

SOLUTIONS MANUAL

VOLUME TWO: SINCE 1865

7th

edition

THE AMERICAN PEOPLE

CREATING A NATION AND A SOCIETY

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2

Europeans and Africans Reach the Americas

CHAPTER SUMMARY

Between 1492 and 1504 European traders and conquerors like Estevan and Alvar Cabeza de Vaca came together with Native Americans and Africans in the Americas. This chapter examines the Columbian voyages, the arrival of the Spanish conquistadors and their conquest of Mesoamerica and the southern regions of North America. A central theme is the exchange of goods and cultures among Europe, Africa, and the Americas that begins to create the modern world. After the Spanish invaded and colonized vast areas of the Americas, the English attempted to challenge Spanish occupation by planting colonies along the eastern seaboard of North America. As European monarchies searched for new resources to exploit, Portugal, the Netherlands, and Spain, followed later by France and England, expanded an African slave trade which enhanced plantation profits but at the expense of African lives.

CHAPTER OUTLINE

Breaching the Atlantic

- The Columbian Voyages
- Religious Conflict During the Era of Reconnaissance

The Spanish Conquest of America

- Caribbean Experiments
- The Conquistadors' Onslaught at Tenochtitlan
- The Great Dying
- The Columbian Exchange
- Silver, Sugar, and Their Consequences
- Spain's Northern Frontier

England Looks West

- England Challenges Spain
- The Westward Fever
- Anticipating North America

African Bondage

- The Slave Trade

Conclusion: Converging Worlds

SIGNIFICANT THEMES AND HIGHLIGHTS

1. The clash of three cultures from three continents—the Americas, Europe, and Africa—forms the opening chapter of American history and is therefore the opening chapter of the textbook.
2. A secondary clash within the European white world, a conflict between Catholic Spain and Protestant England, explains the different development of Spanish Central and South America and English North America.
3. The exploitation of African slave labor in the Caribbean frames the end of the chapter.

LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, students should be able to:

1. Explain the political, economic, and religious changes in early modern Europe that led to the exploration and eventual settlement of North America.
2. Locate on a map the names and routes of the most significant Spanish, English, French, and Dutch explorers and conquerors in the fifteenth and sixteenth centuries.
3. Describe the impact of the European conquest of the Americas on the Native American population.
4. Explain the economic impact of exploration on the European continent.
5. Explain African participation in the transatlantic slave trade.
6. Describe the conditions of the Middle Passage.
7. Locate on a map the areas to which European slave traders carried the majority of enslaved Africans during the fifteenth and sixteenth centuries.

Practice in Historical Thinking Skills

After reading this chapter, students should be able to:

1. Evaluate the outcomes that resulted from the collision between Europe, the Americas, and Africa. What do you think and feel about these outcomes?

2. Compare and contrast the cultures of Spain and England, and their motivations for settling the Americas.
3. Explain the images that Europeans had of the Native American and African populations. How were the realities different from the perceptions?
4. Analyze the Islamic and transatlantic slave trade.

ENRICHMENT IDEAS FOR STUDENTS

1. Imagine that you are an enslaved African, one of the Europeans explorers, or a Native American during the fifteenth and sixteenth century. Write a journal entry describing your contact with people of another land and culture. What might be some obstacles in interacting with people of another culture? What might be some positive outcomes of contact?
2. Find an old history textbook that discusses European exploration during the fifteenth and sixteenth century. Compare and contrast the interpretation of the old history textbook with your current one. How do historical interpretations change over time?
3. Pretend that you are a Catholic priest living during the time of the Protestant Reformation. Write a letter to your parishioners explaining some of the differences in doctrine between Protestants and Catholics. How would you respond to some of the criticisms against the Catholic Church? Do a similar exercise from the perspective of a Protestant minister. How would you respond to criticisms against the Protestant Church?
4. Analyze the drawing of an Indian village in the “Recovering the Past” box. What do the native people appear to be doing in the image? How does this compare to European lifeways? How might Europeans view this scene of native behavior?
5. Imagine yourself a newly enslaved African. Write a letter to people back home explaining how you were acquired and what has happened to your life since your capture.

Notes for the Instructor:

1. Encourage students to visit their local historical society. Explain how creating uses of new sources (art, oral histories, travel accounts, manifests) can aid historians in recovering the past.
2. Engage in a class discussion examining why the Islamic slave trade has received less attention than the Atlantic trade even though it was numerically just as important?
3. Create the conditions for a debate on the subject of the impact of European “discovery” of the New World in the context of the Columbian Exchange.

FURTHER RESOURCES

Films and Documentaries

Norse America. (50 minutes)

2. *First Americans* (50 minutes)
3. *Roots* (episodes 1 and 2)
4. *The American Adventure*, (Dallas Telecourses, 1987, PBS Video, 30 minutes)
This is an excellent series which brings historical events and persons to life in dramatic narratives with footage from important historical sites.
5. *Amistad* (Dreamworks, 155 minutes, 1997)
This highly recommended film includes a 20-minute segment depicting Middle Passage voyage.
6. *Surviving Columbus* (2004, PBS documentary, 120 minutes)
This documentary traces the experience of the Pueblo Indians over 500 years from pre-contact through interactions with European groups.

Websites

- European *Voyages of Exploration*
www.acs.ucalgary.ca/applied_history/tutor/eurvoya/index.html
Created by the University of Calgary, the site accompanies a course entitled “The European Voyages of Exploration: The Fifteenth and Sixteenth Centuries.”
- Discoverers Web www.win.tue.nl/cs/fm/engels/discovery/
Created by a doctoral student from The Netherlands, this site provides numerous links regarding the period of European exploration.