

**Directions:** Using skills you have gained during the last unit answer the following short-answer questions. At the end of the short-answer questions you will be asked to write a 5 paragraph essay discussing how Native Americans and Europeans reacted to their encounters with each other.

**Document 1: Columbus's diary**

*Saturday, 13 October. [1492] At daybreak great multitudes of men came to the shore, all young and of fine shapes, very handsome; their hair not curled but straight and coarse like horse-hair, and all with foreheads and heads much broader than any people I had seen; They came loaded with balls of cotton, parrots, javelins, and other things too numerous to mention; these they exchanged for whatever we chose to give them.*

1. What did Columbus observe about the Natives?

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2. According to Columbus' account, what did the Spanish and Native Americans do together?

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**Document 2: Description of Aztec reaction to Cortez**

*Cortez was coming. Montezuma [leader of the Aztecs] had already sent wizards, magicians, and seers to cast spells that would destroy or at least deter the Spaniards from continuing towards the Capital. Their failure had re-confirmed the [Aztec] emperor's opinion that these indeed, were the gods of legend.*

1. What did Montezuma send to Cortez?

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2. Why might the Aztecs have believed that the Spaniards were gods?

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**Document 3: Journal entry of Bartolome de Las Casas**

*The [Native Americans] do not have weapons, nor do they know about them because when we showed them a sword, they cut themselves from grabbing the [blade].*

1. How did the Native Americans show that they did not know about weapons?

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**Document 4: Farming and Food Calories**

**North America**

Chief Crops	Calories per Hectare
Maize	7.3
Potato	7.5
Yams (Sweet Potato)	7.1
Cassava	9.9

**Europe**

Chief Crops	Calories per Hectare
Rice	7.3
Wheat	4.2
Barley	5.1
Oats	5.5

1. Which area had a higher calorie average?

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**Document 5: Columbian Exchange**

Type of organism	Old World (Europe, Asia, Africa)	New World (Americas)
Domesticated animals	<ul style="list-style-type: none"><li>• cattle</li><li>• donkey</li><li>• goat</li><li>• horse</li><li>• pig</li></ul>	<ul style="list-style-type: none"><li>• guinea pig</li><li>• llama</li><li>• turkey</li></ul>
Domesticated plants	<ul style="list-style-type: none"><li>• barley</li><li>• oats</li><li>• rice</li><li>• wheat</li></ul>	<ul style="list-style-type: none"><li>• beans</li><li>• cassava</li><li>• maize (corn)</li><li>• potato</li><li>• sweet potato</li><li>• tomato</li></ul>
Infectious diseases	<ul style="list-style-type: none"><li>• bubonic plague</li><li>• cholera</li><li>• influenza</li><li>• malaria</li><li>• measles</li><li>• scarlet fever</li><li>• sleeping sickness</li><li>• smallpox</li><li>• tuberculosis</li><li>• typhoid</li></ul>	<ul style="list-style-type: none"><li>• syphilis</li><li>• yaws</li></ul>

7. What are two animals brought to the Americas from Europe?

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8. What are two plants brought to Europe from the Americas?

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9. According to the information the chart, where were most major diseases located before the Columbian Exchange?

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**Document 6: "Loss of hand because gold quota not met"**

Commissioned by B. De Las Casas



1. Based on the document, how did the Spanish treat the Natives?

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2. According to the title of document 6, the penalty for missing the Gold quota was a loss of a hand. Why would the Spanish cut off workers hands?

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**Historical Background:** In the late 1400s, European explorers found the North American continent. Native American peoples who were already living in North America had created a system of government and society that rivaled Europe's. The cultural exchange between the "New World" and the "Old World" is often called the Columbian Exchange in reference to Christopher Columbus.

**Essay Question:** In a well planned essay, discuss the following things...

1. The reaction Native Americans had to the Europeans
2. The reaction Europeans had to the Native Americans
3. How the world changed because of the interaction between these two cultures.

Provide at least three specific examples to support your thesis. In your essay make sure to include an introduction, conclusion, and three support/detail paragraphs.

**Grading plan:** Based on the Regents requirement of a scoring scale:

- **0:** Student fails to write anything on paper, no coherent answer, scribbling, curse words, statements of opposition
- **1:** Student clearly makes an effort to answer question; major factual errors; incoherent; lacking any connection with essay questions.
- **2:** Student clearly makes an effort to answer question; contains one or two quotes from documents; lacks coherence, structure and planning.
- **3:** Student uses all documents in a well-written essay; student has an introduction and conclusion; no outside information present.
- **4:** Student uses all documents in a superbly written essay; student includes one or two facts based on outside information.
- **5:** Student uses all documents in an excellent essay; clear structure; clearly demonstrates comprehension of question; at least three facts based on outside information