

Meet, Help, Clash

Find ways explorers and American Indians worked together and disagreed.

SS3H2.c "Describe examples of cooperation and conflict between European explorers and American Indians."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline details that show cooperation, and circle details that show conflict. Number the paragraphs that include both kinds of interactions so you can compare the meetings.

Early Meetings

- ① In 1492, Christopher Columbus reached islands in the Caribbean. The Taíno people lived on many of these islands. At first, some Taíno people and Columbus's crew traded. The Taíno gave food, cotton, and other items. Europeans gave small items, such as glass beads. The visitors also learned about the islands from Taíno people. This was cooperation because both groups helped each other.
- ② Cooperation did not always last. Columbus and other Spanish leaders wanted gold and control of the land. They forced many Taíno people to work, even when the Taíno did not agree. Some Taíno people resisted the Europeans. Fighting happened, and many Taíno people were harmed. This was conflict because the groups had different goals and the Spanish used force.
- ③ Years later, Hernando de Soto led Spanish explorers through the Southeast. His group met American Indian nations, including Mississippian communities. Sometimes local people gave the explorers food or showed them routes. De Soto's men often demanded supplies and took leaders captive. These actions led to battles. The same meetings could include help at first and conflict later, depending on how people were treated.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What did the Taíno people give the Europeans, and what did the Europeans give the Taíno? How was this cooperation?

2 Why was forcing Taíno people to work an example of conflict?

3 Give one example of cooperation and one example of conflict from de Soto's meetings with American Indian nations.

4 How could a meeting change from cooperation to conflict, according to the passage?

3 YOUR TURN _____ Your own words

Write five sentences about an imagined meeting between European explorers and an American Indian community. Include one cooperation action, one conflict action, and explain why each action fits.

PART 1 • READ AND MARK

Underline details that show cooperation, and circle details that show conflict. Number the paragraphs that include both kinds of interactions so you can compare the meetings. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What did the Taíno people give the Europeans, and what did the Europeans give the Taíno? How was this cooperation?	The Taíno gave food, cotton, and other items. The Europeans gave small items, such as glass beads. It was cooperation because both groups helped each other through trade.
2	Why was forcing Taíno people to work an example of conflict?	It was conflict because many Taíno people did not agree, and the Spanish used force.
3	Give one example of cooperation and one example of conflict from de Soto's meetings with American Indian nations.	Cooperation: local people gave explorers food or showed them routes. Conflict: de Soto's men demanded supplies and took leaders captive, leading to battles.
4	How could a meeting change from cooperation to conflict, according to the passage?	A meeting could begin with help, but become conflict when explorers demanded things, took people captive, or treated local people unfairly.

PART 3 • YOUR TURN (SAMPLE ANSWER)

A European crew asked an American Indian community where to find fresh water. Community members showed the crew a spring, and the crew traded metal tools for fish. This was cooperation because both groups chose to help and trade. Later, the crew took food without asking. This was conflict because the community was not treated fairly.

Accept equivalent examples and explanations that clearly distinguish voluntary helping or trading from force, unfair treatment, resistance, or fighting. For the open response, accept historically plausible imagined situations that include both cooperation and conflict with accurate explanations.