

6

“O Brave New World!”



FIGURE 6-1 1 Queen Elizabeth I of England knights Francis Drake aboard his ship the *Golden Hind* in this 19th-century painting. What does this act suggest about her attitude toward Drake?

WORLDVIEW INQUIRY

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

1581. Francis Drake's ship the *Golden Hind* was tied up at the Royal Docks near London, England.

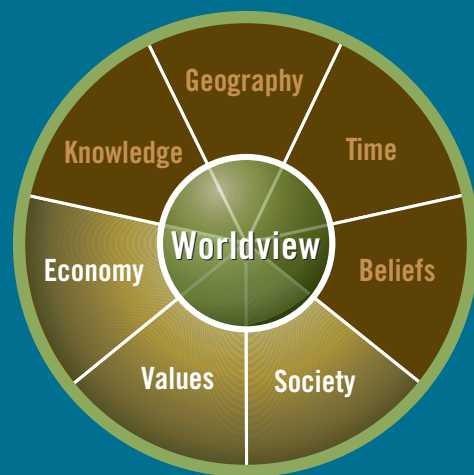
The ship was freshly painted and draped in banners and flags. On its deck, workers were setting up banquet tables and musicians were tuning their instruments. You would never know this was the same ship that had just spent three years circling the globe, battered by storms, stranded on reefs, and fighting the finest ships in the Spanish navy.

At last Queen Elizabeth I arrived and swept across a narrow wooden bridge onto the deck of the *Golden Hind*. People in the crowd were stunned by the richness of her clothing and her bright red hair.

On deck, a man in his late thirties bowed to the Queen. He was shorter than she, with a weather-beaten face and a beard already turning grey. The Queen smiled at him as an attendant handed her a golden sword. "Master Drake," she said. "The King of Spain has asked for your head, and we have a weapon here with which to remove it."

Francis Drake, who had filled the *Golden Hind* with gold and silver stolen from Spanish treasure ships, knelt before the Queen. But instead of cutting off his head, she dubbed him knight and thanked him for enriching England through his daring raids.

The English people thought of Drake as a hero, but to the Spanish he was a criminal. Suggest reasons why these two peoples had such conflicting views of Drake.



In This Chapter

In the last chapter, you saw how the worldview of European explorers led them to set out on long voyages far beyond the world they knew. Just as Galileo's sightings in the night skies changed how Europeans viewed the universe, the goods and information that explorers brought back on their voyages changed how Europeans viewed the world. In a few short decades, they became aware of new lands and peoples in places where they had thought there was only ocean. How did the attitudes of Europeans affect their treatment of the peoples with whom they came into contact? How did this contact affect the way Europeans thought of themselves?

European Imperialism

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

Think IT THROUGH

Why do you think the artist might have decided to include the Indigenous people in this image? Do you think that the artist shares the imperialist views of the Renaissance? Explain.

In this painting, Christopher Columbus is shown being received at the court of Queen Isabella and King Ferdinand after his first voyage to the Americas. He is proudly presenting to the monarchs some of the riches of the territories he explored. He also has brought along several Indigenous people whom he kidnapped before leaving the Caribbean to return to Spain. How has the artist made Columbus the focus of the painting? Do you think the artist views Columbus as the hero of the scene? Explain your thinking.

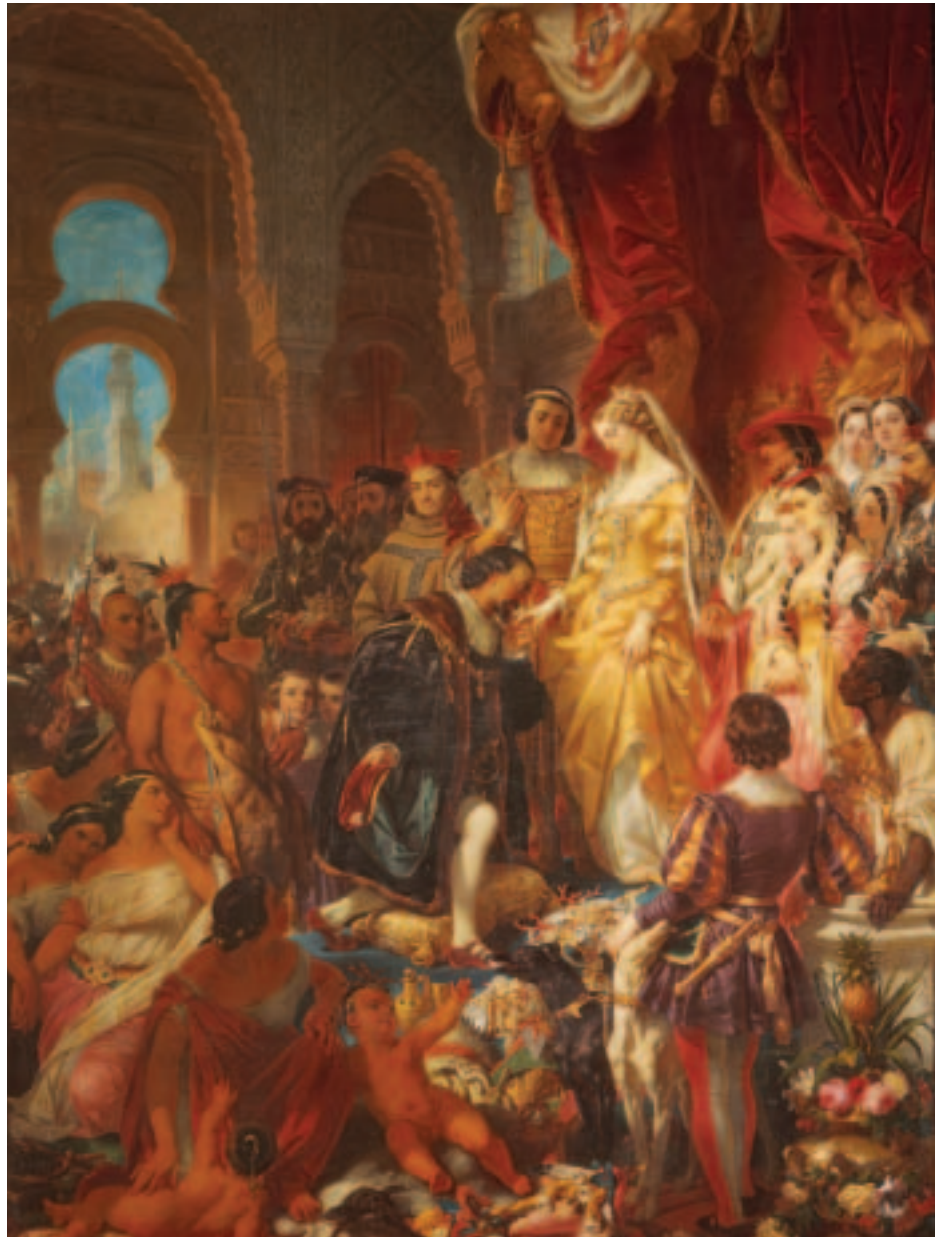


FIGURE 6-2 This painting by the French artist Eugène Deveria was created in the 1800s. What details suggest that this is a celebration honouring Columbus? Why might Deveria have shown Isabella in a beautiful golden dress?

Exploring Points of View

What are some of the different ways people phrase questions when they want to know what you think about an issue? Often, the questions are phrased something like this:

- ◆ Where do you stand on this issue?
- ◆ How do you see it?
- ◆ What’s your position?

Equally often, when people answer questions like these, they may begin by saying, “Well, from my point of view...” The questions, and even the phrase **point of view**, contain word clues that tell us there are different ways of looking at an issue.

Points of View and the Inquiry Process

Exploring points of view encourages you to ask questions. If you are studying a specific historic event, you might ask questions such as:

1. Which people or groups of people were involved?
2. How did the event affect each person, or group of people?
3. What evidence is available to help determine the specific points of view of the people or the perspectives of the groups involved?

You can use an organizer like the one shown in Figure 6-3 to record the different points of view you have found. This organizer helps you explore three points of view, but you can use it to explore the points of view of two, four, or more people.

Try It!

1. Review the story of the knighting of Sir Francis Drake on page 129. Use an organizer like the one below to record what you think might be the points of view of the following three people: Sir Francis Drake, Queen Elizabeth, and King Philip II of Spain, who heard about the knighting.

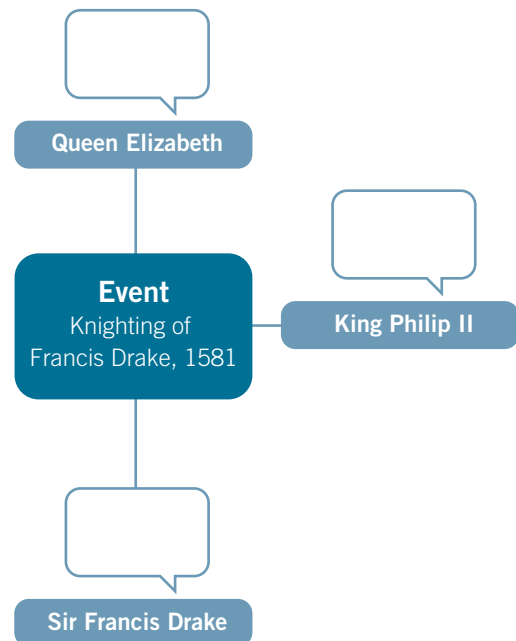


FIGURE 6-3 Different Points of View

2. Choose a news article about a current issue in your community, province, or the world. What points of view are expressed in the article? What additional points of view related to your chosen news article do you feel could also be explored?

SKILL POWER

Create a map to answer the following question: What was the lasting impact of the Treaty of Tordesillas?

- On a line master map of South America, label each country.
- Using an atlas or a World Almanac, determine whether Spanish or Portuguese is spoken by the greatest number of people in each country.
- Use two colours to shade the countries accordingly. Include a legend and a title with your map.

What's in a **WORD**?

Imperialism means “command” or “empire.”

Think IT THROUGH

Think back to what you learned about the power of the Church in Chapter 1. Why do you think Spain and Portugal went to the pope to solve their problem? What reasons do you think Spain, Portugal, and the pope might have had for keeping the treaty a secret?

FIGURE 6-4 This painting done by Ernest Board in 1906 depicts the departure of Giovanni and Sebastiano Caboto from England on their first voyage of discovery in 1497.

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 Columbus had discovered what he thought was a sea route to Asia for Spain, Portugal wanted to make sure that it got its share of the Asian trade. The rulers of Spain and Portugal could not come to an agreement, so they asked the pope to settle the matter. In 1494, the pope proposed a secret treaty, 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 line 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

. . . subdue, 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 right 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 power over a territory and its resources and people. Portugal, Spain, and other European countries wanted more than to expand their world—they wanted power over all territory, resources, and people they came across.



Taking Charge

The imperialist behaviour of Europeans was partly a result of their attitude 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 enslaved by Spanish landowners and forced to work in terrible conditions. Millions of people were literally worked to death in the silver mines and fields.

FIGURE 6-5 For 500 years, historians thought that the Caribbean Taino-Arawak peoples had been wiped out. Today, however, thousands of people worldwide claim Taino descent. This family lives in the United States.



EXPLORING SOURCES

Imperialist Attitudes

This is how Columbus described the Taino people he met when he landed.

As I saw that they were very friendly to us . . . I presented them with some red caps, and strings of beads to wear upon the neck, and many other trifles of small value, wherewith they were much delighted, and became wonderfully attached to us... It appears to me, that the people are ingenious [clever], and would be good servants and I am of [the] opinion that they would very readily become Christians, as they appear to have no religion. They very quickly learn such words as are spoken to them.

Medieval Sourcebook.

Here is the view of the Spanish historian Juan Gines de Sepulveda of Indigenous peoples in 1550.

They [Indigenous peoples] require, by their own nature and in their own interests, to be placed under the authority of civilized and virtuous princes or nations, so that they may learn, from the might, wisdom, and law of their conquerors, to practise better morals, worthier customs, and a more civilized way of life.

Thomas Berger, *A Long and Terrible Shadow: White Values, Native Rights in the Americas, 1492-1992.*

- Identify details in these writings that show that Columbus and Sepulveda believed that Indigenous people were inferior to Europeans.
- These views are shocking to many people today. Use the worldviews icon to identify what elements of worldview might be different today from the time of Columbus that might account for today's attitudes.
- What were European attitudes regarding colonization in the Americas and how did these impact Indigenous peoples?

FYI...

In 2005, a United Nations report stated that at least 12.3 million people worldwide work as slaves or in forced labour. The largest numbers of slaves are in poor Asian countries and Latin America. Most of them are women and children.

FIGURE 6-6 This engraving shows Indigenous workers at a silver mine in South America. It was drawn by the Protestant artist Theodor de Bry in 1590. How might de Bry's religious perspective affect his portrayal of the people conquered by the Spanish Catholics?



FAST FORWARD

Economic Imperialism

Some people believe that Canada, the United States, and other wealthy countries practise economic imperialism today. They point out that much of the clothing for sale in stores is made in developing countries by people who are paid very poorly and forced to work in bad conditions. The places where they work are called “sweatshops.” Organizations like Oxfam argue that companies selling clothing made in developing countries must improve conditions for the workers. Some companies argue that the jobs and working conditions they provide are better than most other options available in those countries.

Think IT THROUGH

1. Use the Point of View tool from the Building Your Skills box on page 131 to record the points of view expressed above.
2. Conduct an Internet search on “sweatshops” to find out which North American companies



FIGURE 6-7 In some sweatshops, people work 14-hour shifts, seven days a week. What elements of the image support the point of view expressed in the text of the poster?

3. What elements of the worldview icon do these points of view fit into?

Zoom In > Bartolomé de Las Casas

The missionary Bartolomé de Las Casas was one of the first Europeans to write about the atrocities committed against Indigenous peoples in New Spain. Here is his description of an incident he witnessed on the island of Cuba, 20 years after Columbus's first voyage:

One time the Indians came to meet us and greet us with food and good cheer and entertainment . . . [T]hey presented us with a great quantity of fish and bread and other food, together with everything else they could think to do for us. But the Devil entered into the Spaniards, and they put them all to the sword in my presence, without any cause whatsoever. More than three thousand souls were laid out before us, men, women, and children. I saw such great cruelties that no man alive either has or shall see the like.

Las Casas travelled to Spain to appeal to King Charles V on behalf of the Indigenous peoples. Because of his efforts, the *Leyes Nuevas* or New Laws were enacted by the Spanish government to improve their conditions. Unfortunately, however, the laws were repealed three years later under pressure from the settlers in New Spain.

- Why would the settlers in New Spain want the New Laws repealed? What does this suggest about their worldview?

Compare the three viewpoints about the Indigenous peoples expressed by Columbus, Sepulveda (page 133), and Las Casas.

- How did they rank Indigenous society compared with Spanish society?
- What values would have influenced these three viewpoints?
- How might their views affect economic decisions that the Spanish would make about their lands in the Americas?

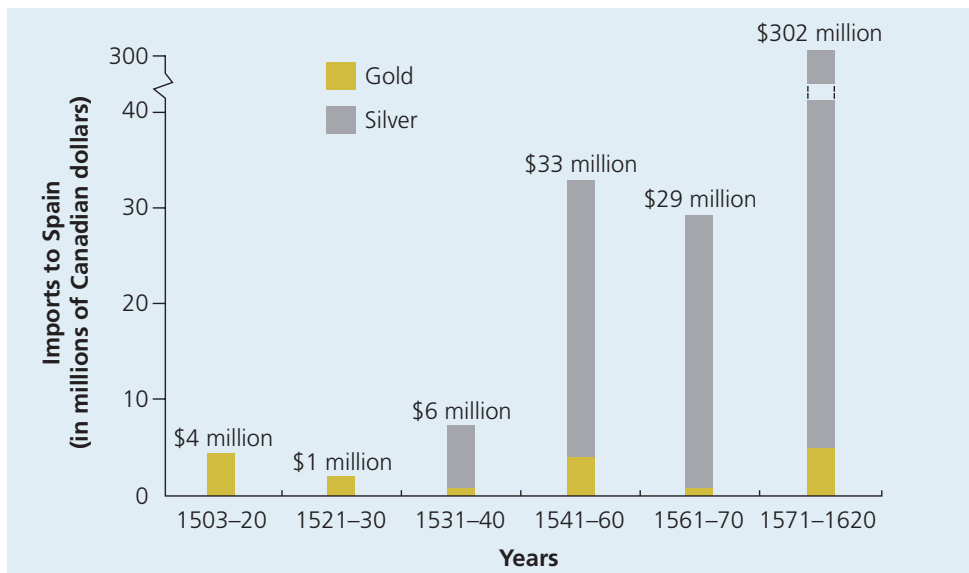
Imperialist Treasure

The conquest of the Aztec and Incan empires in New Spain resulted in great wealth for Spain. Mines in Peru, Boliva, and other areas shipped thousands of tonnes of gold and silver and countless emeralds across the ocean to Spain. For a time, Spain was by far the richest country in Europe.

FIGURE 6-8 This 1579 engraving shows the *Golden Hind* on the right under the command of Francis Drake, capturing a Spanish treasure ship on its way from Peru to Panama.



FIGURE 6-9 This bar graph shows the great increase in gold and silver imports to Spain during the Age of Exploration. How would this wealth support the imperialist worldview of Spain and other European countries?



Think IT THROUGH

Why, according to the English worldview, might their raids on Spanish treasure be justified? Why, from the perspective of the peoples of the Americas, might the Spanish also be seen as thieves?

English sailors looked with envy on the Spanish galleons loaded with treasure. Fortunately for them, English shipyards developed small, fast, highly manoeuvrable vessels that were ideal for attacks on the large, slower-moving Spanish galleons. Soon English captains were raiding Spanish ships and coastal towns in New Spain for treasure. As you saw in the opening story, these illegal acts were supported by Queen Elizabeth I who saw them as a way to take a cut of the Spanish profits. Spain’s ambassador to England, Bernardino de Mendoza, protested these raids, calling Francis Drake “the master thief of the unknown world.”

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. According to Ronald Wright, the author of *Stolen Continents*, the following were some of the results of European imperialism:

- ◆ 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.

LINK UP

The Spanish conqueror Cortés went to Mexico and fought the Aztec people for control of their kingdom. Disease was one of the factors that helped Cortés to succeed. You will be reading about Cortés in the next unit. ■

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 people.

Waman Puma's father was Spanish and he claimed that his mother was a great-grandchild of the tenth Inca. He learned to speak and write in Spanish and he recorded the history of the Incan people from the time of the coming of the Spanish. He experienced first-hand the Spanish treatment of Indigenous peoples.

FIGURE 6-10 The *quipu* was a system of knotted strings that was used by the Incas and other South American cultures to communicate and keep records. About 550 *quipis* have been recovered and anthropologists continue to try to decode them. No written records in *Quechua*, the Incan language, have been found.



FIGURE 6-11 Waman Puma's drawing shows the capture of Tupa Amaru, the ruler of the Inca Empire. How does he show the imperialist world-view of Europeans in action?

Spanish Injustice

This is taken from the writings of the Incan Waman Puma. He spent 30 years creating a 1200-page document describing the injustices he saw around him. His intention was to send it to the Spanish King.

- Waman Puma called for the king to replace the Spanish officials who ruled over his people with local leaders. There is no evidence that his document ever reached the Spanish court. Based on what you have learned about the Spanish worldview of the time, do you think the king would have listened to Waman Puma? Explain your thinking.

Consider the poor Indians and their works . . . that in every town they built irrigation canals from the rivers and springs, the lakes and reservoirs . . . And the Inca kings ordered that . . . nobody should damage or remove one stone, and that no livestock should enter the said canals . . . But now this law is no longer kept, and so all the fields are ruined for lack of water . . . For in these times, the Spaniards release their animals, their mule trains, cows, their goats and sheep, and they cause great damage. And they also take the water, and break the irrigation canals . . . And the little water that remains, they take even that from the poor Indians. And so the Indians abandon their towns.

Over to YOU

- In groups of three, write a script of an imaginary conversation among Christopher Columbus, Queen Isabella, and King Ferdinand. As a basis for your script, use either the painting on page 130 of this chapter, or the excerpt from “The Articles of Agreement between the Lords the Catholic Sovereigns and Cristobal Colon” on page 125 in Chapter 5. If you choose the painting, consider questions such as these in your script.
 - What do you think Isabella might be saying to Columbus?
 - What might he be saying in reply?
 - What might he be saying about the people with whom he came in contact?
 - What do you think Columbus might see as his achievement?
 - What might Isabella and Ferdinand think that he has accomplished?
 - If you choose the Chapter 5 excerpt, consider questions such as:
 - What does Columbus want?
 - What do Ferdinand and Isabella get from appointing Columbus as Viceroy and Governor General of all the islands and mainlands he encountered?
 - For both scenarios, what words will you use to convey the expansionist and imperialist elements of Renaissance worldview their actions demonstrate?
 - Role-play your script for your classmates.
- What elements of the Renaissance worldview allowed some Europeans to treat Indigenous peoples the way they did?
- Why do you think it was important to Waman Puma to record the customs and traditions of his people?
 - Imagine that you are writing a record of your people to be read in 500 years. What would you write about your daily life? Suggest two or three things you would want people 500 years from now to know about your way of life. Explain your reasons.

European Worldview and Identity

Your Renaissance journey is almost over. You have travelled through 350 years and seen how the knowledge, beliefs, and values of Europeans changed during this time. 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 dread 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 appetite for knowledge, they also hungered for riches and were eager to explore the world to find them.

Mapping Changing Worldviews

During the Age of Exploration, Europeans learned that there were no sea monsters in the ocean, that people everywhere looked similar 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 power and wealth. After the Portuguese set up trading colonies around the shores of the Indian Ocean, Portugal became the most powerful trading country in Europe. When the Spanish conquered the peoples of America and took their precious metals, Spain became the wealthiest country in Europe. Other countries in Europe—France, England, and The Netherlands—saw that through imperialism, that is, by gaining power in other parts of the world, countries could grow wealthy. By the late Renaissance, they began to compete for overseas markets and territories.

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

FYI...

Between 1580 and 1640, Portugal was actually a Spanish possession. King Philip II of Spain became King Philip I of Portugal.



FIGURE 6-12 The Spanish Empire in 1600. European influence spread far beyond its borders during the Renaissance.

Shifting Worldviews

The imperialism that began during the Renaissance affected the world for centuries to come. During these centuries there was a growing awareness that the people of a country ought to have the right to determine how they organize themselves politically. Increasingly, many people around the world also came to believe that a group of people should be free to decide how they would pursue their social, economic, and cultural development. However, it was not until World War II that this point of view was expressed in international law. The occasion: the signing of the United Nations Charter in 1945 by the 51 original member states, including Canada. The first article of the United Nations Charter includes this statement:

All peoples have the right of self-determination. By virtue of that right, they freely determine their political status and freely

pursue their economic, social, and cultural development.

Since 1945, a process of **decolonization** has occurred—that is, countries such as Great Britain, France, and Belgium granted their colonies independence. In particular, Africa, the Caribbean, and Southeast Asia have been affected.

Think IT THROUGH

1. How many countries are now signatories to the UN Charter?
2. Check the United Nations Web site for the status of decolonization today. Worldwide, how many people to date have been affected by this movement?
3. Can you think of places in the world where the right to self-determination is not being observed?

Think IT THROUGH

What Canadian achievements make you proud to be a citizen? Consider the following: Olympic athletes, astronauts such as Marc Garneau, our social programs, arts and literature, Romeo Dallaire's actions in Rwanda. Now turn the question around: What, as a Canadian, would you like to change about Canada?

For Queen and Country

The heroes of a society reflect its values and attitudes. What evidence of this do you see in our society? In medieval times monks and knights were looked up to as role models. During the Renaissance, these heroes were replaced by artistic geniuses and daring explorers. In the opening story of this chapter, you were introduced to two late Renaissance heroes—Francis Drake and Queen Elizabeth I. How did they earn the admiration of the English people? How do they reflect the changing values of Renaissance society?

Francis Drake captured the imagination of the English because he was the first Englishman to circumnavigate the world. His attacks on Spanish treasure ships brought wealth to England and earned him the gratitude of Queen Elizabeth I. Elizabeth was a true Renaissance monarch. She was well educated; she read Latin and Greek and was a great patron of the arts. Under her reign, England defeated Spain, the most powerful country in the Europe at the time, in a great naval battle. She sponsored explorers like Francis Drake and settlements in North America. Queen Elizabeth I contributed to England's transformation into a prosperous trading country and a world power.



FIGURE 6-13 This portrait of Queen Elizabeth I was painted by Marcus Geeraerts the Younger after the defeat of the Spanish in 1588. You can see the Spanish ships in the windows behind her. She holds her hand over a globe, her fingers resting possessively on North America. How does her action illustrate the imperialistic attitudes of England at the time? What effect did that attitude have on the way Europeans treated the peoples with whom they came into contact?

The military and economic success of England gave its people a sense of confidence and pride. Their sense of identity became linked with the achievements of their country. Today we call this attitude patriotism.

Zoom In > Shakespeare—In Praise of England

As England grew into a strong, wealthy country, people had more time and money to spend on art and culture. Like Renaissance Italy, England experienced an artistic awakening. In London, the capital city, audiences flocked to the plays of William Shakespeare. He filled his history plays such as *Richard II* and *Henry V* with thrilling battle scenes and patriotic speeches in praise of England. This speech comes from *Richard II*.

- What do the highlighted passages suggest about Shakespeare's worldview?
- How does this speech encourage patriotism?

***This royal throne of kings, this scept'ed isle,
This earth of majesty, this seat of Mars,
This other Eden, demi-paradise,
This fortress built by Nature for herself
Against infection and the hand of war,
This happy breed of men, this little world,
This precious stone set in the silver sea,
Which serves it in the office of a wall,
Or as a moat defensive to a house,
Against the envy of less happier lands;
This blessed plot, this earth, this realm, this England.***

Richard II (II,i,40-50).

FYI...

Before the Age of Exploration, foods like potatoes, tomatoes, peanuts, peppers and corn were unknown in Europe. All of these foods were cultivated by the peoples of the Americas.

SKILL POWER

Use a T-Chart to compare the attitudes expressed in White's drawing and in Columbus's description of the Taino in the Exploring Sources on page 133.

| Columbus | White |
|----------|-------|
| | |
| | |

- Do you think either of the two spent much time with the Indigenous peoples? Support your answer.

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 organize their societies? The invention of printing made illustrated books about Indigenous peoples available to eager readers across Europe. These showed that the Indigenous peoples were closer to nature than Europeans. They did not live crowded together in noisy, dirty cities as many Europeans did. Many of their communities operated on principles of equality 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 happier lives than Europeans. French philosopher Jean-Jacques Rousseau's later works on political theory were influenced by European contact with Indigenous peoples.



FIGURE 6-14 This engraving of Secota, an Algonquin village, is taken from a book published in 1590. It is based on a drawing by John White who lived in a settlement established by England on the east coast of North America. What does his orderly representation of village life tell you about his attitude toward the Algonquin people?

The Tupinamba Perspective

The French humanist writer Montaigne described a conversation in 1562 between Tupinamba captives from Brazil and the young king of France.

- How might the Tupinamba perspective on European society have challenged Europeans' thinking?

The king talked to them for a long time; they were shown our ways, our splendor . . . a fine city. After that, someone asked their opinion, and wanted to know what they had found most amazing. They mentioned . . . they had noticed that there were among us men full and gorged with all sorts of good things, and that their other halves were beggars at their doors, emaciated [extremely thin] with hunger and poverty; and they thought it strange that these needy halves could endure such an injustice, and did not take the others by the throat, or set fire to their houses.

Expansionism 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 economy 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 disregard 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 slaves. 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 labourers.

Think IT THROUGH

To what extent do you think developed countries share this attitude of superiority today?



FIGURE 6-15 What elements of the Renaissance worldview do you think contribute to today's conflict between First Nations peoples and governments? What elements of today's worldview need to shift if such conflicts are to be resolved?

Terraforming: Should We or Shouldn't We?

In the future will people on Earth try to colonize other planets or moons in our solar system or beyond? If so, first we will have to make those planets able to support human life. That's what "terraforming" is all about. Terraforming means to change a planet to make it resemble Earth.

Mars is the planet that scientists mention most often as a candidate for terraforming. Nitrogen could be introduced to its atmosphere and it could be heated by giant solar panels. Finally, the most basic life forms would be introduced. Eventually, humans would be able to live there, much as they do on Earth.

There is a debate among scientists over the pros and cons of terraforming. Some think that it is the only way to save the human race in the long term. Others believe it is wrong to transform the ecosystem of another planet to suit our needs.

Yes to Terraforming

- Eventually our Sun will grow so hot that it will wipe out all life forms on Earth. Therefore, we have the responsibility to colonize other planets to save the human race from extinction.
- Even though other planets may contain their own life forms, these will probably be microscopic. Our rights are more important than those of alien microbes that could be destroyed by terraforming.

No to Terraforming

- It is possible that a planet like Mars already contains microscopic forms of life. It would be wrong to destroy these life forms through terraforming.
- It would be too expensive and take too long to terraform another planet. The money would be better spent on improving living conditions here on Earth.

Think IT THROUGH

1. What criteria do the viewpoints above appear to be using in thinking about terraforming?
2. Does terraforming sound like a good idea to you? Consider these yes/no arguments and the reading you have been doing about the Age of Exploration in your answer.
3. Do some research on the Internet to find other arguments for and against terraforming. Do these arguments affect your own thinking about it? Explain.
4. How is colonizing the "New World" by Europeans similar to present-day ideas about terraforming the "new world" of outer space?

Citizens of the World

Today we take it for granted that we can communicate across the world at the touch of a keyboard and fly 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 travelled to most of the continents of the world. For the first time in recorded history, the people of these continents had made contact with one another.

Wherever the Europeans arrived, they imposed their religion, ideas, values, and economic system—their worldview. For better or for worse, the Renaissance had an enormous impact on the way we live today.



FYI...

It wasn't until the latter half of the 20th century that Europeans gave up the economic and political competition that developed during the Renaissance. They established the European Union, which as of 2006 had 25 member countries. They all cooperate with each other economically, socially, legally, and politically. Every citizen of a member country is also a citizen of Europe.

FIGURE 6-16 The flags of the European Union as of 2005

Over to YOU

- How did Europeans' knowledge of the world change during the Age of Exploration? Support your answer by referring to maps in this unit.
 - How did this new knowledge affect people's lives and worldview?
- The title of this chapter is taken from the following speech in the play *The Tempest* by William Shakespeare.

O wonder!

How many goodly creatures are there here!

How beauteous mankind is! O brave new world

That has such people in't!

- How does this quotation reflect
 - humanistic views about the individual
 - Europeans' first contact with peoples of the Americas
 - Indigenous peoples who became enslaved by Europeans
 - your own view of human nature?
- Create a collage or other visual that sums up your own ideas about the phrase "O Brave New World!"

- During 2006, the United Nations continued its efforts to create consensus on a *Declaration of the Rights of Indigenous Peoples*. Two articles of the draft declaration follow:

Article 6. No Genocide *Indigenous peoples have the collective right to live in freedom, peace and security as distinct peoples and to full guarantees against genocide or any other act of violence, including the removal of Indigenous children from their families and communities under any pretext.*

Article 8.

Indigenous peoples have the collective and individual right to maintain and develop their distinct identities and characteristics, including the right to identify themselves as Indigenous and to be recognized as such;

- Apply what you have learned in this unit about the impact of European contact on Indigenous peoples to explain briefly why the United Nations supports a *Declaration of Rights for Indigenous Peoples*.
- What changes to the imperialist worldview are reflected in the fact that this declaration is being considered?

Explore the Big Ideas

The imperialist worldview of European countries led them to seek power over the territories, resources, and people they came into contact with during the Age of Exploration.

- 1 a. Complete the organizer below to help you identify the results of Europe's expansionist and imperialist policies.

| What was the result of European Expansionist and Imperialist policies with regard to . . . | |
|--|----------------|
| The population of Indigenous peoples in the Americas | 1. 2. 3. |
| The culture of Indigenous peoples in the Americas | 1. 2. 3. |
| The European sense of identity | 1. 2. 3. |
| The European economy | 1. 2. 3. |

- b. Write a paragraph answering the question: In what ways can exploration and expansion affect the worldview of a society and the societies they come into contact with?

2. You may have heard the phrase “History repeats itself.” What does this phrase mean to you? Here are three headlines taken from a newspaper called the *International Herald Tribune* for July 12, 2006:

- Is Russia again looking to build an empire?
- A monk's meditations on the pursuit of happiness
- Trade talks stalled and near collapse

- a. In a group, discuss what Renaissance issues each of these headlines reminds you of.

How are they examples of history repeating itself?

- b. Go through newspapers and collect articles that remind you of events and issues in the Renaissance.

- c. Get together again with your group and analyze the worldviews that are represented in the articles. What elements of the worldview icon are included in each article? Which of them are similar to Renaissance worldviews? Which are different? What conclusions can you draw about the

differences between your world and the Renaissance?

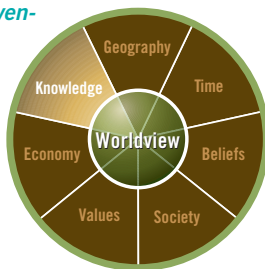
3. The motto of the European Union (EU) is “United in Diversity.” What does this motto imply about the EU's worldview? How does it relate to the Western worldview shared by many Canadians today?
4. Do research to find out about la Francophonie, an international organization of French-speaking countries and governments: its history, its membership, and its goals. Create a product such as a map, poster, or written report to present your findings.

INVITATION TO PRESENT
at

THE ALBERTA CONFERENCE ON *Shaping the Worldview of the Western World*

You have spent several weeks focusing on Renaissance Europe. What are the results of your investigation into the way the people of the Renaissance looked at the world, and behaved in it? What is their legacy to us? The Alberta Conference of Renaissance Scholars invites you to present your poster addressing this theme:

Which idea, person or invention from Renaissance times made the greatest contribution in shaping the worldview of the western world you live in today?



What Is a Poster Session?

A poster session is an opportunity for a number of participants to present their research findings on a topic. The poster consists of text and graphics to create a visually attractive presentation. As viewers walk by, they can quickly see the results of your research. Viewers can study your information and discuss it with you. You may also be asked by Conference organizers to give a short presentation on your research.

Creating Your Poster

Step One

Begin by choosing three individuals from the many you learned about in Unit 1. Include individuals from different fields—art, architecture, medicine, politics. What did these individuals accomplish during their lifetime? Why do we remember them?

What is their legacy to us? Does their legacy to us take the form of an idea, an invention, or a specific work?

Step Two

Decide upon criteria with which to evaluate the significance today of the ideas, inventions, or persons you investigated. How will you measure the impact of the idea, invention, or person during the Renaissance, or the impact on your life today?

Step Three

Once you have defined your criteria, use it to evaluate the achievements of the three individuals you chose to research. Which idea, invention, or person do you nominate as making the greatest contribution to shaping the worldview of the western world?

Step Four

Prepare a poster illustrating the results of your investigation. An effective poster is well organized and visually appealing. Select graphics that support your findings. These can be pictures, sketches, charts, graphs, or maps. Viewers need to easily read your research, so your text will have to be concise. Be sure to use a font size that is readable from a distance.



These are six of the many individuals you can choose for your inquiry. How many can you identify?