

Lesson 9

Cultures In Contrast The Columbian Exchange

Main Ideas

Native and European cultures had many differences.

Goods, ideas, and information were culturally exchanged.

Materials needed

Pen or pencil

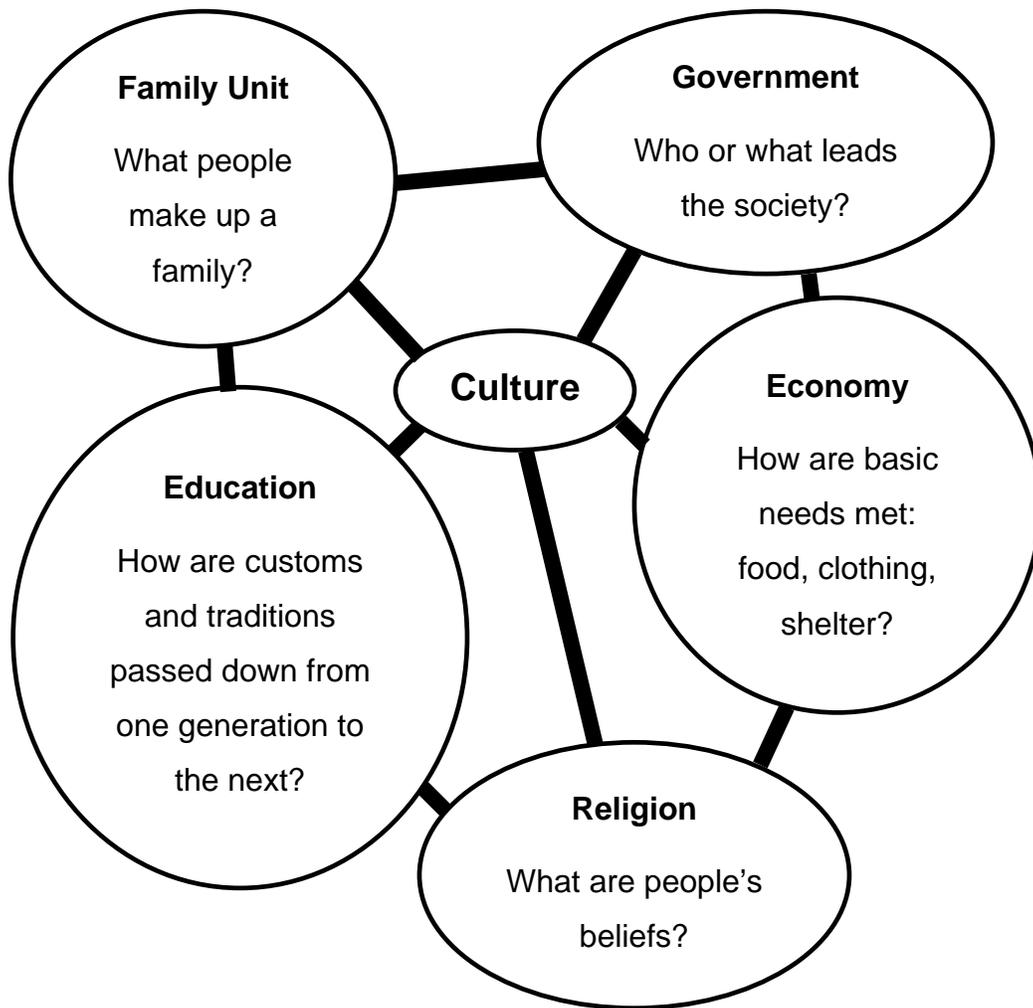
Highlighter

Comparing Native and European Cultures

Many different native groups were living in North and South America when Columbus arrived in 1492. Their **cultures** had the same basic features of all human cultures. Their environments influenced how they lived. Did they have governments? Did they have a religion? Did they read and write? Did they get along with each other?

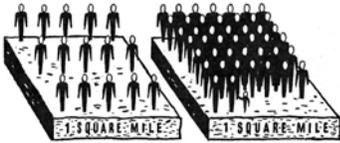
Think back to your study of world history. What was European society like in the 1500s? How did people live? How did they dress? What did they eat? What kind of religion and governments were there? How did people learn about the history of their culture and their ancestors?

All cultures have five, basic, social features or characteristics.



The following charts compare the **cultural features** of native peoples and the first Europeans to arrive in the western hemisphere. As you read, look for things the cultures have in common, and things that are different. Underline common cultural features once and differences twice. Or, use two differently colored highlighters to show **characteristics** that are the same and those that are different. Vocabulary words and terms are defined in the last column to the right.

Cultural Feature	Native Peoples	First Europeans	Vocabulary
<p>Social Structure</p> 	<p>Family, clan, tribe</p> <p>Social classes (Tlingit, Inca, Aztec)</p> <p>In most groups, men ruled</p>	<p>Family,</p> <p>community,</p> <p>nation</p> <p>Social classes (high to low)</p> <p>Men ruled</p>	<p>clan: a group of families or relatives within a tribe</p> <p>community: group of people living in the same area, under the same government</p>
<p>Settlement</p> 	<p>Villages -small and large -permanent and temporary</p> <p>Very few cities</p> <p>Huge areas of open land</p> <p>No streets or roads --only trails and paths</p> <p>Few or no public buildings --temples (Aztec, Maya, Inca)</p>	<p>Cities, towns, villages -large and small</p> <p>Not many areas of open land</p> <p>Paved streets</p> <p>Roads, trails, paths</p> <p>Many public buildings</p>	<p>settlement: the place where groups of people live</p> <p>public buildings: buildings for all people of a society to use</p> <p>--examples: churches government offices museums</p>

Cultural Feature	Native Peoples	First Europeans	Vocabulary
<p style="text-align: center;">Homes</p> 	<p>Huts made from materials in the environment -often temporary</p> <p>Large dwellings for many families or one clan (Tlingit and Iroquois)</p>	<p>Buildings made from finished wood, stone, and brick -usually permanent</p> <p>Homes crowded together in cities</p> <p>Huts and small homes in villages</p>	<p>dwellings: homes</p>
<p style="text-align: center;">Population</p> 	<p>Estimate:</p> <p>50 million total</p> <p>-25 million Aztec</p> <p>-12 million Inca</p> <p>-13 million in North America</p> <p>Fewer than one person per square mile</p>	<p>Estimate: 81 million total in western Europe</p> <p>At least ten people per square mile</p>	<p>estimate: the most likely number or guess; it is based on the information you have</p>

Cultural Feature	Native Peoples	First Europeans	Vocabulary
 <p>Government</p> 	<p>Emperor --Aztecs and Inca</p> <p>Chief of tribes</p> <p>Council</p>	<p>King of a country or nation</p> <p>Advisors</p> <p>Law-making councils</p> <p>Leaders of cities, towns, villages</p> <p>Leaders of the military</p> <p>Governor of a colony</p>	<p>government: the system that guides or rules a community</p> <p>emperor: the ruler of a collection of kingdoms, nations, or lands</p> <p>council: group of people that makes decisions with the leader</p> <p>advisors: people who offer advice to a ruler</p> <p>military: the soldiers of a country</p> <p>governor: leader appointed by the king</p>

Cultural Feature	Native Peoples	First Europeans	Vocabulary
<p style="text-align: center;">Economy</p> 	<p>Trade, barter</p> <p>Wampum</p> <p>Dentalium</p> <p>No use of money</p> <p>Food often shared among families and tribe</p>	<p>Goods bought and sold with money</p> <p>Trade between people, towns, villages, cities, countries</p>	<p>economy: system a society uses to get, use, and share resources</p> <p>barter: to trade without using money</p>
<p style="text-align: center;">Religion</p>  	<p>Aztec, Maya, Inca</p> <ul style="list-style-type: none"> -many gods -temples, sacrifices <p>North America</p> <ul style="list-style-type: none"> -belief in Great Spirit -belief in animal and nature spirits -kachinas – Pueblo 	<p>Christianity</p> <ul style="list-style-type: none"> -belief in one god, heaven, and hell -organized with rules and history <p>Churches, cathedrals</p>	<p>kachinas: ancestor spirits of Pueblo people; believed to help from time to time</p> <p>cathedrals: huge churches built for bishops</p>
<p style="text-align: center;">Education</p> 	<p>Histories and legends passed down orally</p> <p>No written language</p> <p>Adult skills taught by example</p>	<p>Upper classes taught to read and write</p> <p>Written language, books</p> <p>Private teachers</p> <p>Universities</p>	<p>legend: a story from the past about a famous person or event</p> <p>orally: told from one person to another, not written down</p>

Cultural Feature	Native Peoples	First Europeans	Vocabulary
<p style="text-align: center;">Technology</p>  <p style="text-align: center;">Blunderbuss.</p>	<p>Stone and flint weapons and tools</p> <p>Bone tools</p> <p>Bows and arrows, blow guns, harpoons, spears</p> <p>Woven baskets, pottery</p> <p>Looms (Navajo)</p> <p>Canoes, boats</p> <p>No wheel</p> <p>No gunpowder or guns</p> <p>No large domesticated animals</p>	<p>Steel weapons and tools</p> <p>Metal armor, guns</p> <p>Woven baskets</p> <p>Wooden barrels</p> <p>Metal pots, forks, spoons</p> <p>Pottery, dishes</p> <p>Different looms for different textiles</p> <p>Boats; large, sea-going ships</p> <p>The wheel</p> <p>Gunpowder, cannons</p> <p>Horses, oxen, cattle</p>	<p>technology: materials and methods used by a culture</p> <p>flint: a very hard kind of rock</p> <p>loom: a frame used for weaving</p> <p>domesticated: tamed (animals) for humans to use examples: cows, horses, dogs</p> <p>armor: covering to protect the body of a soldier</p> <p>textiles: any kind of cloth that is woven</p> <p>oxen: large cow used for heavy work</p>

Cultural Feature	Native Peoples	First Europeans	Vocabulary
 <p>Clothing</p>	<p>Animal skins and fur</p> <p>Woven grasses and plant fibers</p> <p>No clothing or very little in warmer regions</p> <p>Moccasins, skin or fur boots</p>	<p>Cloth made from plant and animal materials</p> <p>Materials often came from other places in the world</p> <p>Clothes worn at all times</p> <p>Shoes, boots</p>	<p>moccasins: soft deerskin shoes worn by some native peoples</p>
<p>Art and Decoration</p> 	<p>Feathers, quills, shell beads, seeds</p> <p>Plant dyes</p> <p>Animal claws and teeth</p> <p>Carving: stone, wood, ivory</p> <p>Designs on animal skins and in weaving</p> <p>Turquoise</p> <p>Gold and silver -Aztecs, Maya, Inca</p>	<p>Feathers, glass beads,</p> <p>Gold, silver, precious metals</p> <p>Pearls, gemstones, diamonds</p> <p>Designs sewn on and woven into cloth</p> <p>Sculpture</p> <p>Painting</p> <p>Architecture</p>	<p>quill: hollow shaft of a bird's feather or from a porcupine</p> <p>dye: something used to color something else</p> <p>turquoise: blue or greenish-blue stone used for jewelry</p> <p>sculpture: figures made using wood, stone, clay, or metal</p> <p>architecture: designs for buildings</p>

Cultural Feature	Native Peoples	First Europeans	Vocabulary
<p data-bbox="284 478 487 546">Celebrations and Festivals</p> 	<p data-bbox="560 367 649 399">Social</p> <ul data-bbox="584 409 828 640" style="list-style-type: none"> -potlatch (Tlingit) -clambakes (Woodland) -powwows (Woodland and Plains) <p data-bbox="560 682 698 714">Seasonal</p> <ul data-bbox="584 724 860 850" style="list-style-type: none"> -Maple (winter) -Green Corn Harvest (summer) <p data-bbox="560 892 698 924">Religious</p> <p data-bbox="584 934 803 966">Aztec and Inca</p>	<p data-bbox="885 472 1153 504">Religious holidays</p> <ul data-bbox="909 514 1112 640" style="list-style-type: none"> -Christmas -Easter -Saints' Days <p data-bbox="885 714 1031 745">Weddings</p> <p data-bbox="885 829 1136 892">Crowning of the ruler (coronation)</p>	<p data-bbox="1177 472 1364 504">clambakes:</p> <p data-bbox="1177 514 1461 703">an outdoor feast where clams, corn, and other foods were baked under hot stones</p> <p data-bbox="1177 745 1347 777">powwows:</p> <p data-bbox="1177 787 1437 892">social and political gathering of tribes</p>

Name three cultural features **common** to both the native peoples and to the first Europeans.

1.

2.

3.

Name three cultural differences between the native peoples and the first Europeans.

4. _____

5. _____

6. _____

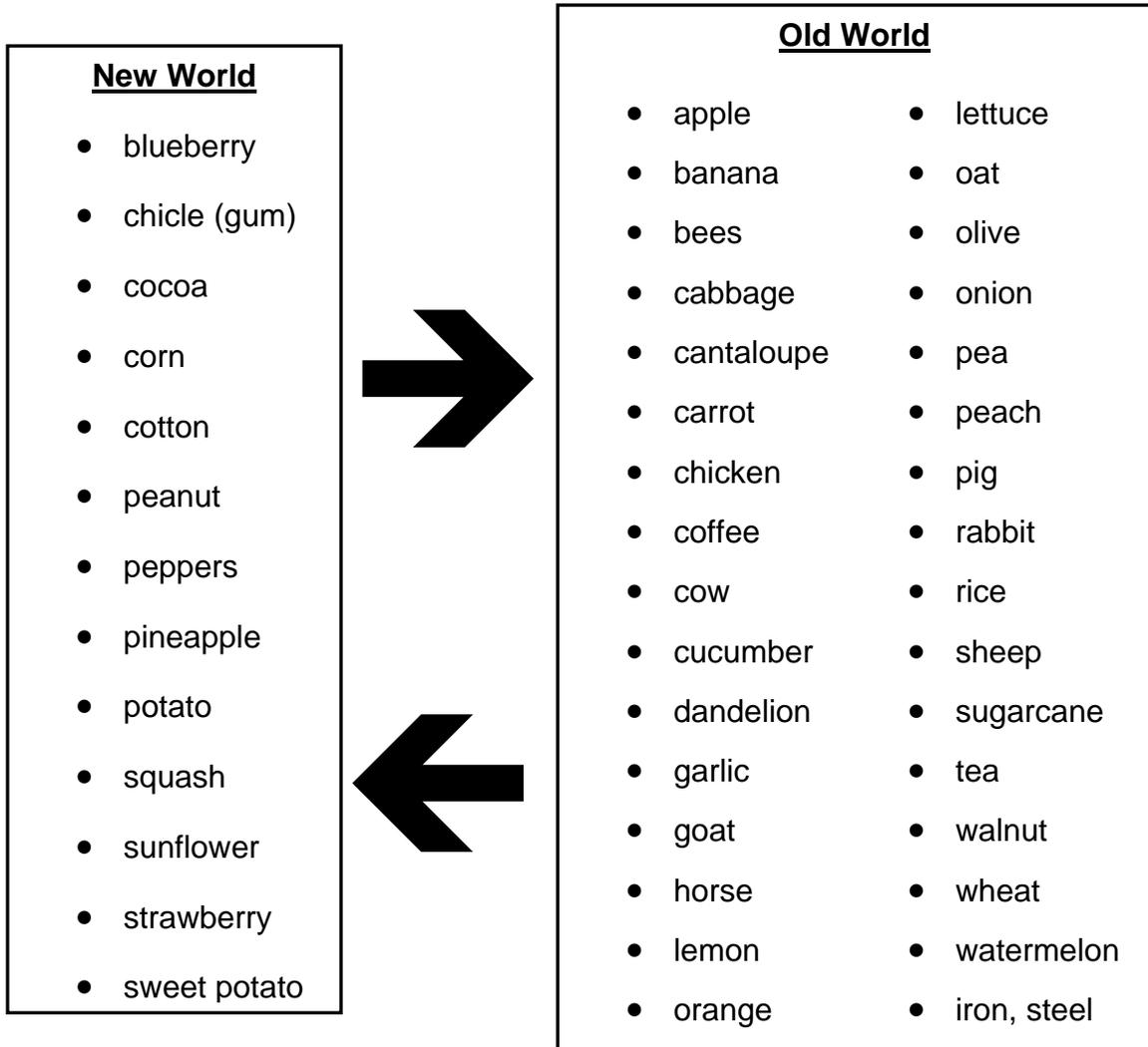
7. Which one of these differences is most important? Why?

(*There is no wrong answer here. This is your opinion.)

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## The Columbian Exchange

For most of the **fifteenth century**, Spain was the most powerful European country in the world. It had a **vast** empire in the New World. Gold and silver traveled out of the Americas to Spain in big ships called **galleons**. Spanish ships carried more than treasure. Goods and ideas were also traded between Europe and the Americas. When different cultures come in contact with one another, they **exchange** things like food, goods, language, customs, and ideas. The cultural exchange between the New World of the Americas and the Old World of Western Europe began with Columbus' voyage. For this reason, it is called the **Columbian Exchange**. The following are just some of the things **exchanged** between the New World and Europe.



Look at the items from the New World. Which three, in your opinion, had the biggest impact on the Old World? Explain your choices.

8. \_\_\_\_\_ 9. \_\_\_\_\_

10. \_\_\_\_\_

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Look at the items from the Old World. Which three had the biggest impact on the New

World? 11. \_\_\_\_\_ 12. \_\_\_\_\_

13. \_\_\_\_\_

Explain your choices in questions 11 – 13.

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Almost half of today's food crops originally came from the Americas (the New World). Corn and potatoes had a great impact on Europe and the rest of the world. These two plants could be grown in areas where wheat and rice could not, and they quickly became **staple crops**. Planting corn or **maize** (as it became known in Europe) produced double the amount of grain that wheat did. Potatoes could grow in poor soil and survive freezing temperatures. They became the main food source for thousands of poor people in Europe. Sailors depended on them during long voyages.

The arrival of the horse to the Americas changed the lives of many native peoples, especially those of the Great Plains. As you learned in the last unit, the horse allowed tribes like the Sioux to follow and hunt buffalo more easily. Horses also carried homes and possessions, when the tribes moved to someplace new.

Unfortunately, the Europeans also brought diseases to the New World. Native peoples had no immunity to smallpox, scarlet fever, or influenza. Thousands died. Whole tribes were wiped out. The story of Squanto, a member of the Patuxet tribe, is just one example. Squanto, or Tisquantum, was captured in 1605 from the coast of Maine and taken to England. He was not able to return to his homeland until 1619.

He found that most of his tribe had died of what was probably smallpox. The survivors had moved away. Squanto spent the rest of his life with English **colonists**.

Slaves from Africa were another part of the Columbian exchange. The Spanish used them to replace native workers who had died in the **mines** or on the **plantations**.

Foods and people were not the only things exchanged. Ideas traveled back and forth, too. Europeans were surprised to see that native peoples had more personal freedom than they did. Native governments allowed members of the tribe to give their opinions. Natives did not seem to value owning property or possessions. These ideas did not immediately influence European thought. They did appear later, though, in eighteenth century writings on **liberty**.

Each native culture thought of itself as a nation. Each cultural region had systems of trade and communication. Some native groups lived in peace with one another. Others fought often. They did not unite against their common enemy – the Europeans. The first Europeans brought metal tools and weapons. They brought the wheel and gunpowder. Native peoples used stone tools and weapons. Most important of all, the Europeans brought diseases. Native peoples had no **immunity** to (natural protection against) smallpox or typhus. About 80% of them died of European diseases and wars.

Think of other examples of cultural **exchange**. They can be from history or from the world of today. Consider the following:

- the holidays Americans celebrate and where they came from
- the different types of food that restaurants and stores offer
- words in the American language that did not come from England

14. Choose two examples of these cultural exchanges. For each one, tell what the example is and what culture it came from. Then, discuss what kind of impact it has had on American culture. Give some details or evidence of its impact. Use complete sentences. Reference sources like encyclopedias and the Internet will help you find the information you need.

Example A: \_\_\_\_\_

Where it came from: \_\_\_\_\_

Impact and details: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Example B: \_\_\_\_\_

Where it came from: \_\_\_\_\_

Impact and details: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

At first, relations between the Europeans and native peoples were peaceful. Each group was curious about the other. Soon, however, that changed. The

Europeans used violence to get gold, silver, and land from the natives. Hernán Cortés (or Hernando Cortez) of Spain and his soldiers **conquered** the Aztec empire in Mexico. Francisco Pizarro **conquered** the Inca in South America. The Spanish set up large farms, or **plantations**, and forced the native peoples to work them. They also forced the natives to work in **mines**. Large numbers of native workers died. The Spanish replaced them with slaves from Africa. The Portuguese used the same methods in other parts of South America.

How did small groups of Europeans manage to conquer and control so many native peoples? Give two reasons. Refer to the comparison chart in the last lesson and to the reading.

15. \_\_\_\_\_

16. \_\_\_\_\_

### Your Thoughts

17. Why do you think the Europeans treated the native peoples badly?

\_\_\_\_\_

\_\_\_\_\_

### Native American Influence

Words like **moccasin** and raccoon are Native American. The game of lacrosse comes to us from the Woodland tribes. Many places names in the Americas today come from the languages of native peoples. In the United States, the following state names are Native American:

|             |               |              |           |
|-------------|---------------|--------------|-----------|
| Alabama     | Indiana       | Missouri     | Tennessee |
| Alaska      | Iowa          | Nebraska     | Texas     |
| Arizona     | Kansas        | Ohio         | Utah      |
| Arkansas    | Kentucky      | Oklahoma     | Wisconsin |
| Connecticut | Massachusetts | North Dakota | Wyoming   |
| Illinois    | Michigan      | South Dakota |           |

Many cities, towns, counties, rivers, lakes, and mountains also have native names. Look at a map of **your** county or state. Can you find any Native American names? Write them here. Separate each name with a comma ( , ).

18. \_\_\_\_\_  
\_\_\_\_\_

Native American influence goes beyond words and names. Some people today view their world as native peoples did. That is: we share the Earth with all the other creatures on it. We must value it and them. It is our responsibility to take care of it. We are all part of the same family.

*"Every part of the earth is sacred to my people. Every shining pine needle, every sandy shore, every mist in the dark woods, every meadow, every humming insect. All are holy in the memory and experience of my people." . . .*

**Chief Seattle**



**End of Lesson 9**

