

Encounters and Choices

Read how Native Americans and Europeans met through trade, conflict, and change.

5.3b "Europeans encountered and interacted with Native Americans in a variety of ways."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline actions that show how Native Americans and Europeans interacted. Circle words or phrases that show an effect of each interaction.

Trade, Conflict, and Change

- ① In the 1500s, French explorers and traders traveled along rivers in what is now Canada. They wanted beaver pelts, which were valuable in Europe. Many Native American communities already knew the land and the animals well. French traders exchanged metal tools, cloth, and other goods for furs. Some Native people chose to trade because the new goods could be useful.
- ② Trading did not mean that every meeting was peaceful or equal. Native nations made their own choices, but Europeans often wanted land, wealth, and power. In Mexico, Hernán Cortés and his soldiers fought the Aztec Empire. Some Native groups joined Cortés because they opposed Aztec rule, while others resisted the Spanish. These alliances and conflicts changed life for many Native peoples.
- ③ In the 1530s, Francisco Pizarro led Spanish forces against the Inca Empire in South America. Fighting, forced labor, and diseases brought by Europeans caused terrible losses of life among Native Americans. Many Native communities had not previously encountered illnesses such as smallpox, leaving people especially vulnerable. Even where people survived, communities lost leaders, workers, and family members. European encounters brought trade, conflict, and major population changes.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What did French traders give Native American communities, and what did they receive in return?

2 How did Native groups respond in two different ways to Cortés and the Spanish?

3 Name two causes of the population losses among Native Americans described in the passage.

4 How could disease change a Native community even when some people survived?

3 YOUR TURN _____ Your own words

Write 3 sentences explaining how one Native community might view a French fur trader differently from a Spanish force seeking conquest. Include one possible benefit or choice and one possible danger or change.

PART 1 • READ AND MARK

Underline actions that show how Native Americans and Europeans interacted. Circle words or phrases that show an effect of each interaction. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What did French traders give Native American communities, and what did they receive in return?	French traders gave goods such as metal tools and cloth. They received furs, including beaver pelts.
2	How did Native groups respond in two different ways to Cortés and the Spanish?	Some groups joined Cortés because they opposed Aztec rule. Other groups resisted the Spanish.
3	Name two causes of the population losses among Native Americans described in the passage.	Answers include fighting, forced labor, and diseases brought by Europeans, such as smallpox.
4	How could disease change a Native community even when some people survived?	Communities could lose leaders, workers, and family members.

PART 3 • YOUR TURN (SAMPLE ANSWER)

A Haudenosaunee hunter might see a French trader as a possible partner because metal tools could help the community. The hunter would also want to protect the community's control over its furs and land. A Spanish force demanding power would likely seem more dangerous because fighting, forced labor, and disease could harm families.

Accept equivalent descriptions of trade, alliances, resistance, conquest, disease, forced labor, and population change. For the open response, accept reasonable historical thinking that contrasts a possible trade benefit with risks connected to conquest.