

1.6 Cultural Interactions Between Europeans, Native Americans, and Africans

Name: _____ Class: _____ Date: _____

Total: 13 marks

Objective

Build the skills to explain **divergent worldviews** 世界观差异.

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

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Five issues

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

■ 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.

■ 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.

■ 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.

2 Practice

2.1 Name the five issues on which worldviews diverged. [3]

2.2 State the two means by which native peoples defended sovereignty. [2]

2.3 Extended contact produced two things in Europe.

(a) Name them. [2]

(b) State what "mutual misunderstandings" claims. [1]

3 Exam-style questions

3.1 The CED names diplomatic negotiations and [1]

- **A** military resistance
- **B** surrender
- **C** migration only
- **D** conversion

3.2 "Mutual misunderstandings" indicates the incomprehension was [1]

- **A** on both sides
- **B** European only
- **C** Native American only
- **D** nonexistent

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

(a) State what the CED says about the two. [1]

(b) Explain why they can coexist. [2]

4 Go further

- work through the **1.6 Cultural Interactions Between Europeans, Native Americans, and Africans** lesson on the **Learn** page;
- read the **Period 1: 1491-1607** section of the AP US History handout on the **Know** page.

Solutions

2.1 religion; gender roles; family; land use; power.

2.2 diplomatic negotiations; military resistance.

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

3.1 A. military resistance.

3.2 A. both sides.

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