian Ocean?
- 2) Why did Columbus set sail westward?

Roselle Park Public Schools
510 Chestnut Street
Roselle Park, New Jersey 07204

Pedro A. Garrido
Superintendent of Schools
Phone (908) 245-1197
Fax (908) 245-1226

"A High Performing School District"

James Salvo
Director of Curriculum, Instruction,
and Funded Programs
Phone (908) 245-6665 – ext. 1020
Fax (908) 245-6503

	<p>3) What were the three goals of the Spanish in the Americas?</p> <p>4) What did the Europeans mostly grow in their Caribbean colonies?</p> <p>5) What was the result of the French and Indian War?</p>
--	---



GUIDED READING *Europeans Explore the East*

Section 1

A. Following Chronological Order As you read about the age of exploration, take notes to answer questions about events listed in the time line.

1400		1. What technological advances made possible the age of exploration?
1419	Prince Henry starts a navigation school.	2. What were some immediate and some long-term outcomes of Columbus' voyage?
1487	Bartolomeu Dias rounds the southern tip of Africa.	3. What was the most important result of this agreement?
1492	Christopher Columbus reaches the Caribbean.	4. How did Portugal benefit from his voyage?
1494	Spain and Portugal sign the Treaty of Tordesillas.	5. Why did Spain set up trading posts in Asia?
1498	Vasco da Gama reaches the port of Calicut on the Indian Ocean.	6. How did the Dutch gain control of much of the Indian Ocean trade?
1500		7. How did the European battles for Indian Ocean trade affect the peoples of Asia before the nineteenth century?
1521	Ferdinand Magellan leads a Spanish expedition to the Philippines.	
1565	Spain begins settlements in the Philippines.	
1600		
1619	The Dutch establish a trading center on Java.	
1664	France sets up its own East India Company.	

B. Drawing Conclusions On the back of this paper, explain the role played by the **Dutch East India Company** in European exploration.

WORKSHEET B



Section 1

HISTORYMAKERS Vasco da Gama

Sailing into History

"May the devil take you! What brought you here?"—spoken by Tunisian merchants who sighted Vasco da Gama in India (1498)

The tiny kingdom of Portugal had made a major seafaring breakthrough in 1488, when Bartolomeu Dias sailed to the Cape of Good Hope at the southern tip of Africa. However, it was not until the mid-1490s that King Manuel of Portugal decided to send another voyage south. He chose a little-known sailor named Vasco da Gama, and he took the first step in creating a Portuguese trading empire in Asia.

Born around 1460, much of da Gama's early life is unknown. It is believed that he was born to poor but noble parents and that his father served as governor of Sines, the town where da Gama was born. He had two older brothers, who both later joined him on his trips. He remained an obscure figure until 1492. That year he captured some French ships in a Portuguese port during a period of hostility between the two European powers.

In 1495, King Manuel was making preparations to send an expedition around Africa to reach the valuable spice markets of India. He had named da Gama's father to head the voyage, but the old man died that year. As a result, Manuel chose da Gama.

In July 1497, da Gama departed with four ships. Rather than follow the West African coast, he swung far out into the Atlantic Ocean, hoping to avoid the areas of little wind called the doldrums. It was not until late November that the group passed the Cape of Good Hope. It took them another five months to work their way up the eastern coast of Africa, stopping at several ports along the way.

These ports were largely controlled by Muslim merchants. Though many of these merchants welcomed the Portuguese, some Muslim ships attacked the Portuguese explorers in Mombasa, located in modern Tanzania. In da Gama's next stop in modern Kenya, the ruler there gave the Portuguese an expert guide. He led them across the Indian Ocean to Calicut, the center of the Indian spice trade. They landed there on May 20, 1498, more than ten months after they had left Portugal.

Da Gama was unable to meet the leader of Calicut for ten days, however. Furthermore, when the two men did meet, the conference went badly.

The Portuguese had brought few goods of value to India, and the ruler expected gold in return for the spices that da Gama desired. Relations soured, and the Indians and the Portuguese both took prisoners. Later, the captured people were exchanged, but in August of 1498, da Gama and his crew left for home after hearing rumors of plots against them. They only had a small cargo of spices, but they had shown that the route could work.

The return voyage was more difficult than the journey there. Thirty men died of disease, including da Gama's brother Paulo, who had commanded one of the ships. Da Gama finally reached Portugal on September 9, 1499, two years after having left. He was given a hero's welcome.

A second voyage to Asia, commanded by another man, produced poor relations with the Indians, and the king called on da Gama again. In 1502, he set out with a much larger fleet of 20 ships that were armed for hostilities. When he reached the Indian coast, da Gama captured a ship loaded with Muslims making a pilgrimage, then killed them and burned the ship. When the ruler of Calicut refused to cooperate with da Gama, da Gama had his sailors shell the city. After picking up a cargo of spices in more friendly cities, he returned to Portugal.

Da Gama's actions raised alarms among the Muslims. They formed an alliance with the rulers of Egypt and other Indian cities to resist the Portuguese. From then on, the Portuguese built their trading empire by force, not by peaceful commerce. Da Gama made one more trip to Asia. Named Viceroy of India by the king, he was supposed to restore order but died shortly after arriving there.

Questions

- Determining Main Ideas** What hardships did da Gama and his crew suffer during the first voyage?
- Drawing Conclusions** Why did the Portuguese not enjoy more success in their first voyage?
- Making Inferences** Why did the Muslims oppose the Portuguese arrival?



Section 1

PRIMARY SOURCE The Treaty of Tordesillas

In 1493, Pope Alexander VI tried to end the Portuguese and Spanish dispute over land claims. He drew an imaginary dividing line, the Line of Demarcation, from north to south through the Atlantic Ocean. Lands west of the line would belong to Spain; lands east of the line would belong to Portugal. King John of Portugal, however, was dissatisfied with this arrangement. To appease him, the line was moved further west, eventually giving Portugal a claim to Brazil. In 1494, Spain and Portugal signed the Treaty of Tordesillas, which settled the controversy once and for all. What did Portugal and Spain agree to in this portion of the treaty?

. . . Whereas a certain controversy exists between the said lords, their constituents, as to what lands, of all those discovered in the ocean sea up to the present day, the date of this treaty, pertain to each one of the said parts respectively; therefore, for the sake of peace and concord, and for the preservation of the relationship and love of the said King of Portugal for the said King and Queen of Castile, Aragon, etc. it being the pleasure of their Highnesses, they . . . covenanted and agreed that a boundary or straight line be determined and drawn north and south from pole to pole, on the said ocean sea, from the Arctic to the Antarctic pole. This boundary or line shall be drawn straight, as aforesaid at a distant of three hundred and seventy leagues west of the Cape Verde Islands, being calculated by degrees. . . . And all lands, both islands and mainlands, found and discovered already, or to be found and discovered hereafter, by the said King of Portugal and by his vessels on this side of the said line and bound . . . in either north or south latitude, on the eastern side of the said bound . . . shall belong to and remain in the possession of and pertain forever to, the said King of Portugal and his successors. And all other lands, both islands and mainlands, found or to be found hereafter . . . by the said King and Queen of Castile, Aragon, etc. and by their vessels, on the western side of the said bound . . . in either its north or south latitude, shall belong to . . . the said King and Queen of Castile, Leon, etc. and to their successors.

Item: the said representatives promise and affirm . . . that from this date no ships shall be dispatched—namely as follows: the said King and Queen of Castile, Leon, Aragon, etc. for this part of the bound . . . which pertains to the said King of Portugal . . . nor the said King of Portugal to the other side of the said bound which pertains to the

said King and Queen of Castile, Aragon, etc.—for the purpose of discovering and seeking any mainlands or islands, or for the purpose of trade, barter, or conquest of any kind. But should it come to pass that the said ships of the said King and Queen of Castile . . . on sailing thus on this side of the said bound, should discover any mainlands or islands in the region pertaining, as abovesaid, to the said King of Portugal, such mainlands or islands shall belong forever to the said King of Portugal. . . . And if the said ships of the said King of Portugal discover any islands or mainlands in the regions of the said King and Queen of Castile . . . all such lands shall belong to and remain forever in the possession of the said King and Queen of Castile. . . .

And by this present agreement, they . . . entreat our most Holy Father that his Holiness be pleased to confirm and approve this said agreement, according to what is set forth therein; and that he order his bulls in regard to it to be issued to the parties . . . and that he lay his censures upon those who shall violate or oppose it at any time whatsoever

from F. G. Davenport, ed., European Treaties Bearing on the History of the United States and its Dependencies. Reprinted in Henry Steele Commager, ed., Documents of American History (New York: Appleton-Century-Crofts, 1971), 4.

Discussion Questions

Determining Main Ideas

1. Where was the imaginary Line of Demarcation drawn?
2. According to the terms of the treaty, what would happen if Portuguese ships sailing on the Spanish side of the boundary line discovered land, and vice versa?
3. **Clarifying** What purpose did this treaty serve?

Name _____

WORKSHEET D

Date _____



Section 1

RETEACHING ACTIVITY

Europeans Explore the East

Clarifying Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

- ____ 1. The desire to spread the faith of Islam was an important reason for an age of European exploration in the 1400s.

- ____ 2. The main reason for European exploration was the search for new sources of wealth.

- ____ 3. Europeans hoped to expand their trade for spices such as nutmeg, ginger, and pepper.

- ____ 4. A direct sea route to North America was needed to help European merchants gain control of East-West trade from the Muslims and Italians.

- ____ 5. The invention of the caravel and other improvements in sailing technology made voyages of exploration possible.

- ____ 6. Prince Henry “the navigator” used his personal fortune to support a number of Portuguese voyages of exploration along the coast of Africa.

- ____ 7. Bartolomeu Dias’s exploration of the east African coast gave Portugal a direct sea route to India.

- ____ 8. The Treaty of Tordesillas established an invisible line through the Atlantic Ocean, with lands west of the line belonging to Italy and lands east of the line belonging to Portugal.

- ____ 9. An expedition led by Magellan claimed the Philippine Islands for Spain, which began settling them in 1565.

- ____ 10. By 1600, the Portuguese had the largest fleet of ships in the world and had become a leading sea power.

Worksheet E

CHAPTER 20

GUIDED READING *Spain Builds an American Empire*

Section 1

A. Following Chronological Order As you read about the empire Spain built in the Americas, take notes to answer questions about the time line below.

1492	Christopher Columbus sails westward from Spain, hoping to reach Asia.	1. What was the significance of Columbus's voyages?
		2. Magellan himself died in the Philippines. What was the importance of the voyage his crew completed?
1519	Ferdinand Magellan sets sail on a voyage that rounds the southern tip of South America.	3. What factors helped the Spanish defeat the Aztec?
1521	Hernando Cortés conquers the Aztec.	4. How did the Spanish treat the peoples they conquered?
		5. What was unique about the Spanish colonization of the lands of New Mexico?
1533	Francisco Pizarro conquers the Inca Empire.	6. What was the long-term consequence of this action?
1540	Francisco Vásquez de Coronado explores the Southwest.	
1542	Spain abolishes the <i>encomienda</i> system.	

B. Determining Main Ideas On the back of this paper define the following terms:

conquistadors mestizo *encomienda*

CHAPTER
20

GUIDED READING *Spain Builds an American Empire*

Section 1

A. Following Chronological Order As you read about the empire Spain built in the Americas, take notes to answer questions about the time line below.

1492	Christopher Columbus sails westward from Spain, hoping to reach Asia.	1. What was the significance of Columbus's voyages?
		2. Magellan himself died in the Philippines. What was the importance of the voyage his crew completed?
1519	Ferdinand Magellan sets sail on a voyage that rounds the southern tip of South America.	3. What factors helped the Spanish defeat the Aztec?
1521	Hernando Cortés conquers the Aztec.	4. How did the Spanish treat the peoples they conquered?
1533	Francisco Pizarro conquers the Inca Empire.	5. What was unique about the Spanish colonization of the lands of New Mexico?
1540	Francisco Vásquez de Coronado explores the Southwest.	6. What was the long-term consequence of this action?
1542	Spain abolishes the <i>encomienda</i> system.	

B. Determining Main Ideas On the back of this paper define the following terms:

conquistadors mestizo *encomienda*

PRIMARY SOURCE *from The Journal of Christopher Columbus*

Columbus kept a ship's log, or journal, of his historic voyage from Spain to the Americas. When he returned to Spain in 1493, he presented the journal to King Ferdinand and Queen Isabella. The version printed here was originally copied by the missionary Bartolomé de Las Casas and refers to Columbus in the third person as "admiral" unless quoting him directly. As you read, think about the reactions of Columbus, his crew, and the Taino when they first encountered one another.

Thursday, October 11th/. . . Two hours after midnight land appeared, at a distance of about two leagues from them. They took in all sail, remaining with the mainsail, which is the great sail without bonnets, and kept jogging, waiting for day, a Friday, on which they reached a small island of the Lucayos, which is called in the language of the Indians "Guanahaní." Immediately they saw naked people, and the admiral went ashore in the armed boat, and Martin Alonso Pinzón and Vicente Yañez, his brother, who was captain of the *Ninã*. The admiral brought out the royal standard, and the captains went with two banners of the Green Cross, which the admiral flew on all the ships as a flag with an F [for Ferdinand] and a Y [for Isabella], and over each letter their crown, one being on one side of the [cross] and the other on the other. When they had landed, they saw very green trees and much water and fruit of various kinds. The admiral called the two captains and the others who had landed, and Rodrigo de Escobedo, secretary of the whole fleet, and Rodrigo Sanchez de Segovia, and said that they should bear witness and testimony how he, before them all, took possession of the island, as in fact he did, for the King and Queen, his Sovereigns, making the declarations which are required, as is contained more at length in the testimonies which were there made in writing. Soon many people of the island gathered there. What follows are the actual words of the admiral, in his book of his first voyage and discovery of these Indies.

"I," he says, "in order that they might feel great amity towards us, because I knew that they were a people to be delivered and converted to our holy faith rather by love than by force, gave to some among them some red caps and some glass beads, which they hung round their necks, and many other things of little value. At this they were greatly pleased and became so entirely our friends that it

was a wonder to see. Afterwards they came swimming to the ships' boats, where we were, and brought us parrots and cotton thread in balls, and spears and many other things, and we exchanged for them other things, such as small glass beads and hawks' bells, which we gave to them. In fact, they took all and gave all, such as they had, with good will, but it seemed to me that they were a people very deficient in everything. They all go naked as their mother bore them, and the women also, although I saw only one very young girl. And all those whom I did see were youths, so that I did not see one who was over thirty years of age; they were very well built, with very handsome bodies and very good faces. Their hair is coarse almost like the hairs of a horse's tail and short; they wear their hair down over their eyebrows, except for a few strands behind, which they wear long and never cut. Some of them are painted black, and they are the colour of the people of the Canaries, neither black nor white, and some of them are painted white and some red and some in any colour that they find. Some of them paint their faces, some their whole bodies, some only the eyes, and some only the nose. They do not bear arms or know them, for I showed to them swords and they took them by the blade and cut themselves through ignorance. They have no iron. Their spears are certain reeds, without iron, and some of these have a fish tooth at the end, while others are pointed in various ways. They are all generally fairly tall, good looking and well proportioned. I saw some who bore marks of wounds on their bodies, and I made signs to them to ask how this came about, and they indicated to me that people came from other islands, which are near, and wished to capture them, and they defended themselves. And I believed and still believe that they come here from the mainland to take them for slaves. They should be good servants and of quick intelligence, since I see that they very soon say all

that is said to them, and I believe that they would easily be made Christians, for it appeared to me that they had no creed. Our Lord willing, at the time of my departure I will bring back six of them to Your Highnesses, that they may learn to talk. I saw no beast of any kind in this island, except parrots." All these are the words of the admiral.

Saturday, October 13th/As soon as day broke, there came to the shore many of these men, all youths, as I have said, and all of a good height, very handsome people. Their hair is not curly, but loose and coarse as the hair of a horse; all have very broad foreheads and heads, more so than has any people that I have seen up to now. Their eyes are very lovely and not small. They are not at all black, but the colour of Canarians, and nothing else could be expected, since this is in one line from east to west with the island of Hierro in the Canaries. Their legs are very straight, all alike; they have no bellies but very good figures. They came to the ship in boats, which are made of a tree-trunk like long boat and all of one piece. They are very wonderfully carved, considering the country, and large, so that in some forty or forty-five men came. Others are smaller, so that in some only a solitary man came. They row them with a paddle, like a baker's peel, and they travel wonderfully fast. If one capsizes, all at once begin to swim and right it, baling it out with gourds which they carry with them. They brought balls of spun cotton and parrots and spears and other trifles, which it would be tedious to write down, and they gave all for anything that was given to them. And I was attentive and laboured to know if they had gold, and I saw that some of them wore a small piece hanging from a hole which they have in the nose, and from signs I was able to understand that, going to the south or going round the island to the south, there was a

king who had large vessels of it and possessed much gold. I endeavoured to make them go there, and afterwards saw that they were not inclined for the journey. I resolved to wait until the afternoon of the following day, and after that to leave for the south-west, for, as many of them indicated to me, they said that there was land to the south and to the south-west and to the north-west, and that those of the north-west often came to attack them. So I resolved to go to the south-west, to seek the gold and precious stones. This island is fairly large and

very flat; the trees are very green and there is much water. In the centre of it, there is a very large lake; there is no mountain, and all is so green that it is a pleasure to gaze upon it. The people also are very gentle and, since they long to possess something of ours and fear that nothing will be given to them unless they give something, when they have nothing, they take what they can and immediately throw themselves into the water and swim. But all that they do possess, they give for anything which is given to them, so that they exchange things

even for pieces of broken dishes and bits of broken glass cups. . . ."

from Cecil Jane, trans., *The Journal of Christopher Columbus* (New York: Bonanza Books, 1989), 23–28.

They came to the ship in boats, which are made of a tree-trunk like long boat and all of one piece. They are very wonderfully carved . . . and they travel wonderfully fast.

Discussion Questions

1. **Determining Main Ideas** What is Columbus's main interest on the island? Why is he interested in that?
2. **Drawing Conclusions** What impressed you most about this excerpt from Columbus's journal?
3. **Developing Historical Perspective** What do you think is Columbus's attitude toward the Taino? Point out passages that reveal his thoughts and feelings about them.

CHAPTER
20

HISTORYMAKERS **Ferdinand Magellan**
Resolutely Pursuing a Dream

Section 1

"We are about to stand into an ocean where no ship has ever sailed before. May the ocean be always calm and benevolent as it is today. In this hope, I name it the [Pacific Ocean]."—Ferdinand Magellan, addressing his crew before passing through the Straits of Magellan to the Pacific

Ferdinand Magellan believed that he could head west and sail around the world. He was right, but the voyage took longer than he thought and involved hardships that required him to show great resolve. Ironically, he died not knowing that his dream would be fulfilled.

Magellan was born in 1480 to a local Portuguese official. At the age of 12, Magellan was sent to the Portuguese court, where he learned navigation, mapmaking, and astronomy. In his twenties, he served Portugal as a soldier and sailor. He traveled to the East Indies and fought in Morocco.

Magellan returned to Portugal in 1512 as an experienced captain with an idea. He heard from another sailor that there was a passage south of the Americas that would open to waters west of that land, just a few weeks sailing to the Spice Islands. Magellan tried to convince the king of Portugal to back the trip, but he refused. Frustrated, Magellan took his plan to Charles I, the king of Spain. He approved the plan the same day.

Magellan's five ships and crew of about 230 sailed from Spain on September 20, 1519. From the beginning, the Portuguese commander had difficulty with the Spanish captains of the other boats. In addition, storms rocked the ships during the trip down the east coast of South America. Magellan ordered his fleet into a safe harbor. The Spanish captains urged him to sail to the Indies by way of Africa, and the crew wanted to head back north. Magellan would not budge. The Spanish captains mutinied, but Magellan was able to maintain command. The party then waited seven months for the storms to weaken so that they could resume their journey.

Three days after setting out again, Magellan found a narrow passage. The crew thought the ships would be destroyed, but Magellan ordered them to enter it. Huge waves appeared and separated the vessels into two groups. Two boats were sucked inside the strait and assumed to be lost, while the other two were thrown back into the Atlantic. (The fifth ship had been lost earlier.) When the weather finally cleared, Magellan was able to sail through the entrance. He saw the two

ships presumed lost and had found the passage and the straits now named for him.

While the group explored their discovery, the largest ship, which had the most supplies, deserted the others for Spain. The crew begged Magellan to turn back as well, but he refused. As they left the passage, he named the massive calm body of water that lay in front of them the Pacific.

However, Magellan and his men had no idea about the size of this ocean. They also did not realize that their course led them away from islands that could have provided them with fresh food and water. They sailed for three more months. Starvation and scurvy killed half the remaining crew. On March 4, 1531, they ate the last of the food. Two days later they sighted the island of Guam, and landed on one of the islands of the Philippines.

Magellan tried to convert the people living in the Philippines to Christianity, and a battle followed between those native peoples and the outnumbered Europeans. In the fight, Magellan was killed. One of the crewmen wrote, "And so they slew our mirror, our light, our comfort and our true and only guide."

Though Magellan was dead, the voyage continued. One ship, a skilled navigator, and a half-starved crew of 17 were all that returned to Spain. They arrived on September 8, 1522, almost three years after they had departed. Though Magellan himself did not complete the trip, he had been proven right. It was possible to sail around the world.

Questions

Determining Main Ideas

1. Give two examples of Magellan's resolve.
2. What problems did the explorers have while crossing the Pacific Ocean?
3. **Making Inferences** Why do you think Magellan had problems with the crews of his ships?

Name _____

WORKSHEET I

Date _____



Section 2

GUIDED READING *European Nations Settle North America*

A. Summarizing As you read this section, fill out the chart below by writing notes that describe aspects of each European settlement.

1. New France	
Explorers	Reasons for exploration

2. Jamestown	
Founders	Significance of colony

3. Plymouth and Massachusetts Bay colonies	
Settlers	Reasons for colonization

4. New Netherland	
Land claims	Reasons for colonization

B. Analyzing Causes and Recognizing Effects On the back of this paper, explain how the **French and Indian War** and **Metacom** relate to the struggle for supremacy in North America.

Worksheet J

CHAPTER 20

Section 2

SKILLBUILDER PRACTICE *Comparing and Contrasting*

Comparing and contrasting means looking for similarities and differences between events, places, institutions, ideas, or people. In this section you read about conflicts between Native Americans and English settlers. By comparing and contrasting Native American views with those held by Europeans, you can begin to understand some of the reasons for these conflicts. Read the passage and answer the questions that follow. (See Skillbuilder Handbook)

Disputes Over Land and Religion

Disputes between the Puritans and Native Americans arose over two issues—land and religion. For every acre a colonial farmer needed to support life, a Native American needed 20 for hunting, fishing, and agriculture. To Native Americans, no one owned the land—it was there for everyone to use. Native Americans saw land treaties with Europeans as mere agreements in which they received gifts—blankets, guns, iron tools, or whatever—to share the land for a limited time. Europeans, however, saw the treaties as a one-time deal in which Native Americans permanently sold their land to new owners.

Similar misunderstandings existed over religion. Puritans considered Native Americans heathens—people without a faith. At first, Puritans tried earnestly to convert them, which many Native Americans resisted. Over time as hostility between the two groups grew, many Puritans tended to view the Native Americans as agents of the devil who presented a constant threat to their godly society. Rather than convert the Native Americans, the New England colonists set out to remove or destroy native societies. For their part, Native Americans developed a similarly hard view toward the white invaders.

1. Why did the Native Americans need more land than European colonists? _____

2. How did Native American and European views of land ownership differ? _____

How did these differences affect how both groups viewed land treaties? _____

3. Why were the Puritans at first so interested in converting the Native Americans? _____

How did Native Americans react to attempts to convert them? _____

4. What differences would you say finally led to war between the two groups? _____

Name _____

Worksheet K.

Date _____



Section 2

RETEACHING ACTIVITY

European Nations Settle North America

Summarizing

Complete the chart below by identifying characteristics of settlements in North America.

North American Settlements	Characteristics
New France	1. Explorers involved: 2. Location: 3. Important dates:
Jamestown	4. Explorers involved: 5. Location: 6. Important dates:
Plymouth Colony	7. Explorers involved: 8. Location: 9. Important dates:
New Netherland	10. Explorers involved: 11. Location: 12. Important dates: