Beginning around 1500, millions of Native Americans died; Africans were enslaved as a result of the European conquests and diseases. Throughout the Americas, the native population was devastated by European conquests and diseases. Europeans and Africans eventually became an important part of the Americas, as they populated the various regions and shared aspects of their culture.

**CRITICAL THINKING**

**Answers will vary.**

1. Cabral—Portugal/Brazil. Magellan—Spain/Pacific Ocean, Philippines, crew circled the globe. Cartier—France/St. Lawrence River, Montreal.

2. Factors—disease, superior weaponry, aid from native allies. Most important—Disease, because it wiped out much of the native population of the Americas.

3. After Columbus, Native American civilizations declined while Europeans prospered. New foods, plants, animals, and diseases spread to peoples of both hemispheres.

4. Europeans probably positive—they gained land and property and the opportunity to start a new life with more than they had in Europe. Native Americans probably negative—it deprived them of their property, freedom, and even, in some cases, health and life.

5. Enslaved Africans made economic, political, cultural, and religious contributions to American societies.
1. What do you think Native Americans might have said about Cotton’s statement that America was a “vacant place”?
   A. agreed that the continent was largely empty
   B. discussed development plans with him
   C. pointed out that they inhabited the land
   D. offered to sell the land to him

2. How might the last part of Cotton’s statement have helped the Puritans justify taking land from the Native Americans?
   A. Puritans could claim natives had wronged them.
   B. Natives could claim Puritans had wronged them.
   C. Puritans believed war was wrong in all circumstances.
   D. Native Americans were willing to negotiate their grievances.

3. How does the artist depict the clash of Aztec and Spanish cultures?
   A. meeting to negotiate peace
   B. meeting as warriors
   C. engaging in a sports competition
   D. meeting as friends

**ALTERNATIVE ASSESSMENT**

**1. Interact with History**
On page 552 you examined the choices some Native Americans faced during the invasion by Spanish conquistadors. Now that you have read the chapter, rethink the choice you made. If you chose to side with the Spaniards, would you now change your mind? Why? If you decided to fight with the Aztecs, what are your feelings now? Discuss your thoughts and opinions with a small group.

**2. Writing About History**
An English colony would have looked strange and different to a Native American of the time. Write a paragraph describing an English colony of the 17th century. In your paragraph, provide details about the following:
- clothes
- food
- shelter
- weapons

**Participating in a WebQuest**

**Introduction**
The Columbian Exchange marked the beginning of worldwide trade. Imagine that you are an exporter of a product and want to know how tariffs will affect your sales in various countries.

**Task**
Collect and organize data about a particular product, including how much of the product various countries import and the tariff each country imposes.

**Process and Resources**
With a team of four other students, use the Internet to research your product. Internet keyword: customs tariffs various countries. Identify at least five countries that import the product. Organize your findings in a spreadsheet.

**Evaluation and Conclusion**
How did this project contribute to your understanding of global trade? How do you think tariffs will affect demand for your product in each country?

**ALTERNATIVE ASSESSMENT**

**1. Possible Answers:**
Students who originally chose to side with the Spanish may now say that the Spaniards were cruel and unjust in their treatment of Native Americans. Others may say their decision to fight for the Aztecs was unwise, because they were doomed, in any event, by European diseases.

**2. Rubric**
Paragraphs should
- provide details about clothes, food, shelter, and weapons.
- use standard grammar and punctuation.

**INTEGRATED TECHNOLOGY**

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- Strategies
- Tutorials
- Additional practice

**STANDARDS-BASED ASSESSMENT**

1. **Letter C** is correct. Letter **A** is incorrect because millions of Native Americans inhabited the land. Letter **B** is incorrect because neither side was inclined to cooperate. Letter **D** is incorrect because Native Americans did not believe that land could be privately owned.

2. **Letter A** is correct. Letter **B** is incorrect because if the Native Americans had been wronged, this would hardly justify Puritans seizing their land. Letter **C** is incorrect because there is nothing in the passage that suggests Puritans believed war could never be justified. Letter **D** is incorrect because if Native Americans had been willing to negotiate their grievances, then the Puritans would not have been justified.

3. **Letter B** is correct. **Letter A** is incorrect because both sides are armed. Letter **C** is incorrect because both sides are clearly about to fight. Letter **D** is incorrect because friends don’t use weapons against each other.

**Formal Assessment**
- Chapter Test, Forms A, B, and C, pp. 319–330

**Test Generator**
- Form A in Spanish