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Class:

# Renaissance Europe: Origins of a Western Worldview



## Chapter 6: “Brave New World”

**T**he Renaissance period and the subsequent Age of Expansion had far-reaching effects. The desire for wealth of the colonies led to greater competition among European countries and the rise of powerful leaders. Expansionism launched an era of imperialism that spread European beliefs, customs, and ideas. The history of countless peoples around the world was changed forever.

*Students will:*

**8.2.4 examine, critically, the factors that shaped the worldview evolving in Western Europe during the Renaissance by exploring and reflecting upon the following questions and issues:**

- In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist worldview? (TCC, PADM, LPP)

## **C6 Vocabulary:**

Imperialism

Immunity

Ethnocentrism

Colonialism

**The Treaty of Tordesillas**

At the beginning of the Age of Exploration, Portugal and Spain sent out expeditions to find trade routes to Asia. After Christopher \_\_\_\_\_ had discovered what he thought was a sea route to Asia for Spain, Portugal wanted to make sure that it got its \_\_\_\_\_ of the Asian trade. The rulers of Spain and Portugal could not come to an agreement, so they asked the \_\_\_\_\_ to settle the matter. In 1494, the pope proposed a secret \_\_\_\_\_, the Treaty of Tordesillas (TOR-thase-lyas), that would divide the world between the Spanish and Portuguese. Spain would have all the land west of an imaginary \_\_\_\_\_ running north and south through the Atlantic and Portugal would have any land east of the line.

Other European rulers were angry when they heard about the Treaty of Tordesillas. England and France ignored its terms and sent out explorers across the North Atlantic to find new territories.

King Henry VII of England gave the explorer Giovanni Caboto the authority to

*. . . \_\_\_\_\_, occupy and possess all such towns, cities, castles and isles of them found . . . getting unto us [King Henry] the rule, title and jurisdiction of the same villages, towns, castles, and firm land so found . . .*

What gave Europeans the idea that they had the \_\_\_\_\_ to divide up the world among themselves? Why did they think their explorers could simply arrive somewhere and claim the territory? The answer is that the expansionist worldview that you read about in the last chapter had turned into “imperialism.” **Imperialism** is the extension of \_\_\_\_\_ over a territory and its resources and people. Portugal, Spain, and other European countries wanted more than to expand their world—they wanted \_\_\_\_\_ over all territory, resources, and people they came across.

## Taking Charge

The imperialist behaviour of Europeans was partly a result of their \_\_\_\_\_ toward the Indigenous people they found living in the new territories.

The territories in Central and South America claimed by Columbus and other Spanish explorers became known as **New Spain**. The Spanish government granted land to people who wanted to settle in New Spain to mine for precious metals and set up plantations to grow crops for export to Spain. Indigenous people were \_\_\_\_\_ by Spanish land- owners and forced to work in terrible conditions. Millions of people were literally worked to death in the silver mines and fields.

## European Imperialism

What was the treaty of Tordisillas?

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What does King Henry VII's quote on pg. 132 tell us about the European worldview?

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What gave the Europeans the idea that they had the right to divide the world amongst themselves?

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Read the Columbus' quote on page 133. Give three ways in which Columbus describes the indigenous people:



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1503 – 1520

1521-1530

1531-1540

1541-1560

1561-1570

1571-1620

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## The Terrible Cost of Imperialism

In the early 1490s, the Inca and Aztecs had thriving civilizations in what is now Central and South America. In a few years, these empires were destroyed by the Spanish. Everywhere that Europeans explored and settled in the Americas, the Indigenous peoples paid a terrible cost. ***Read the results of European imperialism on the bottom of page 136:***

- ◆ By 1600 less than one-tenth of the original population of the Americas remained.
- ◆ Perhaps 90 million Indigenous people died during that time.
- ◆ Most died of diseases, such as smallpox, measles, influenza, bubonic plague, yellow fever, cholera, and malaria brought by the Europeans. These diseases were unknown in the Americas, so Indigenous peoples had no **immunity**, or resistance, to them.
- ◆ Many Indigenous peoples in the Americas completely died out, among them the Beothuk of Newfoundland and the Ona of Tierra del Fuego.

## Telling the Indigenous Story

Most of the written records of the original peoples of the Americas were destroyed along with their cities and monuments. The Spanish, for example, burned thousands of ancient books of the Mayan.

## **European Worldview and Identity**

Our Renaissance journey is almost over. We have travelled through \_\_\_\_\_ years and seen how the knowledge, beliefs, and values of Europeans \_\_\_\_\_.

At the beginning of the Renaissance, European society was slowly moving away from feudalism; merchants and traders were responsible for great economic growth. People knew little about world geography and had a superstitious \_\_\_\_\_ of the unknown.

During the course of the Renaissance, humanists opened people's eyes to the possibilities of human achievement. Not only did Europeans develop a great \_\_\_\_\_ for knowledge, they also hungered for riches and were eager to \_\_\_\_\_ the world to find them.

During the Age of \_\_\_\_\_, Europeans learned that there were no sea monsters in the ocean, that people everywhere looked \_\_\_\_\_ to themselves, and that the world was very different from how they had imagined it. They found a sea route to Asia around Africa and came to realize that there existed two huge continents in the ocean between Europe and Asia.

While Europeans were learning about the world, they were also learning about \_\_\_\_\_ and wealth. After the Portuguese set up trading colonies around the shores of the Indian Ocean, Portugal became the most \_\_\_\_\_ trading country in Europe. When the Spanish conquered the peoples of America and took their precious metals, Spain became the \_\_\_\_\_ country in Europe. Other countries in Europe—France, England and the Netherlands—saw that through imperialism, that is, gaining power in other parts of the world, countries could grow \_\_\_\_\_. By the late Renaissance, they began to compete for overseas markets and territories.

## Making Contact

Europeans were fascinated by the reports of the Indigenous peoples that filtered back to Europe.

What were these people really like? How did they \_\_\_\_\_ their societies? The invention of printing made illustrated books about Indigenous peoples available to eager readers across Europe.

These publications showed that the Indigenous peoples were closer to \_\_\_\_\_ than

Europeans. They did not live crowded together in noisy, dirty cities as many Europeans did. Many of their communities operated on principles of \_\_\_\_\_ and sharing.

These accounts challenged some people's thinking about European society. Some philosophers

began to ask themselves whether it was possible that Indigenous peoples had \_\_\_\_\_ lives than Europeans.

## Expansion and Imperialism

On the whole, however, Europeans saw themselves as superior to the peoples of the Americas.

From their perspective, they needed the resources of the Americas to support the European

\_\_\_\_\_ and to fuel the establishment of colonies. They saw the competition for land and resources as necessary for their survival and supremacy. This attitude led them to \_\_\_\_\_

the rights of Indigenous and First Nations peoples to their traditional lands.

In this excerpt, Canasatego, an Onandaga chief in 1744, expresses the First Nations' perspective on English claims to the lands of his people.

***[You] told us you had been in possession of the Province of Maryland above one hundred years; but what is one hundred years in comparison of the length of time since our claim began? Since we came out of this ground? For we must tell you, that long before one hundred years, our ancestors came out of this very ground, and their children have remained here ever since. You came out of the ground in a country that lies beyond the seas. There you may have a just claim, but here you must allow us to be your elder brethren, and the lands to belong to us before you knew anything of them.***

Ronald Wright, *Stolen Continents*, p. 129

European expansionism also contributed to the establishment of trade in African \_\_\_\_\_.

It was carried out mainly by English merchant traders. They bought or captured African men, women, and children, packed them tightly into ships and took them to the Americas. There they were sold to plantation owners who needed \_\_\_\_\_.

## **Citizens of the World**

Today we take it for granted that we can \_\_\_\_\_ across the world at the touch of a keyboard and \_\_\_\_\_ anywhere on Earth in a matter of hours. People talk about the world being a global village, in which everyone shares common interests and goals.

***The Renaissance and the Age of Exploration were the first steps on the road to the global village we live in today.*** The invention of the printing press allowed knowledge and ideas to be exchanged across the whole of Europe. Humanism, with its curiosity, optimism, and belief in the individual, encouraged people to look beyond the world they knew. The rise of trade and business gave people the motivation to venture into the unknown.

By the end of the Renaissance, Europeans had \_\_\_\_\_ to most of the continents of the world. For the first time in recorded history, the people of these continents made \_\_\_\_\_ with one another. Wherever the Europeans \_\_\_\_\_, they imposed their religion, ideas, values, and economic system—their worldview. For better or for worse, the Renaissance had an enormous \_\_\_\_\_ on the way we live today.

**Inquiry Questions:** These are the key questions in chapter 6. You **MUST** be able to answer them to write your midterm!



**1. How can exploration and expansion affect the worldview of a society and the societies it comes into contact with?**

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2. What does the Europeans' treatment of peoples they came into contact with reveal about their worldview?

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3. How did the Age of Exploration affect Europeans' lives and worldview?

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## SS8 C9: Explore with Columbus

Imagine that you live in the time of the great explorer Christopher Columbus. It is 1493 and it is an exciting time! **Use your creativity to imagine what it would be like to be there when these events occurred!** Your task is to write a **creative**, real-to-life, and historically accurate account (you must do research!) of **ONE** of the following:

1. Pretend you are a sailor on Columbus ships. Write a detailed journal (2 pgs, 12 font, 1.5 spacing) describing your experiences travelling to and arriving in the new world. (Do research – how long a journey was it? What type of ship? What time of year did you sail? How did you navigate? What about Sea Monsters? Describe your arrival. Would you want your family to join you? When will you be home? Is Columbus a good leader or is he insane? What do you miss most? What is the scariest or worst thing you've experienced? In your informed opinion is the King on the right path for Spain? **Important! Discuss how expansionism, imperialism and colonialism impacted both Spain and the inhabitants of the New World.**
2. Pretend you are a reporter. Write a detailed newspaper article (2.5 pgs, 12 font, 1.5 spacing, 2-columns, 2 pics approx.2x2) announcing the return of Columbus three ships. What city did they leave from and return to? How long a journey was it? What type of ship? What time of year was the trip? How did they navigate? Were there Sea Monsters? Describe the sailors' descriptions of the New World. Is it safe to live there? What did they discover? Are they rich? What about the rumours of slave trading? Is Columbus a good leader or is he insane? etc. **Important! Discuss the pros and cons of expansionism, imperialism and colonialism, politically and economically for Spain as well as inhabitants of the new world.**
3. Pretend you are Columbus. Create a detailed record of the first meeting (2.0 pgs, 12 font, 1.5 spacing, script format) between yourself and King Charles V of Spain after you returned from your first journey. Explain the successes of your first journey and try to convince him to sponsor your next one. What did you accomplish on your first mission? Why should he sponsor another expedition? Why are you the person to do it? What will be gained on the next journey? How will Spain benefit from it economically and socially? How will it help them compete with their European rivals? Will it be a good investment for Spain? What about the moral and ethical issue of slavery? **Important! Discuss the political and economic impact of expansionism, imperialism and colonialism for Spain.**

Some **key concepts** to consider in your final product:

- ❖ Imperialism, Expansionism, Colonialism
- ❖ Motivation for expansion (Three G's: Gold, Glory, God)
- ❖ Ethnocentrism

### CRITERIA:

- ❖ Does your final product demonstrate an understanding of the *expansionist* worldview?
- ❖ Is your final product *persuasive* enough to accomplish its purpose?
- ❖ Is there evidence of *creative and critical thinking*?
- ❖ Is this the best way would be to incorporate what you've learned into your final product?
- ❖ Is your final product a (real-to-life) representation of a journal/news article/meeting etc.?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessed by:  Teacher  Self  Peer

<b>Exploration with Cortes</b> <b>PERFORMANCE TASK</b>	<b>8.3. Worldviews in Conflict: The Spanish and the Aztecs</b>
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Criteria	4 Excellent	3 Proficient	2 Basic	1 Limited
Demonstrates an understanding of expansionist world view  8.3.4	Portrays a <b>comprehensive</b> and <b>insightful</b> understanding of the expansionist world view.	Portrays a <b>thorough</b> and <b>thoughtful</b> understanding of the expansionist world view.	Portrays a <b>basic</b> and <b>predictable</b> understanding of the expansionist world view.	Portrays a <b>vague</b> and/or <b>inadequate</b> understanding of the expansionist world view.
Communicates in a persuasive manner.  8.S.8	Language choices and symbolism are used <b>skillfully</b> and <b>effectively</b> to create a <b>compelling</b> and <b>engaging</b> product.	Language choices and symbolism are used <b>competently</b> to create a <b>convincing</b> and <b>interesting</b> product.	<b>Few</b> deliberate choices are evident, there is <b>minimal</b> symbolism and the argument is rather <b>straightforward</b> .	<b>No deliberate</b> choices or symbolism is evident and the argument is <b>ineffective</b> .
Demonstrates creative and critical thinking.  8.S.1	Created a <b>perceptive</b> and <b>innovative</b> product.	Created a <b>substantial</b> and <b>effective</b> product.	Created a <b>predictable</b> yet <b>viable</b> product.	Created an <b>unrelated</b> and/or <b>ineffective</b> product.

Comments:

