

## ERA 1: THREE WORLDS MEET, BEGINNINGS TO 1660

### **Introduction**

People who study history are similar to detectives. They search the evidence looking for clues that will help them to solve mysteries and answer questions about people who lived many years—or even centuries—ago. As you will demonstrate to your students in the weeks ahead, the evidence historians use is much more than written documents: drawings and photographs, tools, clothing, toys, music, etc. In fact, everything created by human beings is evidence that can provide important clues about how people lived long ago. As you will see, scientific discoveries also can provide important clues for historians.

The major theme of Era 1 is “Three Worlds Meet,” the story of how people from Asia, Europe, and Africa arrived, settled, and interacted in the Western Hemisphere. Since no pre-human remains have ever been found in North or South America, we can conclude that all people who lived in that part of the world (including the land that became the United States) had ancestors who migrated from elsewhere. Who were those ancestors? When did they arrive and why and how did they come here? How did they interact with the environment—and with each other? Era 1 is the study of those people and their “arrivings.”

As we shall see, Europeans and Africans arrived in the Americas in the historical era, and so we have a great deal of historical evidence about the respective backgrounds, motives, and lives of people from these major groups. But those people who Christopher Columbus misidentified as “Indians” have a history that has only recently begun to be uncovered.

Comparatively recent scientific breakthroughs have begun to answer the above questions. In 1949 chemist Willard Libby invented radiocarbon dating, which allowed archaeologists and other scientists to determine how old a particular object was (a stone, an arrow head, a skeleton, etc.). Radiocarbon dating told historians how long ancient peoples had lived in the Western Hemisphere. Those discoveries were supported by the work of historical linguists (scholars who study the history of languages) who approximated how many years it would have taken for the roughly twelve general language groups with around 2,000 dialects to evolve in the Indians’ new lands. Therefore, historians now know approximately how long these peoples had been living in the Western Hemisphere.<sup>1</sup>

But where did they come from? In 1590 Jesuit José de Acosta reasoned that those people we now call (incorrectly) “Native Americans” were not native to the Western Hemisphere at all, but had walked those lands from elsewhere, leading the Jesuit educator to guess that the Americas and Asia “must join somewhere.” Recently geologists have determined that Acosta was nearly correct: pre-European settlers had come from East Asia, either across a temporary land bridge that was exposed around 11,000-12,000 B.C. when an ice age had lowered ocean levels around 250-300 feet, or by boat from northern Siberia to what is present-day Alaska. Even more recently, deoxyribonucleic acid (DNA) evidence has linked almost all Indian peoples with East Asian ancestors.<sup>2</sup>

---

<sup>1</sup> Libby received a Nobel Prize in 1960. The first radiocarbon dating laboratory was established at the University of Arizona in 1958. For historical linguists see Thomas D. Dillehay, *The Settlement of the Americas* (New York: Basic Books, 2000), 246.

<sup>2</sup> Acosta reasoned that since Adam and Eve were natives of the Middle East, Indians had migrated from Asia. See Charles C. Mann, *1491: New Revelations of the Americas Before Columbus* (New York: Knopf, 2005), 156-57. Some Christians believed that Indians were descended from one of the Lost Tribes of Israel, a theory disproved by Danish botanist Peter Wilhelm Lund, who in 1840 found human skeletons in Brazil side by side with skeletons of extinct Pleistocene mammals, thousands of years before the dispersal of the

Therefore, although scientists as well as history teachers don't have all the answers to several important questions,<sup>3</sup> we do know enough to introduce our students to the major theme of "three worlds meet" AND (and it is a very important "AND") help our students to understand that the historical colors of America were red, white, and black and that each of these major population groups contributed to the history of what would become the United States.

### **Student Content Goals – 4<sup>th</sup> Grade**

1. Identify the ancient civilizations of the Americas at the time of European arrival (Cherokee, Creek, Chickasaw, Aztec, Mayans, Olmec, Mound Builders). Identify Native American groups in Tennessee.
2. Explain the culture of the Western Hemisphere's native peoples prior to European contact. Explain how those cultures changed as a result of contact with European cultures.
3. Identify the major geographical features of North America and tell the importance of each to humans.
4. Understand the geographic, technological, economic, cultural, and scientific factors that contributed to the European age of exploration and settlement in the Americas. Describe the motives for exploration and settlement.
5. Describe the immediate and long-term impact of Columbus's voyages on native populations and on European colonization.
6. List the characteristics of Spanish and Portuguese exploration and settlement of the Americas.
7. Identify the accomplishments of significant explorers and explain their impact on the settlement of Tennessee.

### **Student Content Goals – 8<sup>th</sup> Grade**

1. Identify the ancient civilizations of the Americas.
2. List the causes and examples of migration to the Western Hemisphere (including people later known as Native Americans).
3. Recognize the role of science and technology in European settlements of North America (compass, etc.).
4. Recognize Tennessee's role in the early development of the Americas.

### **Student Skills Goals – 4<sup>th</sup> Grade**

1. Locate Native American groups on a map of the Western Hemisphere.
2. Read and interpret facts from a historical passage about an early American Spanish mission.

---

tribes of Israel. The temporary land bridge spanning the Bering Strait has been named Beringia by scientists. The dates of the first migrants to cross Beringia are very controversial, with some scholars claiming migrants as early as 38,000 B.C. See Dillehay, *The Settlement of the Americas*, 1.

<sup>3</sup> One important unanswered question has to do with the fact that almost all of the large mammals in the Western Hemisphere vanished within a comparatively short time (11,500-10,900 B.C.) whereas humans who had already arrived were not wiped out. What could have caused such a mass extinction? Human hunters? Rapid climate change? Another critically important mystery has to do with the DNA of ancient Indians. Of the four major DNA strains found in prehistoric Indian remains, one of the four cannot be traced back to the peoples of East Asia. Who were these people? Where did they come from and when did they arrive? How did they interact with the other human migrants (intermarriage, friendship and trade, warfare)? As with so many questions having to do with the prehistory of the Western Hemisphere, the answer—so far—is "we don't know."

## **Student Skills Goals – 8<sup>th</sup> Grade**

1. Determine the difference between a primary and secondary source.
2. Understand the place of historical events in the context of past, present, and future.
3. Use historical information acquired from a variety of sources to develop critical sensitivities, such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.
4. Construct and read a timeline.

## **Teacher Development Goals**

1. **Historical Context.** Teacher improves content knowledge of the prehistory of the Western Hemisphere and the history of Africa prior to European intrusion.
2. **Use of Primary Sources.** Teacher clarifies the understanding of a primary and a secondary source and understands the strengths and weaknesses of each type of source.
3. **Historical Thinking.** Teacher is able to encourage students to understand the **motives** for migration and settlement in the Western Hemisphere **and** the major factors responsible for the evolution of advanced cultures (agriculture, etc.).
4. **Integration of Technology.** Teacher encourages students to understand technology as a learning tool and not just a series of recreational games.

## **Timeline**

c. 36,000-20,000 B.C.	First settlers arrive in North America via the Bering land bridge
c. 8,000-5,000 B.C.	Beginnings of agriculture in the Americas
c. 2,500 B.C.	Ancestors of Hopis and Zunis establish farming communities in the Southwest
c. 500 B.C.-500 A.D.	Hopewell “Mound Builder” culture flourishes in the Ohio Valley
c. 700-1400	Mississippian chiefdoms dominate central and southeastern parts of North America
c. 1000	Vikings
c. 1100	Mississippian city of Cahokia, population 20,000 reaches its apogee
c. 1200	“Pueblo” culture emerges in the Southwest
1271-1295	Marco Polo’s Journey to Asia
1325	Aztecs Build Tenochtitlan
c. 1400-1600	Renaissance Period
1440’s	Gutenberg Press
c. 1450	Founding of the Iroquois League
Late 1400s	Portuguese School of Navigation
1492-1504	Columbus’ Voyages
1513	Ponce de Leon makes first Spanish visit to Florida
1519-1522	Magellan’s Voyage
1520s	First epidemic diseases from Europe and Africa reach North America
1521	Capture of Tenochtitlan
1531-1533	Fall of the Incas
1534-1535	Cartier sails up St. Lawrence River Valley
1534-1541	French colonization attempts in the St. Lawrence River Valley
1539-1543	Hernando do Soto leads a Spanish army throughout the Southeast
1540-1542	Francisco Vazquez de Coronado invades the Southwest
1565	Spanish establish St. Augustine in Florida

1584-1587	English attempt a settlement at Roanoke, in modern-day North Carolina
1598	Juan de Onate founds a Spanish colony in New Mexico
1603-1615	Samuel de Champlain establishes trading posts along the St. Lawrence River at Quebec and Montreal
1607	English establish a colony at Jamestown
1608	French colonists found Quebec
1616-1619	Epidemic of an unknown disease sweeps through New England native populations
1619	First enslaved Africans arrive at Jamestown
1620	English establish Plymouth colony
1622	Powhatan peoples attack Virginia
1633-1634	Smallpox sweeps through natives of the Northeast

## Major Themes, Issues, Documents, People, Events

### 1. Themes/Issues

As noted earlier, the central theme of Era 1 is **three worlds meet**, a central theme that sets the stage for most of the themes and events of the subsequent eras. In order to allow our students to appreciate that central theme, however, some **subthemes** must be introduced and studied.

To begin with, there must be an understanding of the pre-1500 **backgrounds** of Indians, Africans, and Europeans. Most important, students need to appreciate that the central theme of “three worlds meet” is **not** the story of superior Europeans triumphing over “uncivilized” Indians and Africans. Indeed, according to author Charles C. Mann, one of the “loaded” or “problem” words in historical studies is “**civilization**,” a word that, according to Mann, “often trigger[s] explosive arguments.”<sup>4</sup> As we will soon see, each of the major groups that “met” in the Americas displayed many aspects of what we would call “civilization.” Thus the ultimate triumph of Europeans in what they referred to as the “New World” lay not in their so-called superiority but instead was the result of other factors.

As we already have seen, the ancestors of modern American Indians arrived in the Western Hemisphere sometime around 11,000-12,000 B.C. probably following and hunting large mammals such as mammoths, mastodons, huge bison, giant beavers, camels, cheetahs, etc. who were crossing Beringia, also in search of food. Beginning around 5000 B.C., however, Indians in present-day Mexico began practicing agriculture (domesticating plants and raising crops), although their levels of agricultural sophistication were extremely diverse. By around 200 A.D., cornfields dotted the southern Mississippi River Valley and by approximately 1000 A.D. skeletal remains clearly show that corn consumption had spread throughout most of North America.

The development of agriculture, which occurred at about the same time in Europe and in the Americas, profoundly affected Indian life. Those people who adopted agriculture abandoned their nomadic lifestyles and lived in settled villages, some of which in Central America became magnificent cities. Growing their own food led to the rapid growth of Indian populations, since

---

<sup>4</sup> See Mann, *1491*, 370-71. Mann identified often “loaded words” as “Indian,” “king,” “tribe,” “chief,” and “nation.” *Ibid.*, 367-72. As you have seen, we have used the inaccurate term “Indian” instead of the more commonly used but also inaccurate “Native American” or “Amerindian.”

one acre of woodlands could feed two or three hunter-gatherers whereas one acre planted in corn provided for as many as 200 people.<sup>5</sup>



**Figure I:** Native North America. Adopted from Colin G. Calloway, *New Worlds for All: Indians, Europeans, and the Remaking of Early America* (Baltimore: The Johns Hopkins University Press, 1997).

This more sedentary life led to the birth of more children and, with more food, a higher child survival rate. It also permitted Indians who adopted agriculture to erect permanent housing, create and preserve pottery and art, and establish more complex political and social institutions. Agriculture also led to a division of labor, with women planting, raising, and harvesting crops and men hunting to supplement their villages' diets. The development of agriculture also affected these peoples' religious beliefs and ceremonies, increasing the homage to sun and rain gods who could bring forth bountiful harvests.

Those Indian cultures that made the transition from food gathering to food producing often attained an impressive degree of economic, political, social, and technological sophistication. In Central America, the Mayans of present-day Mexico and Guatemala built great cities, fashioned elaborate gold and silver jewelry, devised a form of writing, were proficient in mathematics and astronomy, and constructed a calendar that could predict solar eclipses and was more accurate than any system in use in Europe at the time.

Around the year 1200 A.D. several Indian groups from the north began to drift into central Mexico. Collectively known to modern scholars as Aztecs (a designation these people

<sup>5</sup> Among the Eastern Woodland peoples, which began cultivating crops by the 1100s, maize (corn, native to the Western Hemisphere) accounted for up to 50 percent of people's diets.

never used), these people conquered peoples already living in the area and built what by 1428 could be called the Aztec Empire, which contained approximately one million people.

In 1325 the Aztec Empire's capital Tenochtitlan (pronounced tay-NAWCH-teet LAHN) was founded. At its height the city contained magnificent pyramids and public buildings, a fresh water supply brought to the capital by complex engineering, causeways that connected the island city to other islands and the mainland, a complex economy with a vast trading network, and even a compulsory education system for both boys and girls (no state in the United States would have such a system for more than 300 years). Raw materials and treasure flowed into Tenochtitlan from all over the empire, which stretched from the Pacific Ocean to the Gulf of Mexico. By 1519, the city had a population of around 300,000 people.

And yet, the shift to agriculture produced increasing problems for some Indian peoples. In what is now the southwestern United States, the Anasazi and other peoples, who had adopted agriculture and constructed impressive buildings and complex societies, virtually collapsed around 1130-1400s, probably due to overpopulation, climate change (droughts and streambed erosion), and environmental deterioration. Similarly, the impressive Mayan civilization almost self-destructed as a result of deforestation (probably to attain more farmland), climate changes, and internal conflicts (very likely over food and resources). Therefore, by the time of European intrusion, some Indian cultures were still comparatively primitive, some were becoming more technologically and socially complex, and some had reached their peaks and were in decline—in some cases rapid decline.<sup>6</sup>

Most of our students are surprised to learn that the lives of the peasants of Western Europe were no better than those of the majority of Indians. Indeed, peasant life was extremely harsh. Most rural Europeans survived on bread and porridge with some seasonal vegetables and occasional meat or fish. Around one-third of all children died before their fifth birthdays, and only half of the population reached the age of twenty-one. Famines such as the Great Famine of 1315-1317 ravaged the countryside and epidemic diseases such as the Black Plague of 1347-1353 killed over a third of the Famine's survivors. Outlaws roamed the forests, pouncing upon unwary travelers who ventured out onto the muddy or dusty roads that connected villages and towns. Little wonder that the majority of migrants to North America came from these desperate peasant societies.

And yet, although they did not fully appreciate it, European life was improving in the 1400s. Survivors of the plagues found that nobles were forced to pay more for laborers, and some peasants actually were able to gain limited ownership of their land and pay the nobles annual rents. At the same time, technological innovations led to increased agricultural production and growing populations (as the plagues declined) caused a rise in prices for food. Cities were revived (during the Black Death between 50 & 60 percent of those living in Italian cities died), trade increased, and merchant prosperity returned. In the countryside, of the five most valuable domesticated animals (sheep, goats, cows, pigs, and horses) Europeans had all five and used them for food, clothing, and labor (Indians in the Western Hemisphere had none). Therefore, although European life remained generally harsh until the Industrial Revolution of the 18<sup>th</sup> and 19<sup>th</sup> centuries, compared to peasant life prior to the 1400s it was improved.<sup>7</sup>

---

<sup>6</sup> For the Anasazian and the Mayan collapses see Jared Diamond, *Collapse: How Societies Choose to Fail or Succeed* (New York: Viking, 2005), chapters 4 and 5.

<sup>7</sup> For a fascinating discussion of domesticated animals, see Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies* (New York: W.W. Norton, 1997), ch. 9. Diamond asserts that European contact with domesticated animals helped them to become immune to the animal-originated diseases they brought with them to the Western Hemisphere and which killed up to 90 percent of the Indian population. *Ibid.*, ch. 11.

But the most revolutionary change in Europe during this period was the rise of the nation-state. As feudalism waned, the monarchs of Western Europe emerged as the new centers of power. These monarchs, most of whom had been the most powerful of the feudal lords, were able to enforce their edicts and decrease crime and violence. Merchants supported these new monarchs because they received trading monopolies and royal contracts. As monarchs brought law, order, and unity to their realms, they were able to look beyond their newly established political boundaries to trade, exploration, and even profit-motivated colonization. It is no accident that European nations began such activities in the chronological order in which they became stable nation-states: Portugal, Spain, France, and England. As they greedily eyed the Western Hemisphere, they were no more “civilized” than the Indian peoples they encountered, but they had several advantages that most Indians did not possess.

Of the three major populations that arrived in the Americas by 1700, none was the most misunderstood and the least known as were the peoples of West Africa. Portrayed alternately as childlike “Sambos” or brutal savages, the peoples transported as slaves to the Americas came from societies that had sophisticated agricultural systems, long-established trading routes, some large and prosperous cities, and cultural and intellectual attainments that rivaled those of the Indians and Europeans.

The first great commercial state that emerged in West Africa was Ghana, a kingdom formed by the unification of several local farming villages sometime after 600 A.D.<sup>8</sup> Ghanaian merchants dealt in ivory, ostrich feathers, leather goods, slaves, and especially gold and imported metal goods (especially weapons), textiles, horses, and salt. When Arab merchants using camels began to cross the Sahara Desert to trade with Ghana (probably by 1100 A.D.), they were delighted to find trade goods (they called Ghana “the Land of Gold”) as well as populations ripe for conversion to Islam.<sup>9</sup>

The kingdom of Ghana declined in the 1300s, probably as a result of wars against nomadic Berber tribesmen. In its place grew the large states of Mali and Songhai (also spelled Songhay and Songhi) and the Hausa city-states located in what is now northern Nigeria. Mali’s great trading metropolis Timbuktu was a modern, wealthy city that flourished due to the gold trade. In the late 1400s one European wrote that Timbuktu contained “a great store of doctors, judges, priests, and other learned men that are bountifully maintained at the king’s cost ... and hither are brought divers manuscripts of written books out of Barbary [North Africa, brought by Muslim traders] which are sold for more money than any merchandise.” Arab culture helped to make Mali a technological, scientific, and philosophical center in West Africa. By the early 1300s, one king of Mali (Mansa Musa, who ruled from 1312 to 1337) was so wealthy that in his pilgrimage to Mecca he brought one hundred camels laden with gold and spent so lavishly that the value of gold in Egypt was depressed for a generation.

Traffic in slaves had existed centuries before the arrival of Europeans. But Portuguese, Spanish, Dutch, French, and English need for laborers to work in the Americas, especially on the sugar plantations of the Caribbean,<sup>10</sup> increased the need for slaves enormously. Up to 1810, it has been estimated that 10-11 million people were transported to the Americas as slaves: around half of that total went to the sugar plantations of the Caribbean (where the death toll was horrific),

---

<sup>8</sup> The present nation of Ghana is considerably south of the location of the ancient kingdom of Ghana.

<sup>9</sup> Arabs also referred to sub-Saharan West Africa as “the Land of the Blacks.”

<sup>10</sup> Cane sugar was native to Indonesia and was introduced to Europeans during the Crusades, after which it gradually replaced honey as a sweetener.

approximately 30 percent to Brazil (the last nation in the Western Hemisphere to emancipate its slaves), 10 percent to Spanish America, and around 600,000 (under 5 percent of the total) to the British colonies of North America, where at first slavery grew slowly. Male slaves outnumbered female slaves around two to one, and the majority of all slaves transported probably were between the ages of fifteen to thirty.

The seizure of that many people had a devastating effect on the states of West Africa. In 1526, Nzinga Mbemba, king of Kongo (the largest state in central West Africa) wrote three letters to the king of Portugal demanding an end to the European slave trade:

And we cannot reckon how great the damage is, since ... merchants are taking every day [the] sons of the land and the sons of our noblemen and vassals and our relatives ... and so great, Sir, is the corruption and licentiousness that our country is being completely depopulated.<sup>11</sup>

Yet the European demand for slaves was almost inexhaustible. The fact that Africans were not as susceptible to European diseases as were Indians and had a background in agriculture made them particularly desirable.

Thus by 1700 what had once been a hemisphere utterly devoid of humans was one in which resided three groups of the world's major population groups: Asian, European, and African. It is very important for our students to understand that portions of each group had reached impressively high levels of economic, political, cultural, and architectural sophistication.

Yet, as we know, ultimately it was Europeans who dominated both North and South America. This was because Europeans possessed certain advantages over their potential rivals. When dealing with Indians, European diseases (especially smallpox and measles) felled literally millions of Indians (in the words of one Roman Catholic priest who traveled with Hernando Cortès, "they died in heaps"). When the superiority of European military technology and philosophy and the Indians' inability to unite against the invaders are added to the equation, the Indians' terrible vulnerability to European conquest is easy to understand. As for Africans, the incredible shocks of capture, the "Middle Passage,"<sup>12</sup> and a very repressive slave system tended to discourage slave resistance. Even so, there were some slave revolts (the most dramatic being in what is now called Haiti in the late 18<sup>th</sup> century) and countless examples of individual slave rebelliousness and attempts at escape.

With "Three Worlds Meet" as Era 1's central theme, good subthemes for course organization would be:

1. Age of Movement
  - Origins
  - Migration
  - Trends and Forces to Change Lives
  - Emerging Cultures
2. The Age of Exploration
  - Concentration on Europe
  - Science and Technology
  - Trade, Wealth, and Urbanization
  - Increased Power of the State

---

<sup>11</sup> For a part of the letters of Nzinga Mbemba (pronounced Zing'ah Me bem' ba), see Basil Davidson, trans., *The African Past* (London: Curtis Brown, 1964), 191-94. "Licentious" can be defined as morally undisciplined, having no regard for accepted rules or standards.

<sup>12</sup> The "Middle Passage" transportation from Africa to the Americas was particularly brutal. In the early decades, up to one-third of all Africans died before they reached the Americas.

### 3. Age of Colonization

- Pre-Columbian Voyages and Settlements
- Portuguese, Spanish, French, and Dutch Colonies
- Pre-Jamestown English Efforts
- Need for Labor (Indians, Indentured European Servants, and African Slaves)

## 2. Documents

### a.) Founding Documents

#### 1. Christopher Columbus, 1530s, in *Journal of the First Voyage to America*. (New York: Albert & Charles Boni, 1924, 24-29).

Columbus's journal of his first voyage shows that he departed Spain on August 3, 1492, and returned in March 1493, landing in the Caribbean on October 12, 1492. Investigation by the National Geographic Society in the 1980s concluded that this landfall occurred on Samana Cay, in the Bahaman Islands, which the Arawak Indian inhabitants called Guanahani and which Columbus immediately christened San Salvador. From there he traveled to Fortune Island, Cuba, and the Dominican Republic, which he named Españaola.

#### 2. Mayflower Compact, 1620

The Compact, sometimes referred to as the first American constitution, is the first governing document of the Plymouth Colony. Since the Pilgrims who settled at Plymouth never managed to obtain a royal charter to govern their colony, the document established the parameters of civil government. Before landing, the Pilgrim leaders drafted the Compact to retain authority over the settlers. Written in November of 1620 and signed by 41 of the Mayflower's 102 passengers.

#### 3. John Smith Journal, selections from *A General Historie of Virginia...*, in Philip Barbour, *The Complete Works of Captain John Smith*, 3 vols. (Chapel Hill: University of North Carolina Press, 1986).

This is the journal of Captain John Smith one of the leaders of Jamestown colony, the first permanent English colony in America. Teachers can use parts of Smith's journal entries as they teach about the first colonies.

#### 4. John Winthrop, “City Upon a Hill,” 1630 (part of his “A Model of Christian Charity”)

John Winthrop's “City upon a Hill” sermon (as it is known popularly) declared that the Puritan colonists emigrating to the New World were part of a special pact with God to create a holy community. This speech is often seen as a forerunner to the idea of American exceptionalism.

### b.) Other Documents

#### 1. Ibn Khaldun's Account of Mansa Musa, in N. Levzion and J.F.P. Hopkins, ed., *Corpus of Early Arabic Sources for West African History*. (Cambridge: Cambridge University Press, 1981).

Arab historian Khaldun's contribution to history is marked by the fact that, unlike most earlier historians who interpreted history largely in a political context, he emphasized environmental, sociological, psychological and economic

factors governing the apparent events. This revolutionized the field of historical writing. He also recorded oral historical traditions and compared versions of various informants to piece together his histories. Mansa Musa was the tenth mansa or emperor of the Mali Empire during its height. He ruled as mansa from 1312 to 1337. Musa is most noted for his 1324 hajj to Mecca, which Khaldun documents in his accounts of African kings.

## **2. Iroquois Constitution, c. 1390-1500**

Known as “The Great Law of Peace,” the Iroquois Constitution was orally transmitted and describes a federal union of five (later six) Indian nations: Mohawk, Onondaga, Seneca, Oneida, Cayuga, and the Tuscarora, adopted in 1715. Arthur C. Parker, an archaeologist for the State Museum of New York, first put the Iroquois Constitution into writing in 1915.

## **3. Treaty of Tordesillas, 1494**

A treaty signed between Spain and Portugal in 1494 that divided the newly discovered lands outside Europe along a north-south axis.

## **4. Amerigo Vespucci, Negative View of Indians, 1497 in *Letters of Amerigo Vespucci*. (London The Hakluyt Society, 1894, 6-21).**

While scholars dispute whether this letter, documenting Vespucci's first voyage to America, was in fact written by Vespucci, the contents of the letter and its documentation of the Native American Indians is significant as one of the earliest accounts of the Americas and its native population. Written from a European point of view, the account of the Native American Indians is laden with language depicting them as living in a barbarous and uncivilized manner.

## **5. Nzinga Mbemba, letter to King of Portugal, 1526, in Basil Davidson, *The African Past*. (London: Curtis Brown, 1964, 191-94).**

In 1526 the desperate Nzinga Mbemba, king of Congo, wrote the following three letters to King Joao III of Portugal, urging him to control his rapacious subjects and commented on the evils of the slave trade. He claimed that the slave trade was robbing his kingdom of its best men. The documents are part of a collection of twenty-four letters that Affonso, Mbemba's Christian name, and his Portuguese-educated, native secretaries dispatched to the king of Portugal on a variety of issues.

## **6. Portuguese Pilot on Africans, in John William Blake, *Europeans in West Africa, 1450-1560*. (London. The Hakluyt Society, 1942. Vol. 1, 145-53).**

Written by an anonymous Portuguese pilot, c. 1540, the writer describes a voyage from Lisbon to the Island of Sao Thome. The pilot is in command of a ship that will carry sugar from West Africa back to Portugal. His description of the voyage touches on various other aspects of the Columbian Exchange, such as the exchange of slaves, animals, and other goods.

## **7. Richard Hakluyt, *A Discourse on Western Planting*, 1584**

Richard Hakluyt was one of the earliest and indefatigable proponents of English colonization. This document was written to convince Queen Elizabeth I to support the colonization schemes of Sir Walter Raleigh, and to encourage English merchants and gentry to invest in those enterprises.

## 8. Powhatan, “Why Take by Force What You Can Have by Love?”

In his speech, Powhatan (1547–1618), the father of Pocahontas and chief of a large confederacy of 10,000 in 130 villages, makes a plea for peace to John Smith, a leader of the English settlers at Jamestown. From the very beginning, relations between the Native Americans and the settlers were uncertain at best due to the Europeans preference to take by force what they needed rather than to receive it by gift.

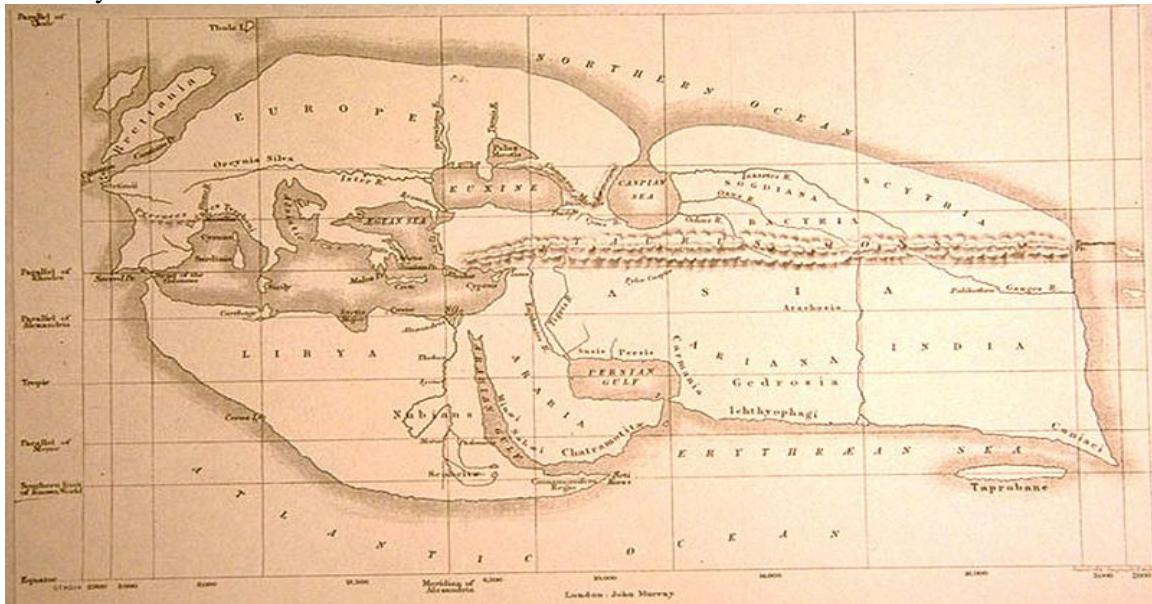
## 9. 1647 Order of Massachusetts Bay General Court

This court order required towns with over 50 families to establish a school.

### Other Primary Sources

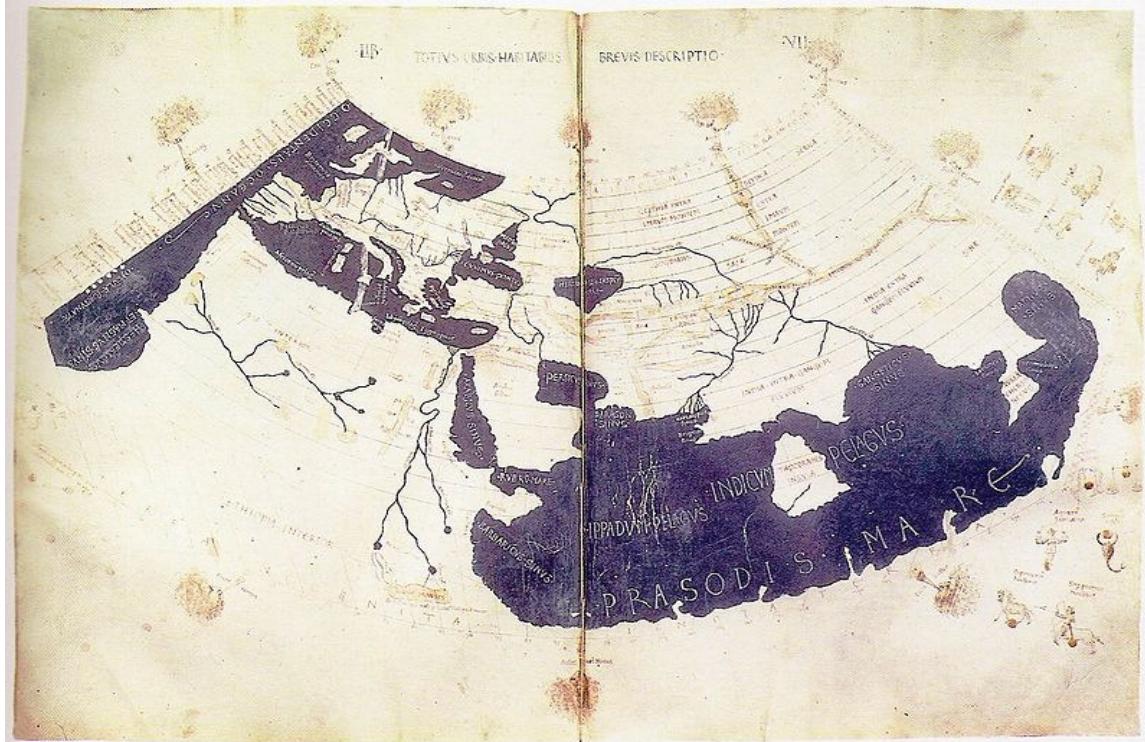
#### a.) Maps

**Eratosthenes's World Map, 3<sup>rd</sup> Century B.C.:** Eratosthenes of Cyrene (275-194 B.C.) was a Greek scholar who lived and worked in Cyrene and Alexandria. Eratosthenes was director of the famous library in Alexandria, and is known for numerous important contributions to mathematics, geography, and astronomy. In particular, he is remembered for a technique he introduced which enabled him to compute the first reliable determination of the true size of the earth. He made several discoveries and inventions including a system of latitude and longitude. He was the first Greek to calculate the circumference of the Earth and the tilt of the earth's axis with remarkable accuracy.



**Claudius Ptolemy's World Map, 2<sup>nd</sup> Century B.C.:** Ptolemy was a mathematician, astronomer, geographer and astrologer. He lived in Egypt under the Roman Empire. Ptolemy also devised and provided instructions on how to create maps both of the whole inhabited world (*oikoumenè*) and of the Roman provinces. In the second part of his *Geographia*, Ptolemy provided the necessary topographic lists, and captions for the maps. His *oikoumenè* spanned 180 degrees of longitude from the Blessed Islands in the Atlantic Ocean to the middle of China, and about 80 degrees of latitude from The Shetlands to anti-Meroe (east coast of Africa); Ptolemy was well aware that he knew about only a quarter of the globe, and an erroneous extension of China southward suggests

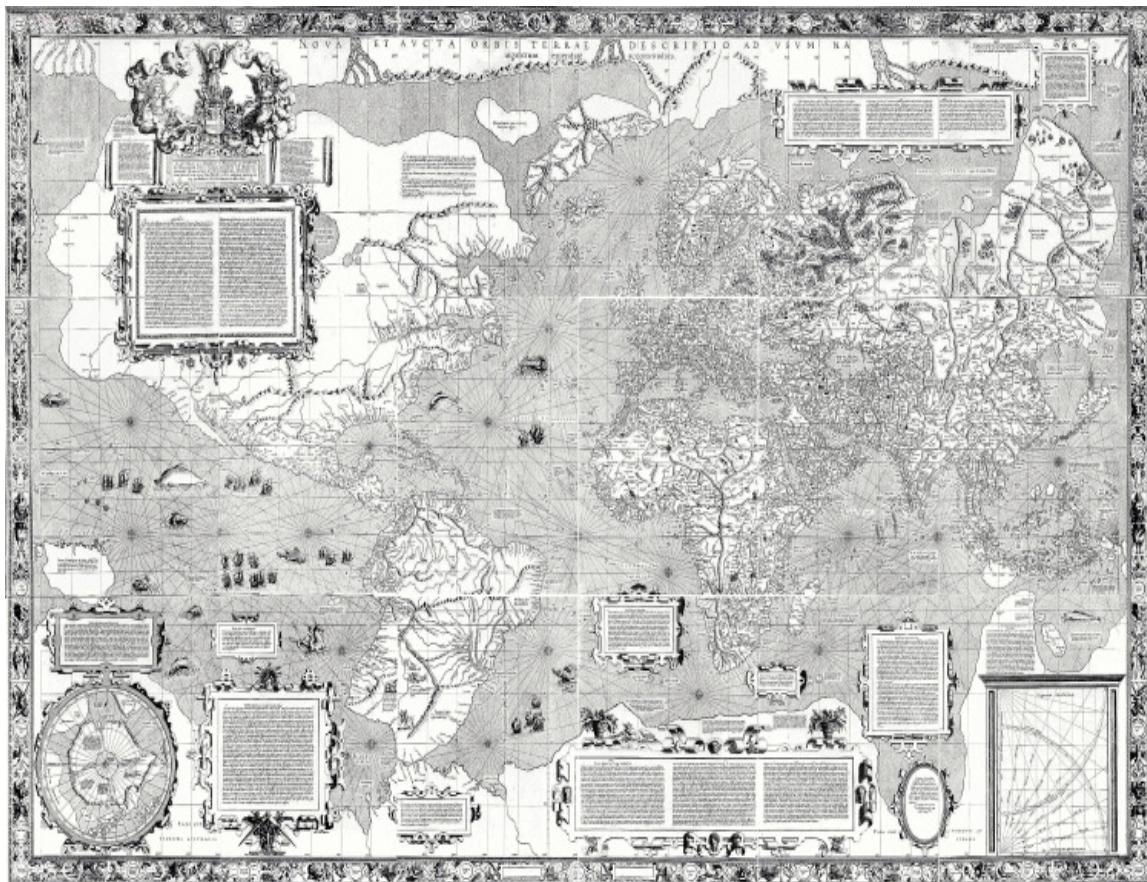
his sources did not reach all the way to the Pacific Ocean. This map is a 15<sup>th</sup> century manuscript copy reconstituted from Ptolemy's *Geographia*.



**Henricus Martellus, Florentine World Map, 1489:** Henricus Martellus of Germany linked the late medieval cartography, just emerging from social, religious, academic and technological constraints, to mapping that reflected the Renaissance and the new discoveries. Martellus's map of the world represents the most complete knowledge of the day and it represents one of the last views of the pre-Columbian world as perceived by Europeans prior to the great expansion of the world picture during the subsequent century. The map was constructed on the projection of Claudius Ptolemy, the 2nd century A.D. classical Greek scholar.

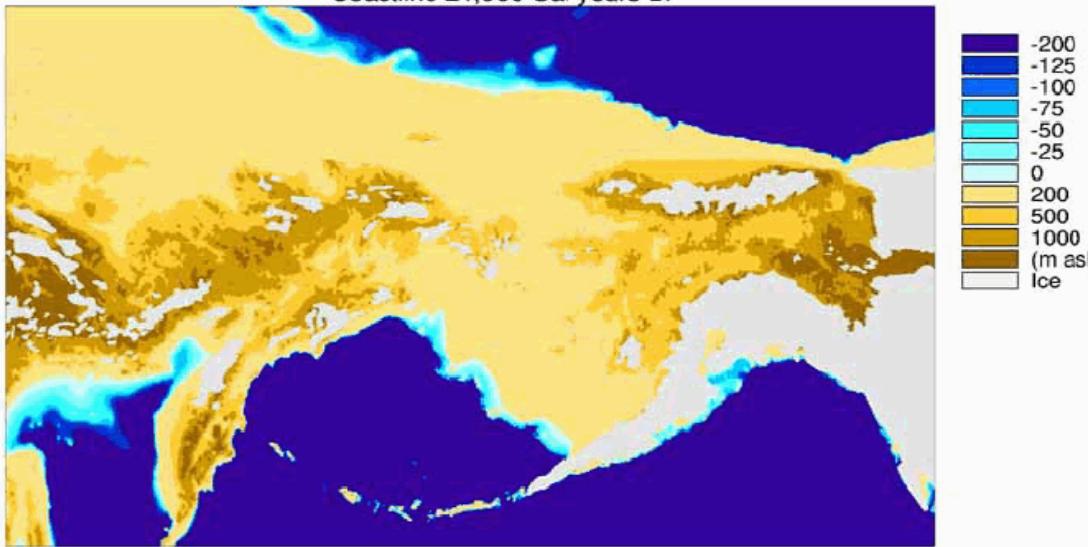


**Gerhardus Mercator World Map, 1569:** Flemish cartographer Gerardus Mercator published this map of the world, *Nova et Aucta Orbis Terrae Descriptio ad Usum Navigantium Emendate*, in 1569. It was the first map to use his “Mercator projection,” which became the standard map projection for nautical purposes because of its ability to represent lines of constant course, known as rhumb lines or loxodromes, as straight segments. While the linear scale is constant in all directions around any point, thus preserving the angles and the shapes of small objects (which makes the projection conformal), the Mercator projection distorts the size and shape of large objects, as the scale increases from the Equator to the poles, where it becomes infinite.



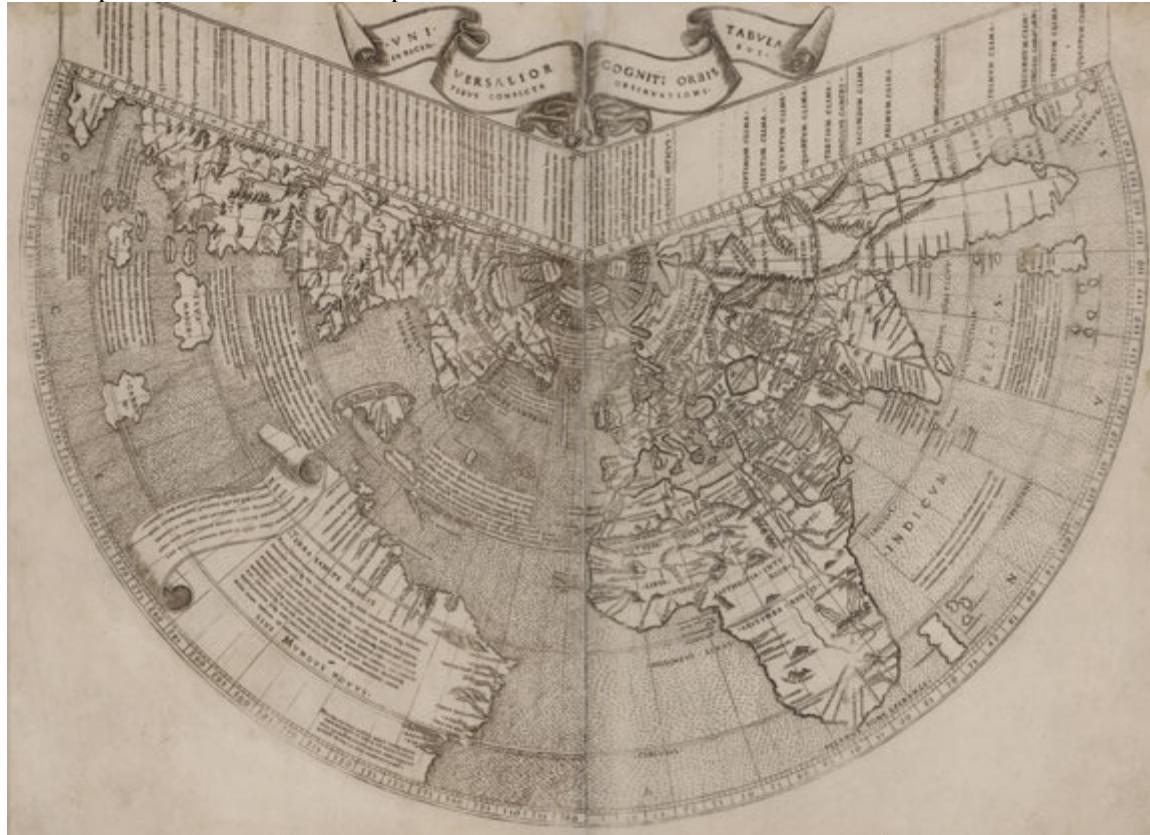
**PALE Paleoenvironmental Atlas of Beringia:** The Bering land bridge was a land bridge roughly 1,000 miles (1,600 km) north to south at its greatest extent, which joined present-day Alaska and eastern Siberia at various times during the Pleistocene ice ages. It was not glaciated because snowfall was extremely light due to the southwesterly winds from the Pacific Ocean having lost their moisture over the fully glaciated Alaska Range. The grassland steppe, including the land bridge, that stretched for several hundred miles into the continents on either side has been called Beringia. It is believed that a small human population of at most a few thousand survived the Last Glacial Maximum in Beringia, isolated from its ancestor populations in Asia for at least 5,000 years, before expanding to populate the Americas sometime after 16,500 years ago, during the Late Glacial Maximum as the American glaciers blocking the way southward melted.

*PALE* Paleoenvironmental Atlas of Beringia  
Coastline 21,000 Cal years BP



Source: National Climate Data Center, U.S. Department of Commerce

**Johann Ruysch's World Map, 1508:** An astronomer and cartographer, Johann Ruysch used a fan-shaped projection to depict Western discoveries—and to reconcile conflicting observations from explorers—in this 1508 map.



**John Speed, World Map 1676:** English mapmakers such as John Speed used skilled Amsterdam engravers for detail and decorative touches in maps like this 1676 edition of a double-hemisphere projection.



### b.) Tools

**Atlatl:** A device for throwing a spear (or dart) usually consisting of a rod or board with a groove on the upper surface and a hook, thong, or projection at the rear end to hold the weapon in place until its release. Its purpose is to give greater velocity and force to the spear. In use from prehistoric times, the spear-thrower was used to efficiently fell animals as large as the mammoth.



**Arrowheads:** Arrowheads are found all over the world. Archaeologically they are usually made of stone, primarily being flint, obsidian, or cherts; however, in many excavations bone, wooden and metal arrowheads have been found. Arrowheads are attached to arrow shafts and may be “thrown,” by the means of an Atlatl or fired from a bow.



**Bows:** A bow is a weapon that projects arrows powered by the elasticity of the bow. Essentially, it is a form of spring. As the bow is drawn, energy is stored in the limbs of the bow and transformed into rapid motion when the string is released, with the string transferring this force to the arrow. With the bow, followed by the arrow, a hunter could more easily hunt animals for food, permitting game to be killed from a great distance. The development of gunpowder and muskets, and the growing size of armies, slowly led to the replacement of bows as weapons of war.



**Spears:** A spear is a pole weapon consisting of a shaft, usually of wood, with a sharpened head. The head may be simply the sharpened end of the shaft itself or it may be of another material fastened to the shaft, such as obsidian, iron or bronze. Spears were one of the most common personal weapons from the Stone Age until the advent of firearms. One of the earliest weapons fashioned by human beings, it is still used for hunting and fishing, and its influences can still be seen in contemporary military arsenals as the rifle-mounted bayonet.



### c.) Music

**Navajo Night Chant:** A Navajo spiritual healing, the Night Chant ceremony, is administered as a cure for most types of head ailments, including mental disturbances. The ceremony, conducted by a shaman or medicineman over a period of nine days, involves purification, evocation of the gods, identification between the patient and the gods, and the transformation of the patient. Each day entails the performance of certain rites and the creation of detailed sand paintings.

#### Navajo Night Chant

In Tse'gibi  
In the house made of the dawn,  
In the house made of the evening twilight,  
In the house made of the dark cloud,  
In the house made of the he-rain,  
In the house made of the dark mist,  
In the house made of the she-rain,  
In the house made of pollen,  
In the house made of grasshoppers,  
Where the dark mist curtains the doorway,  
The path to which is on the rainbow,  
Where the zigzag lightning stands high on top,  
Where the he-rain stands high on top,  
Oh, male divinity!  
With your moccasins of dark cloud, come to us.  
With your leggings of dark cloud, come to us.  
With your shirt of dark cloud, come to us.

With your head-dress of dark cloud, come to us.  
With your mind enveloped in dark cloud, come to us.  
With the dark thunder above you, come to us soaring.  
With the sharpen cloud at your feet, come to us soaring.  
With the far darkness made of the dark cloud over your head, come to us soaring.  
With the far darkness made of the he-rain over your head, come to us soaring.  
With the far darkness made of the dark mist over your head, come to us soaring.  
With the far darkness made of the she-rain over your head, come to us soaring.  
With the zigzag lightning flung out on high over your head, come to us soaring.  
With the rainbow hanging high over your head, come to us soaring.  
With the far darkness made of the he-rain on the ends of your wings, come to us soaring.  
With the far darkness made of the dark mist on the ends of your wings, come to us soaring.  
With the far darkness made of the she-rain on the ends of your wings, come to us soaring.  
With the zigzag lightning flung out on high on the ends of your wings, come to us soaring.  
With the rainbow hanging high on the ends of your wings, come to us soaring.  
With the near darkness made of the dark cloud, of the he-rain, of the dark mist and of the she-rain, come to us.  
With the darkness of the earth, come to us.  
With these I wish the foam floating on the flowing water over the roots of the great corn.  
I have made your sacrifice.  
I have prepared a smoke for you.  
My feet restore for me.  
My limbs restore for me.  
My body restore for me.  
My mind restore for me.  
My voice restore for me.  
Today, take out your spell for me.  
Today, take away your spell for me.  
Away from me you have taken it.  
Far off from me, it is taken.  
Far off you have done it.  
Happily I recover.  
Happily my interior becomes cool.  
Happily my eyes regain their power.  
Happily my head becomes cool.  
Happily my limbs regain their power.  
Happily I hear again.  
Happily for me is taken off.  
Happily I walk.  
Impervious to pain, I walk.  
Feeling light within, I walk.  
With lively feelings, I walk.  
Happily abundant dark clouds I desire.  
Happily abundant dark mists I desire.  
Happily abundant passing showers I desire.  
Happily an abundance of vegetation I desire.

Happily an abundance of pollen I desire.  
Happily abundant dew I desire.  
Happily may fair white corn, to the ends of the earth, come with you.  
Happily may fair yellow corn, to the ends of the earth, come with you.  
Happily may fair blue corn, to the ends of the earth, come with you.  
Happily may fair plants of all kinds, to the ends of the earth, come with you.  
Happily may fair goods of all kinds, to the ends of the earth, come with you.  
Happily may fair jewels of all kinds, to the ends of the earth, come with you.  
With these before you, happily may they come with you.  
With these behind you, happily may they come with you.  
With these below you, happily may they come with you.  
With these above you, happily may they come with you.  
With these all around you, happily may they come with you.  
Thus happily you accomplish your tasks.  
Happily the old men will regard you.  
Happily the old women will regard you.  
Happily the young men will regard you.  
Happily the young women will regard you.  
Happily the boys will regard you.  
Happily the girls will regard you.  
Happily the children will regard you.  
Happily the chiefs will regard you.  
Happily, as they scatter in different directions, they will regard you.  
Happily, as they approach their homes, they will regard you.  
Happily may their roads back home be on the trail of pollen.  
Happily may they all get back.  
In beauty I walk.  
With beauty before me, I walk.  
With beauty behind me, I walk.  
With beauty below me, I walk.  
With beauty above me, I walk.  
With beauty all around me, I walk.  
It is finished in beauty,  
It is finished in beauty,  
It is finished in beauty,  
It is finished in beauty.

Source: John Bierhorst, ed. *Four Masterworks of American Indian Literature* (New York, 1974)

**Banjo (Africa):** African Slaves in the American South and Appalachia fashioned banjos after instruments they had been familiar with in Africa, with some of the earliest instruments being referred to now as "gourd banjos". Other instruments similar to the banjo have existed in India (the ravanastron) and Egypt (where it was known as a banit) but other names associated with it include bangie, banza, banjer and banjar.



**Spanish Vihuela (Guitar):** Vihuela is a name given to a 15<sup>th</sup>-16<sup>th</sup> century guitar-like string instrument that originated in Spain. The Spanish vihuela is widely considered to be the ancestor of all modern guitars due to its tuning and construction.



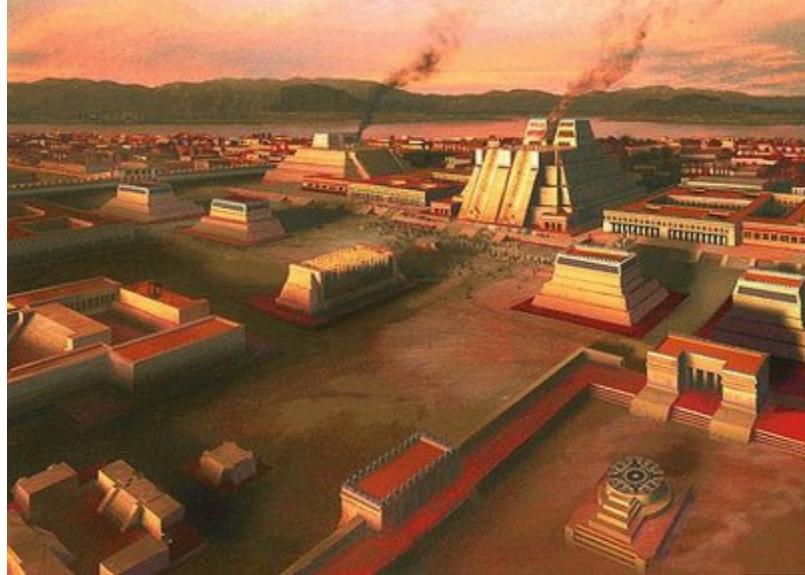
*Bass vihuela*, detail from a mid-16th century Spanish painting by Juan de Juanes (1523-79). Original is located at the Convento de Santa Clara, Gandia, Valencia, Spain.

#### d.) Architecture

**Mayan Temple.** When the Spanish conquistadors claimed areas of Central America and Mexico in the sixteenth century, they discovered the ruins of a great civilization that of the Mayans, who had vanished and left evidence of their lost grandeur in massive structures that, had been over-whelmed by the surrounding rain forest.



**Tenochtitlan**, a powerful Aztec city-state located on an island in Lake Texcoco, in the Valley of Mexico (present-day Mexico City). Founded in 1325, it became the seat of the growing Aztec empire in the 15th Century, until captured by the Spanish in 1521. Spanish conquistador Hernán Cortés arrived in Tenochtitlan on November 8, 1519. At this time it is believed that the city was one of the largest in the world; compared to Europe, only Paris, Venice and Constantinople were larger. Cortés subsequently directed the systematic destruction and levelling of the city.



**Wattle and daub houses** (also known as **asi**, the Cherokee word for them) are Native American houses used by southeastern tribes. Wattle and daub houses are made by weaving river cane, wood, and vines into a frame, then coating the frame with plaster. The roof was either thatched with grass or shingled with bark.



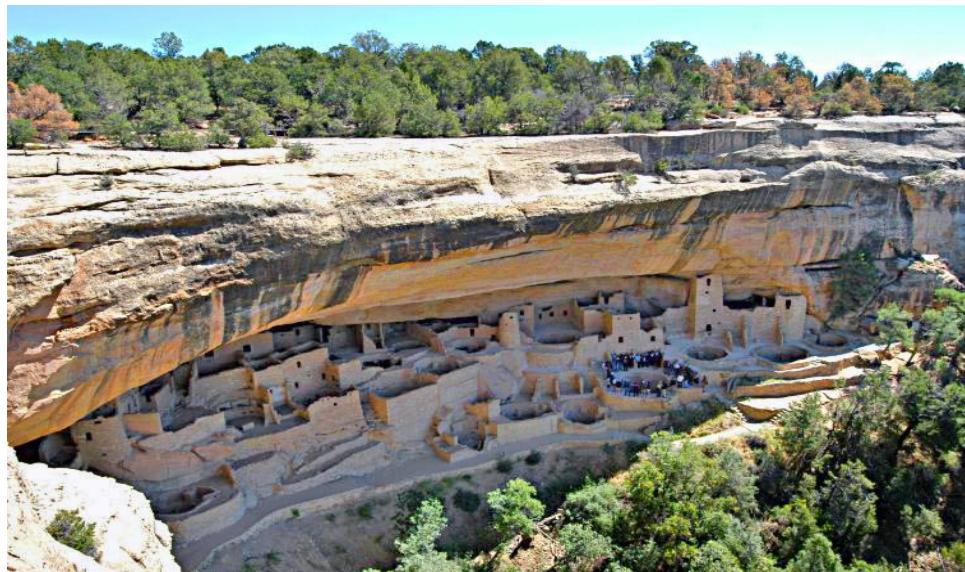
**Wigwams** (or **wetus**) are Native American houses used by Algonquian Indians in the woodland regions. *Wigwam* is the word for "house" in the Abenaki tribe, and *wetu* is the word for "house" in the Wampanoag tribe. Sometimes they are also known as birchbark houses. Wigwams are small houses, usually 8-10 feet tall. Wigwams are made of wooden frames, which are covered with woven mats and sheets of birchbark. The frame can be shaped like a dome, like a cone, or like a rectangle with an arched roof. Once the birchbark is in place, ropes or strips of wood are wrapped around the wigwam to hold the bark in place.



**Adobe houses (pueblos)** are Native American house complexes used by the Pueblo Indians of the Southwest. Adobe pueblos are modular, multi-story houses made of adobe (clay and straw baked into hard bricks) or of large stones cemented together with adobe. Each adobe unit is home to one family, like a modern apartment. The whole structure, which can contain dozens of units, is often home to an entire extended clan.



The Ancient Pueblo culture is perhaps best-known for the stone and adobe dwellings built along cliff walls. The adobe houses were built out of mud and dirt that they had molded together. The best-preserved examples of those dwellings are in National Parks, such as this one at Mesa Verde National Park. These villages, called pueblos by Spanish settlers, were often only accessible by rope or through rock climbing.



### 3. People

#### a.) Political

**Ferdinand II & Isabella I:** Catholic monarchs who were responsible for creating the Spanish Inquisition to rid their kingdom of Jews. They also sponsored Christopher Columbus's voyage across the Atlantic Ocean that resulted in the “discovery” of the American continents in the Western Hemisphere.

**Moctezuma II (Montezuma):** The ninth ruler of Tenochtitlan, reigning from 1502 to 1520. During his reign the Aztec Empire reached its maximal size. Through warfare, Moctezuma II expanded the territory as far south as Xoconosco in Chiapas and the Isthmus of Tehuantepec, and incorporated the Zapotec and Yopi people into the empire. It was during Moctezuma's reign that the episode known as the Spanish conquest of the Aztec Empire began.

**Henry VIII (1491-1547):** Henry ruled England from 1509 to 1547. Henry was a significant figure in the history of the English monarchy. Although in the great part of his reign he brutally suppressed the influence of the Protestant Reformation in England, he is more popularly known for his role in the separation of the Church of England from the Roman Catholic Church. Henry's struggles with Rome ultimately led to the separation of the Church of England from papal authority, the Dissolution of the Monasteries, and establishing himself as the Supreme Head of the Church of England. Henry is also noted for marrying six wives, two of which were beheaded.

**Elizabeth I, Queen of England (1533-1603):** One of her first actions as queen was to support the establishment of an English Protestant church. Elizabeth, also referred to as the “Virgin Queen,” was instrumental in expanding the English influence in the Western Hemisphere by commissioning explorations and settlements on the North American continent.

**Prince Henry the Navigator (1394-1460):** An important figure in the early days of the Portuguese Empire, Prince Henry is largely credited for the beginning of the European worldwide explorations. He is known in English as “Prince Henry the Navigator”. He led the development of the school to train sailors in the art of navigation, calculating that the most direct route to Asia was around Africa, leading to new trade alliances in African ports.

#### b.) Religious

**Martin Luther (1483-1546):** As both a German priest and theology professor, he confronted indulgence salesmen with his *The Ninety-Five Theses* in 1517, which directly challenged the authority of the Roman Catholic Church. Luther strongly disputed their claim that freedom from God's punishment of sin could be purchased with money. His refusal to retract all of his writings at the demand of Pope Leo X in 1520 and the Holy Roman Emperor Charles V at the Edict of Worms meeting in 1521 resulted in his excommunication by the pope and condemnation as an outlaw by the emperor. Luther's ideas inspired the Protestant Reformation, thereby changing the course of history in Western Civilization.

**John Calvin (1509-1564):** French theologian and author of *The Institutes of Christian Religion* and organizer of the Christian theology called Calvinism, a belief system that advocates the doctrines of predestination and total depravity, stressing the absolute sovereignty of God.

**Anne Hutchinson (1591-1643):** Hutchinson was a pioneer settler in Massachusetts, Rhode Island, and New Netherland, and the unauthorized minister of a dissident church discussion group. Hutchinson held Bible meetings for women that soon had great appeal to men as well. Eventually, she went beyond Bible study to proclaim her own theological interpretations of sermons,

some of which offended Puritan leaders in the Massachusetts Bay Colony. A major controversy ensued, and after a trial before a jury of officials and clergy, she was banished from her colony

**Roger Williams (1603-1683):** An English theologian, whose dissent gained him not only recognition as a notable proponent of religious toleration and the separation of church and state, but also led to his banishment from Massachusetts Bay Colony. He was also known as an advocate for fair dealings with Native Americans. In 1644, he received a charter creating the colony of Rhode Island and Providence Plantations, named for the principal island in Narragansett Bay and the Providence settlement which provided a refuge for religious minorities.

**c.) Explorers**

**Leif Erickson (970 ca.-1020 ca.):** Viking leader who established a settlement called Vinland, which is modern-day Newfoundland. Erickson is regarded as the first European to land in North America 500 years prior to Christopher Columbus.

**Marco Polo (1254 ca. -1324):** Italian merchant from the Venetian Republic who journeyed to Asia and brought back stories of wealth and luxuries to Europe, prompting greater need for exploration to gain spices and other fine things the continent could provide.

**Christopher Columbus (1451 ca.-1506):** Italian navigator, colonizer, and explorer whose voyages across the Atlantic Ocean led to general European awareness of the American continents in the Western Hemisphere. With his four voyages of discovery and several attempts at establishing a settlement on the island of Hispaniola, all funded by Isabella I of Castile, he initiated the process of Spanish colonization which foreshadowed general European colonization of the Americas. The term “pre-Columbian” is usually used to refer to the peoples and cultures of the Americas before the arrival of Columbus and his European successors.

**Amerigo Vespucci (1454-1512):** Italian explorer, navigator and cartographer credited with the naming of the Americas. In 1507, Martin Waldseemüller produced a world map on which he named the new continent America after Vespucci's first name, Amerigo.

**Vasco Nunez de Balboa (1474-1519):** Spanish explorer, governor, and conquistador. He is best known for having crossed the Isthmus of Panama in what is now Central America to the Pacific Ocean in 1513, becoming the first European to lead an expedition to have seen or reached the Pacific from the New World.

**Ferdinand Magellan (1480-1521):** Spanish maritime navigator and explorer whose expedition became the first successful attempt to circumnavigate the globe. Magellan, however, did not complete the journey across the Pacific Ocean. He was killed before the voyage was completed during the Battle of Mactan in the Philippines.

**Jacques Cartier (1491-1557):** French explorer who claimed what is now Canada for France. He was the first European to describe and map the Gulf of Saint Lawrence and the shores of the Saint Lawrence River, which he named “The Country of Canadas”, after the Iroquois names for the two settlements he saw at Stadacona (Quebec City) and at Hochelaga (Montreal Island). Cartier navigated the St. Lawrence River while in search of the Northwest Passage, a supposed shorter route to Asia.

**Juan Ponce de Leon (1474-1521):** Spanish explorer who became the first Governor of Puerto Rico by appointment of the Spanish Crown. He led the first European expedition to Florida which he named. He is associated with the legend of the Fountain of Youth reputed to be in Florida.

**Hernando de Soto (1496/1497 ca.-1542):** Spanish explorer who led an expedition in a swath across what is now the southeastern United States in search for gold. When none was found, the Spanish soldiers wiped out entire tribes. De Soto’s expedition is believed to be the first instance when Europeans viewed the Mississippi River. De Soto died during the expedition and is reportedly buried somewhere in the river to hide his death from the Native Americans.

**Hernando Cortès (Hernando Cortez) (1485-1547):** Spanish explore who led an expedition that caused the fall of the Aztec empire and brought large portions of mainland Mexico under the King of Castile, in the early 16<sup>th</sup> century. Cortés was part of the generation of Spanish colonizers that began the first phase of the Spanish colonization of the Americas. He spent most of his time in the Americas in northwest Mexico, along the Pacific Coast, and discovered the Baja California Peninsula.

**John Cabot (1450 ca.-1498 ca.):** Italian navigator and explorer credited with being one of the first Europeans to explore the North American continent and laying the groundwork for the British claim to Canada.

**Henry Hudson (b.? -1611 ca.):** English sea explorer and navigator in the early 17th century. After several voyages on behalf of English merchants to explore a prospective Northeast Passage to India, Hudson explored the region around modern New York City while looking for a western route to the Orient under the auspices of the Dutch East India Company. He explored the Hudson River and laid the foundation for Dutch colonization of the region.

**Samuel de Champlain (1580 ca.-1635):** French navigator, cartographer, draughtsman, soldier, explorer, geographer, ethnologist, diplomat and chronicler, sent to New France to map the lands claimed earlier by France. He established trading posts along the St. Lawrence River in parts of what is now Canada and New York. One such trading post grew to become Quebec. He also established a trading post at Montreal. The trade networks established by Chaplain led to the warfare for fur trade among tribes and the takeover of Indian lands by the Europeans.

#### d.) Colonial leaders

**Sir Walter Raleigh (1552 ca.-1618):** Famed English aristocrat, writer, poet, soldier, courtier, and explorer, Raleigh's plan in 1584 for colonization in the

“Colony and Dominion of Virginia”(which included the present-day states of North Carolina and Virginia) in North America ended in failure at Roanoke Island, but paved the way for subsequent colonies. His voyages were funded primarily by himself and his friends, never providing the steady stream of revenue necessary to start and maintain a colony in America.

**John Smith (1580 ca.-1631):** Smith, an English soldier, explorer, and author, is remembered for his role in establishing the first permanent English settlement in North America at Jamestown, Virginia in 1607, and his brief association with Pocahontas during an altercation with the Powhatan Confederacy and her father, Chief Powhatan.

**John Rolfe (1585 ca.-1622):** Rolfe, an early English settler in North America is credited with the first successful cultivation of tobacco as an export crop in the Virginia colony. He is also known as the husband of Pocahontas, daughter of the chief of the Powhatan Confederacy.

**Pocahontas (1595 ca.-1617):** Daughter of Powhatan, who, according to John Smith’s accounts, rescued the Englishman from execution by her father’s powerful network of tribal confederations. She is also notable for having assisted colonial settlers at Jamestown in present-day Virginia. She was later converted to Christianity and married English settler John Rolfe. After they traveled to London, she became famous in the last year of her life.

**Powhatan:** Chief of a confederation of various Native American tribes in the Virginia Tidewater region, Powhatan attempted to establish communications and trading with the settlers, until the encroachment of additional European new arrivals on their native lands resulted in conflicts that became continuous over a period of nearly 40 years, culminating in violent massacres in 1622 and 1644.

**John Winthrop (1587/1588-1649):** Winthrop, joining the Massachusetts Bay Company and later becoming governor of the new colony, led a group of English Puritans to North America in 1630. During his tenure as governor, Winthrop was voted out of the governorship and re-elected numerous times. Winthrop is known for his “City upon a Hill” sermon (as it is known popularly, its real title *A Model of Christian Charity*), in which he declared that the Puritan colonists emigrating to the New World were part of a special pact with God to create a holy community. The sermon exemplified the colonists’ moral responsibility to the colony and one another. This sermon is also often viewed as a forerunner to the idea of American exceptionalism.

**Lord Baltimore (1605-1675):** Usually referred to as Cecilius Calvert, Lord Baltimore was an English colonizer who was the first proprietor of the Maryland colony. He received the proprietorship that was intended for his father, George Calvert, the 1st Lord Baltimore, who died shortly before it was granted. Cecil established Maryland from his home in England, and as a Roman Catholic continued the legacy of his father by promoting religious tolerance in the colony. Forming it based on the ideas of freedom of religion and separation of church and state, Maryland became known as a haven for Roman Catholics in the New World.

#### 4. Events

**Viking Settlement of Vinland (c. 1000):** Leif Ericsson left a settlement in Greenland looking for a legendary land he had heard about since he was a boy. This party landed upon what is now part of Canada. They settled an area they would call *Vinland*, which would be used as a hunting and fishing base. Leif's brother, Thorvald, would go to the settlement, where he would die in a battle with natives. Years later the "Greenlander's Saga" would be circulated. Within recent years, a document surfaced which was believed to be a map of Vinland, promoting speculation. Further study suggested that this document was a hoax.

**Marco Polo' s Journey to Asia (1271-1295):** Marco Polo was approximately 17 years old when he left on a trade expedition with his father and uncle. They traveled to Asia in search of riches. The journey took four years to reach China. Polo would stay in Asia about 16 years, and upon his return to Italy, new wealth would be introduced to Europe. He brought back items the Europeans had never seen. His stories of his adventures and sights of the great things he had seen would lead to the development of trade routes, as Europeans were hungry for the gold, spices, perfumes, and other fine things the continent would provide. The Silk Road would be a major development leading to further exploration. His travels would be published approximately 200 years later to become a "textbook" for future explorers.

**The Renaissance (1400-1600):** This period led to greater advances in European science, art, and technology. The rise of monarchs in Europe coupled with the advances to lead to greater exploration. The desperate need for the riches of the East made Europeans eager to set sail for unknown lands, despite the dangers and superstitions prevalent there. One technological advance was the perfecting of the compass. This was made necessary due to the need for a water route to the East, due to the Ottoman Empire's capture of the city of Constantinople, closing conventional overland trade routes.

**Portuguese School of Navigation (late 1400's):** The Portuguese king, John, established a search for a better water route to Asia. Henry the Navigator led the development of a school to train sailors in the art of navigation. This was rather ironic because Henry never left Portugal. He calculated the most direct route to Asia was to go south around Africa. This would lead to new trade alliances in African ports along the route, developing the slave trade and new economic developments.

**Voyages of Columbus (1492-1504):** One of the greatest myths is the assumption that Christopher Columbus set out to prove that the world was round. In 1492, Martin Behaim had developed a new kind of map, which depicted the earth in its spherical shape; however, Europeans had studied the maps of great scientists such as Ptolemy. They knew the world was round. Columbus did, however, wish to find a shorter trade route to Asia. Sponsored by the Spanish monarchs, Columbus set sail to establish this route. Columbus is given credit for the "discovery" of the Americas, but he insisted he had indeed found India. Because of his encounters in the New World, Native Americans would be called by a new name: "Indians". Columbus's voyages would spark a race to reach new lands and establish settlements in a part of the world that had virtually been unknown, since Behaim's globe had not included this area.

**Magellan's Voyage (1519-1522):** Ferdinand Magellan set out to accomplish the impossible-the circumnavigation of the globe. His crew of 250 sailors in five ships endured hunger, storms, and attacks by natives to accomplish their goal. Magellan was

killed before the voyage was completed, but he is given credit for the discovery because one of his ships and about 18 sailors reached the final destination successfully.

**Conquest of the Aztecs (1519):** Hernando Cortès was sent by the Spanish monarch to search for gold in the lands claimed by earlier expeditions. His group consisted of more than 500 soldiers, sweeping across the area now known as Mexico. Along the route, the conquistadors spread death and destruction in an effort to conquer lands and gain riches for the king. The Aztec Empire was quickly conquered resulting in the establishment of Spanish land claims and development of Mexico and New Spain.

**Fall of the Incas (1531-1533):** The Inca Empire encompassed lands along the west coast of South America. Francisco Pizzaro led an expedition there to claim lands and gain riches. The empire was reportedly weakened by a civil war. Pizzaro was able to overtake the natives, by capturing and killing the emperor. The natives were unable to compete with the advanced weapons and germ warfare of the Spaniards.

**St. Augustine (1565):** A Spanish fort was built by Pedro Menendez de Aviles to house approximately 1500 soldiers for the purpose of protecting Spanish claims along the coast of lands explored and claimed by Ponce de Leon. The fort grew to become the town of St. Augustine, the first permanent European settlement in America. It became the military headquarters of Spanish Florida.

**Roanoke Colony (Virginia) (1585, 1587):** Queen Elizabeth I of England encouraged exploration and colonization. Sir Walter Raleigh established a colony off the coast of what is now North Carolina. In 1585 the first colonists arrived at the colony of Virginia, on an island the natives called Roanoke. The city-bred colonists were not prepared for the harsh life in the wilderness, and when Raleigh returned to check on them, he found them near starvation. The settlement was abandoned. Two years later, another group of colonists, led by John White attempted to settle Roanoke. White's own daughter, son-in-law, and newborn granddaughter were among the new colonists. White attempted to return to the colony to check on the settlers, however war delayed him. It would be three years before he returned to Roanoke Island, which he found to be deserted. The only evidence of an English settlement was some torn books and the word "Croatoan" carved on a tree. No one knows what happened to the settlers. Many historians have speculated as to what happened to them.

**Jamestown Settlement (1607):** The Virginia Company was granted a charter to establish a trading post on the English-claimed lands in North America. Three ships were loaded with one hundred five men and boys who agreed to come to the new land and work for the Virginia Company. James Fort was built in honor of King James I. The colony had a rocky start, until John Smith took over as leader. He established a discipline code for the colonists. Relationships with the Powhatan Indians were shaky, and escalated to violence when settlers burned the Indians' crops. This resulted in a period known as the "Starving Time", when the settlers were almost wiped out. The colony did rebound and continued to flourish, becoming the first permanent English settlement in America.

**Establishment of the Virginia House of Burgesses (1619):** The House of Burgesses was the first elected legislative body in the English colonies. Representatives were chosen by the colonists to serve as "burgess" a term that referred to a Parliamentary representative, derived from the word "borough". The legislature was first established at Jamestown, and then later moved to Williamsburg. The House worked with the

Governor, who was appointed by the company officials in London. He selected his council, six prominent citizens he trusted. The Capitol Building of the House in Williamsburg had two divisions, one for the governor's council and the other for the peoples' representatives. The two halves met on a connecting wing on the upper floor to make laws. The House of Burgesses would be dissolved by 1769, as talk of revolution spread throughout the colony.

**Plymouth Settlement (1620):** A group of Separatists wishing to escape religious persecution set sail on a ship, the Mayflower, headed for Jamestown. The ship was blown off course by storms, causing the Pilgrims, as they would be known, to establish a settlement in an unknown part of New England. The colony known as Plymouth would be successful in spite of the near starvation and disease endured during the first year of settlement. Aided by natives, the settlers survived and the settlement grew, leading other groups to join them and establish a larger colony of Massachusetts Bay. The holiday of Thanksgiving Day came out of a harvest celebration first observed by the new colonists.

## Sample Lesson Plans

**TITLE OF UNIT:** European Exploration and Settlement

**GRADE LEVEL:** 4-12

**OVERVIEW:** Students learn how European nations explored and established settlements in the Americas between the 15<sup>th</sup> and 17 centuries. This preview activity is designed to introduce students to the rivalry that developed among European nations competing for land and wealth in the Americas.

**OBJECTIVE:** Identify the motives behind the European exploration of the Americas.

**RESOURCES NEEDED:** Sticky notes (or index cards and tape) in four different colors

**ACTIVITIES AND PROCEDURES:** Before class, create four stacks of sticky notes (or index cards) – the first with thirty notes, the second with eight, the third with seven, and the fourth with one. Use a different color for each stack. (NOTE: These amounts roughly represent the proportions of territory claimed in the New World by Spain, France, England, and the Netherlands.)

**Introduce the Preview Activity:** As students enter the class, place them in groups of five and have each group sit around a desk. Tell groups you would like each to submit a proposal for a new class configuration. Distribute *Student Handout A: Planning a New Classroom Arrangement* to ONE of the groups, and *Student Handout B: Planning A New Classroom Arrangement* to the rest of the groups. (Note: The directions are different on the two handouts so that one of the groups – the one with Handout A – will begin to claim furniture before the others, which will likely trigger a race for the furniture. Do not let groups know they are receiving different handouts.) Tell students to follow the directions precisely.

**During the Activity:** As other groups begin to notice the first group, they should want to claims some of the furniture, just as France, England, and the Netherlands wanted to claim other parts of the Americas. When the second, third, and fourth groups approach you, hand them the sticky notes from the corresponding stacks to represent the smaller claims that the French, English, and Dutch were able to establish in the Americas. Allow students to claim furniture until they have

used all of their sticky notes. Expect some of the groups to be frustrated that they were not allowed to claim furniture.

**Debriefing the Activity:** Hold a class discussion centered on these questions:

- How did you feel during this activity?
- Why did you compete with the other groups to claim furniture?
- What were your feelings toward the first group that claimed furniture?
- Do you think it was fair that the first group was allowed to claim more furniture than the other groups? Why or why not?

**GRAPHIC ORGANIZER ACTIVITY:** Tell students the Preview activity was designed to introduce them to the rivalry that developed among European nations competing for land and wealth in the Americas. Guide them through the following assignment:

<b>LABELING CLASSROOM FURNITURE: LIKE CLAIMING LAND IN THE AMERICAS</b>	
<b>Classroom Experience</b>	<b>Historical Connection</b>
Groups of students	European nations, i.e. as England, France, the Netherlands, and Spain.
Students walked around the classroom to label furniture.	European explorers sailed across the Atlantic Ocean to the Americas.
Students labeled furniture with sticky notes.	European explorers used national flags to stake territorial claims for their sponsors.
One group had directions that allowed them to begin labeling furniture sooner.	Spain was the first European country to claim land in the Americas.
Other groups rushed to catch up with the first group.	England, France, and the Netherlands later competed with Spain for land in the Americas.
The first group had 30 sticky notes and could label more pieces of furniture.	Spain sent many explorers to the New World and claimed an enormous amount of territory in North and South America.

### **Planning a New Classroom Arrangement – Student Handout A**

Follow the steps below to plan a new classroom arrangement. The steps must be completed in the sequence outlined:

1. Decide on a name for your group. Take no more than 30 seconds to do this.
2. Quickly create a simple map that shows how your group would like to rearrange the classroom. Take no more than one minute to do this.
3. Get a stack of sticky notes from the teacher.

4. Place each sticky note on any piece of furniture in the classroom that your group would like to “claim” as yours in the new arrangement. After you do so, say, “I claim this piece of furniture in the name of (your group’s name).” When the classroom is rearranged, all furniture with your group’s flag on it will be placed where your group desires.

### **Planning a New Classroom Arrangement – Student Handout B**

Follow the steps below to plan a new classroom arrangement. The steps must be completed in the sequence outlined:

1. Decide on a name for your group. Make sure everyone agrees on the name.
2. Carefully create a map that shows how your group would like to rearrange the classroom. Make sure your map is neatly drawn; your teacher may not accept sloppy work.
3. Get a stack of sticky notes from the teacher.
4. Place each sticky note on any piece of furniture in the classroom that your group would like to “claim” as yours in the new arrangement. After you do so, say, “I claim this piece of furniture in the name of (your group’s name).” When the classroom is rearranged, all furniture with your group’s flag on it will be placed where your group desires.

**Lesson Title:** How did the Native Americans survive?

**Grade Level:** 4

**Lesson time:** Approximately three class periods.

**Materials:** textbooks, map, and color pencils

**Activity description and overview of instructional strategies:** Class will be divided into four groups: 1. Pacific Northwest

2. Plains
3. Southwest
4. Woodlands

As a whole class the children will review how the Native Americans followed the wooly mammoth from Beringia into what is now, present day United States.

As the tribes moved into the United States, they separated in the different groups.

#### **Activity 1**

Each student will have a topographical map of the United States. Students will be asked to investigate the map and map key to discover:

- 1: Latitude of area their group will live in. (Climate)
- 2: Natural resources found in their area.
- 3: Sources of water located in their area;

Each child will use the topographical map in their textbook and color their map to resemble the map in their textbook using the map key.

#### **Activity 2**

Groups will read together the section in their textbook that pertains to where their group chose to live. Groups must discover what their tribe did to have:

- 1: Shelter
- 2: Water
- 3: Food

Groups must discover why their tribe chose to build their homes using the materials they did.

Groups must discover how their tribe got water for their use.

Groups must discover what their tribe used for food and how they obtained it.

### Activity 3

**Assessment:** Groups will present their findings to the class. They will use their map to:

- 1: show the natural resources of their area
- 2: explain why their homes were built as they were
- 3: explain how they obtained water
- 4: explain how they obtained their food and what that food was
- 5: explain how the latitude of the area they lived in affected the lives of the tribe.

**Lesson Title:** The Map of Vinland – Is It Real, or Just a Clever Fake?

**Grade Level:** 4<sup>th</sup> – 8<sup>th</sup>

**Lesson time:** One Class Period

**Materials:** Textbooks, Map, Worksheet A, Computers

**Activity description and overview of instructional strategies:** As a whole group, brainstorm what the class knows about the Vikings. Teacher can provide some factual information to assist the students.

- The Vikings traveled in the 11<sup>th</sup> Century and explored new lands.
- They established a base camp located near present-day Newfoundland, which they called *Vinland*
- Leif Eriksson was a Viking leader and explorer.
- The Vikings sailed in ships that had both sails and oars.
- The Vikings did not have any known maps or navigational tools to use in their travels and explorations.
- They told of their adventures in sagas, the best known was the *Greenlanders Saga*.

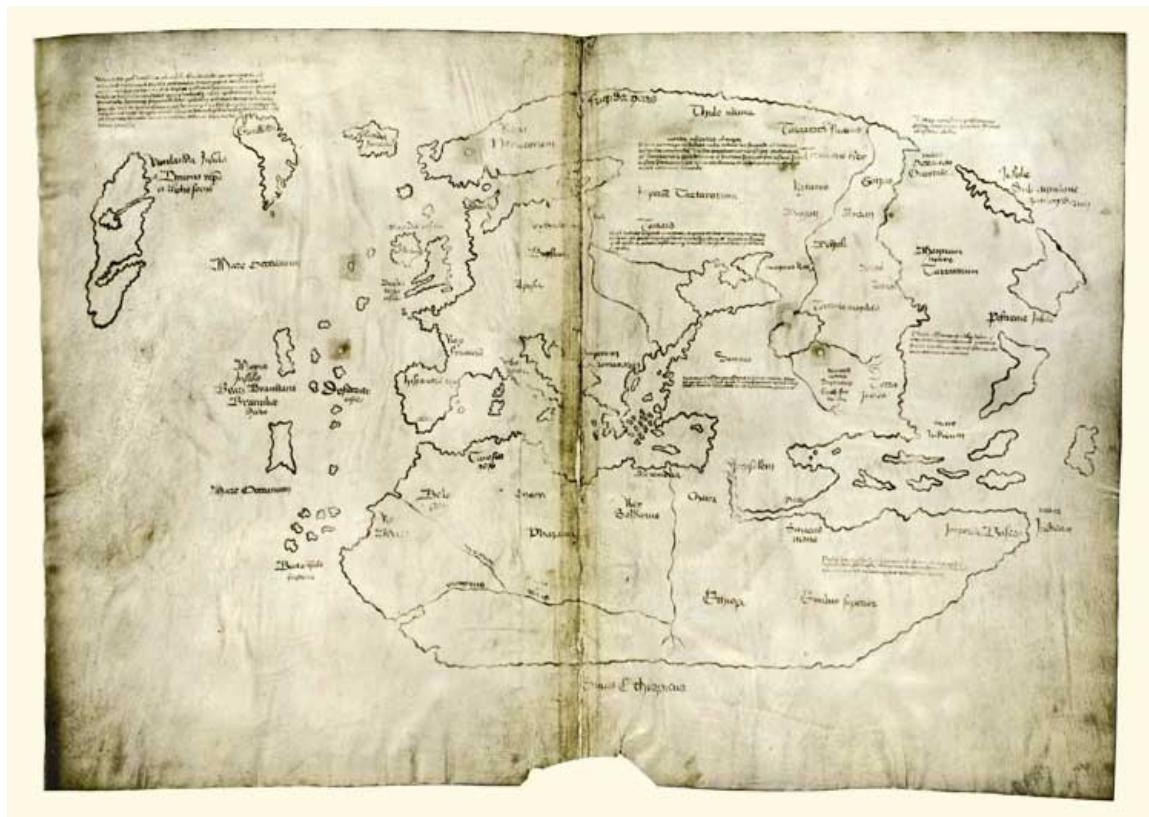
Direct the students to the website <http://www.webexhibits.org/vinland/>. This website examines a document that was “discovered” in the 1960’s. It supposedly was a map to show the location of and major points of the Viking camp of Vinland.

The map was purchased by Yale University and remained in its collection for many years. There has been much speculation as to the authenticity of the “document” in the past few years. It has been bantered back and forth about whether the map is real or fake. The website will allow the students to view the document, assess for themselves the authenticity of the document, and hopefully know more about the Vikings.

The document is pictured, and there is enlarging capability.

**Supporting Activity:** If United Streaming is available, there is a full video *Time Warp Trio: Viking It and Liking It* for 4<sup>th</sup>-5<sup>th</sup> grades and other materials for older students.

## Vinland Map



## **WORKSHEET A**

## Studying the Vinland Map

Name \_\_\_\_\_

<http://www.webexhibits.org/vinland/>

- When was the Vinland Map discovered? \_\_\_\_\_
  - What University had the map?

## Who Were the Vikings? (Background-Vikings)

3. Who founded Vinland? \_\_\_\_\_
  4. Where is this recorded? \_\_\_\_\_
  5. Who discovered and settled Greenland?

## Timeline (Historical-Timeline)

6. How much did Yale pay for the map? \_\_\_\_\_

7. When was it discovered that it might be fake? \_\_\_\_\_
8. When did Yale decide to check it again? \_\_\_\_\_
9. Was it believed to be genuine or fake in July 2002? \_\_\_\_\_
10. What was decided in August 2002? \_\_\_\_\_
11. What was finally decided about the map? \_\_\_\_\_
12. In your opinion, is the map real, or fake? Explain your answer  
\_\_\_\_\_

## Materials

### 1. Reading for Teachers

#### a.) Native Americans

Thomas Dillehay, *The Settlement of the Americas* (New York, 2000).

Alvin M. Josephy, Jr., *America in 1492: The World of the Indian People Before the Arrival of Columbus* (New York, 1991).

Charles C. Mann, *1491: New Revelations of the Americas Before Columbus* (New York, 2005).

David J. Meltzer, *Search for the First Americans* (Washington, D.C., 1993).

#### b.) Africans

E. W. Bovill, *The Golden Trade of the Moors* (Princeton, 1995).

*The Cambridge History of Africa* (Cambridge, 1977-85), early volumes.

J. D. Clarke and S. A. Brandt, eds., *From Hunters to Farmers* (Berkeley, 1984).

Philip Curtin, et. al., *African History* (Boston, 1978).

Margaret Shinnie, *Ancient African Kingdoms* (London, 1965).

#### c.) Europeans

G. R. Elton, *Reformation Europe, 1517-1559* (Cleveland, 1963).

David Herlihy, *The Black Death and the Transformation of the West* (Cambridge, 1997).

Samuel Eliot Morison, *The European Discovery of America* (New York, 1971-74).

Wallace Notestein, *The English People on the Eve of Colonization, 1603-1630* (New York, 1954).

C. Wilson, *The Transformation of Europe, 1558-1648* (Berkeley, 1976).

**d.) Americas**

W. J. Eccles, *France in America* (New York, 1972).

Charles Gibson, *Spain in America* (New York, 1966).

John Pomfret, *Founding the American Colonies, 1583-1660* (New York, 1970).

David Quinn, *North America from Earliest Discovery to First Settlements* (New York, 1977).

**2. Reading for Students**

Ingri & Edgar D' Aulaire, *Columbus* (Beautiful Feet Books, 1996)

As is their custom, the d'Aulaires have thoroughly researched their subject in order to provide the most historically accurate account of the life of the man Samuel Eliot Morrison called "the greatest mariner that ever lived." In their pursuit, the d'Aulaires traveled to Spain, Portugal, and the Caribbean Islands to research original documents on the life of Columbus. Their text reflects many little-known facts not generally included in the typical biographies of Columbus. Readers will learn that it was the saga of Leif Erickson that was one of the inspirations for Columbus's voyage to the East. They will also learn that Columbus was such a skilled astronomer that he knew the exact date when the next eclipse of the moon was and used that knowledge to his advantage. They will also learn that though "Columbus was a great man, he was not a modest man. He wanted too much, and so he did not get enough" (p. 54). This book is lavishly illustrated with the d'Aulaire's detailed lithographs in four colors.

Genevieve Foster, *The World of Columbus and Sons* (Beautiful Feet Books, 1998)

This is the story of a wonderful, changing, reawakening world the world of the Renaissance and Reformation. Measured by the lifetime of Columbus and his sons, this book spans the years from 1451-1539. With Columbus as the central figure of this narrative, readers will also learn the fascinating stories of Prince Henry the Navigator, Ivan III of Russia, Gutenberg, Queen Isabella, Leonardo da Vinci, Mohammed II, the African ruler Nomi Mansa, Martin Luther, Erasmus, Copernicus, Michaelangelo and many others. Told in Foster's engaging and winsome style enhanced by her helpful chronologies and timelines, readers will learn of the religious, cultural and scientific changes that ushered in a new frontier of exploration and discovery.

Richard Worth, *Ponce De Leon and the Age of Spanish Exploration in World History* (Enslow Publishers, 2003)

Examines the life and career of Juan Ponce de Leon, tracing his travels in the Caribbean and his discoveries of Florida and the Gulf Stream during his unsuccessful search for the fountain of youth.

Joseph Bruchac, *Children of the Longhouse* (Puffin Books, 1998)

Eleven-year-old Ohkwa'ri and his twin sister must make peace with a hostile gang of older boys in their Mohawk village during the late 1400s. Told from the alternating points of view of Native American Ohkwa'ri and his twin sister Otsi'stia, this historic novel shows a Mohawk village during the best of times: after the Great League of Peace is formed and before European settlers rob the tribe of its land. The story revolves around 11-year-old Ohkwa'ri's conflicts with a pompous bully, but the plot is less

essential than the painstakingly wrought details about the tribe's daily rituals, legends and annual celebrations. Bruchac, who states in an afterword that his book is "the result of a lifetime of learning from my Mohawk friends and neighbors," eloquently conveys how democracy, respect and justice are integral components of the Native Americans' religion and government. Besides learning the origins of modern-day lacrosse and certain kinds of tool-making, readers will come away from this novel with a broadened awareness of a nearly vanished culture.

O'Connor, Genevieve A., *The Admiral and the Deck Boy: One Boy's Journey with Christopher Columbus* (Shoe Tree Press, 1991)

Carlos, a thirteen-year-old deck boy, struggles to prove himself as he sails with Christopher Columbus to the New World.

Parish, Helen Rand, *Estebanico* (Viking Juvenile, 1974)

Historical novel of the adventures of Estebanico, an African slave and one of the four conquistadors who first crossed America in search of the Seven Cities of Gold.

*Parsifal's Page* by Gerald Morris (Sandpaper, 2008)

In medieval England, eleven-year-old Piers' dream comes true when he becomes page to Parsifal, a peasant whose quest for knighthood reveals important secrets about both of their families. Piers is desperate to become a page to escape the dirty, tedious labor of his father's blacksmith shop. So when a knight arrives announcing that he's on "the quest," Piers begs to go along. Off on a series of adventures he never dreamed possible, Piers and the knight quickly run into difficulties. The knight is slain by Parsifal who is on a quest of his own. Parsifal is unlike anyone Piers has ever met. He doesn't behave "knightly" at all. Slowly, Piers realizes that being a knight has nothing to do with shining armor and winning jousts. And, as their journey continues, they find that to achieve their quest they must learn more than knighthood: they must learn about themselves. The tale of Parsifal has been told more than that of any other knight, but no one has ever told his story quite like Gerald Morris does in his fourth Arthurian novel, another tour de force of humor, action, magic, and, as always, true love.

*The Knight at Dawn* by Mary Pope Osborne (Random House Books for Young Readers, 2003)

Eight-year-old Jack and his younger sister Annie use the magic tree house to travel back to the Middle Ages, where they explore a castle and are helped by a mysterious knight. Illus. in black-and-white. Jack and Annie travel back in time to medieval England for an adventure inside a storybook castle, from feasting hall to dreadful dungeon.

*Castle Diary: The Journal of Tobias Burgess*, by Richard Platt (Candlewick, 2003)

As a page in his uncle's castle in thirteenth-century England, eleven-year-old Tobias records in his journal his experiences learning how to hunt, play games of skill, and behave in noble society. Includes notes on noblemen, castles, and feudalism.

*Happily Ever After* by Anna Quindlen (Puffin, 1999)

When a girl who loves to read fairy tales is transported back to medieval times, she finds that the life of a princess in a castle is less fun than she imagined. Eight-year-old Kate is a tomboy, but not your typical tomboy. She loves baseball and hates wearing dresses, but she can often be found in her room reading a good old fairy

tale and imagining herself as the beautiful princess. One day, while dreamily staring at the princess's crown, Kate magically wishes herself into the fairy tale. Now Kate is the princess and she will soon find out that being royalty isn't all that it's cracked up to be. After rescuing herself from the evil knight (the "wimp" of a prince couldn't manage this on his own), teaching a witch and troll to play jacks, and training her ladies-in-waiting in the art of baseball, Kate finds the princess life pretty dull and wishes her way back home. Kate realizes that being her old tomboy self, minus the crown, isn't so bad, and in fact it's pretty great. Author Anna Quindlen's charming story will appeal to all children interested in dragons, knights, adventures, and living happily ever after.

*Rowan Hood, Outlaw Girl of Sherwood Forest* by Nancy Springer (Putnam Juvenile, 2002)

In her quest to connect with Robin Hood, the father she has never met, thirteen-year-old Rosemary disguises herself as a boy, befriends a half-wolf, half-dog, a runaway princess, and an overgrown boy whose singing is hypnotic, and makes peace with her elfin heritage (sequel: *Lionclaw: A Tale of Rowan Hood*).

Hurray for Rowan Hood, the girls' answer to swashbuckling Robin Hood! Rowan, a.k.a. Rosemary, is forced to disappear into the woods disguised as a boy after her mother, a woodwife with healing powers, is murdered by the local lord's henchmen. Ro's only option, other than "toiling in some lord's cabbage patch," is to find her fabled father, Robin Hood of Sherwood Forest. Along the way, this outlaw-in-training is joined by a motley crew of characters: a wolf-dog that catches arrows midflight, a giant of a boy with a spellbinding musical talent, and a runaway princess. Rowan finds Robin Hood and his merry men, but she soon discovers her troubles have only just begun.

*Adam of the Road* by Elizabeth Janet Gray (Puffin, 2006)

Adventures of a 13<sup>th</sup> century minstrel boy (Newbery Medal Winner).

Eleven-year-old Adam loved to travel throughout thirteenth-century England with his father, a wandering minstrel, and his dog, Nick. But when Nick is stolen and his father disappears, Adam suddenly finds himself alone. He searches the same roads he traveled with his father, meeting various people along the way. But will Adam ever find his father and dog and end his desperate search?

## Questions You Might Ask Students

### 1. How did the Cherokee Indians in our area live?

The Cherokee Indians in our area lived in houses made of poles interwoven with strips of park or wood, much like a basket. They had an agricultural lifestyle. The Cherokee towns were built on hills near rivers, and Nancy Ward, known as the "Beloved Woman," helped the Chiefs of War and Peace govern.

### 2. What hardships would people face during this time period?

People of this time period had little technology or scientific gains until the Renaissance period. The earliest peoples relied on hunting and gathering to meet their needs. Gradually, agriculture developed, enabling people to begin to specialize skills.

### 3. What is a barter system and how is it used?

A barter system was an economy based upon trade, not cash. Early peoples exchanged items needed.

### 4. What impact did the European exploration have on the economy?

As Europeans began to explore into other areas of the world, beginning with Marco Polo, Europeans began to use spices and gemstones to suffice for money. This eventually became an exclusive gold exchange.

**5. What brought on the age of exploration?**

The Renaissance period brought about development in technology, such as navigational tools, better sailing ships, and improved maps. Also, the development of monarchies led to exploration as the need for riches and a faster route to the East increased.

**6. What role did Christopher Columbus play in bringing on the collision of culture between Europeans and Native Americans?**

As more Europeans began to explore the Americas, the cultures of the Natives changed. Entire cultures were either eliminated through disease and warfare or assimilated into the European cultures.

**7. How did people living in the same region have different ways of life?**

As more Europeans began to expand their influence upon the Native Americans, the Natives began to change the way they hunted, farmed, and dressed.

**8. When is Columbus Day, and why is it celebrated?**

Columbus Day is actually October 12<sup>th</sup>, but it is more commonly celebrated on the second Monday in October. It honors a European explorer who is credited with the discovery of the Americas.

**Questions You Might Be Asked by Students**

**1. What weapons and tools were used?**

The earliest peoples used materials in their environment to develop tools. It is unknown when the bow and arrow were developed, but the commonly acknowledged earliest projectile points are identified as *Clovis Points*, which were first discovered in Clovis, New Mexico. The earliest Americans also used a tool called the *atlatl*, or spear-thrower, to make the spear travel farther and faster.

**2. What was the role of agriculture in early settled communities?**

When the earliest peoples developed agriculture, this enabled them to settle in one place, thus leading to the building of communities. People could specialize tasks and build more permanent housing.

**3. What are the major technological advances?**

The development of the astrolabe and the compass were major navigational tools. Cartographers began to create more elaborate maps. Sailing ships were improved.

**4. What are artifacts?**

Artifacts are the traces of human influence. They are the things that are left behind by earlier people.

**5. Why did Europeans want to explore?**

Europeans wanted to find faster ways to the Far East, where the trade items needed were located. Also, there was a desire by monarchies to expand their land holdings and increase their wealth with gold.

## **6. What kinds of cultures existed before the Europeans came?**

The Native Americans' cultures depended upon their environments. The animals hunted, clothing styles, and types of housing reflected geographic areas and climate.

## **7. Why was exploration so dangerous?**

Many sailors did not want to go beyond the safety of known routes, due to the belief in sea monsters, and the ignorance of weather conditions, such as hurricanes. Many ships were lost at sea, and this was the only explanation.

## **8. What is the job of an archaeologist?**

An archaeologist is a scientist who studies past cultures through examining artifacts, or the remains of a culture. This is done through a process called a *dig*, where the scientist digs in a specified area and searches for and collects any traces of human and animal influence.

### **Technology (Web Sites)**

#### **Gilder Lehrman Institute of American History: [www.gilderlehrman.org](http://www.gilderlehrman.org)**

The Gilder Lehrman Institute's website serves as a gateway to American history online with rich resources for educators, designed specifically for K-12 teachers and students. The website includes rich primary source materials, student and teacher resources, podcasts on numerous historical topics featuring noted historians, online exhibitions, history slideshows, and much more.

#### **Tennessee History For Kids: [www.tnhistoryforkids.org](http://www.tnhistoryforkids.org)**

Tennessee History for Kids is a place to go for both students and teachers to go to find information on Tennessee history. The website includes lesson plans developed by certified teachers for specific grade levels K-12, photographs, city and county histories, videos, virtual tours of numerous local historical sites, and much more in a user friendly format.

#### **The Columbus Navigation Homepage: <http://www.columbusnavigation.com>**

Examines the navigation and sailing techniques of Christopher Columbus (could be too technical for 4<sup>th</sup> graders). Has an abstract of Columbus' log translated by Bartolomei de las Casas, written in third person, dating in the 16<sup>th</sup> century.

#### **American Conquest: <http://www.floridahistory.com/inset44.html>**

Chronicles the conquest of Hernando de Soto through North America. Has a link for de Soto's Biography for a research topic.

#### **PBS: New Perspectives on the West:**

[http://www.pbs.org/weta/thewest/people/a\\_c/coronado.htm](http://www.pbs.org/weta/thewest/people/a_c/coronado.htm) Alphabetical entry for Vasquez de Coronado and the Seven Cities of Gold, as well as the Journey of Cornado.

#### **St. Augustine History: <http://www.augustine.com/history/index.php>**

Website of St. Augustine history that includes interactive links for timelines, historical maps, and documents.

#### **National Museum of American History: <http://americanhistory.si.edu/>**

Various primary and secondary resources, as well as lesson plans and activities from the Smithsonian Institute Museum of American History that includes each of the Eras in the curriculum.

## Digital History: <http://www.digitalhistory.uh.edu/>

Various topics with primary source materials, teacher and student resources, interactive timelines, maps, visual history, virtual exhibits, multimedia, and much more.

### Epilogue

One of the most important themes of world history involves the interaction of various peoples with one another. In prehistoric times, most humans almost never met or interacted with peoples different from themselves. Centuries before what Europeans call their Age of Discovery, groups of people had become aware that there were other human beings—some of them like themselves and others quite different—who inhabited other places. Some made their homes in nearby valleys or plains or mountains, while others were unimaginably far away.

Gradually, however, the desire for trade goods, increased levels of knowledge and technology, and growing political concentrations (in Europe they took the form of emerging nation-states) led to regular contact between peoples of different races, cultures, and ideas. How these groups of people dealt with “the other”—in harmony or hostility, in mutually beneficial trade, in warfare, in intermarriage and ethnic mergers, and so on—depended to a great extent on how these peoples perceived one another. For it was often these perceptions, far more than realities, that influenced and even determined the types of relations they had.

Thus, as European explorers, traders, missionaries, conquerors, and colonizers began to expand their horizons and influence beyond the Mediterranean in the 15<sup>th</sup> and 16<sup>th</sup> centuries and embarked for what were for them the strange new lands of Africa, Asia, and the Americas, they inevitably carried with them a set of intellectual and cultural lenses through which they viewed the peoples they encountered. In addition, these people spread those perceptions throughout Europe in the forms of published letters and journals, many of which were immensely popular (Vespucci’s letters were reprinted in 60 editions, Columbus’s in 22 editions, and Cortès’s in 18 editions). Indeed, it seemed as if Europeans could not get enough of these marvelous (and often grossly inaccurate) accounts of “new” people and “new” worlds. For example, the great Dutch painter Rembrandt van Rijn was so fascinated by non-Europeans who were brought, sometimes forcibly, to the Netherlands that he painted portraits of many of them.

Although many Europeans would have been satisfied to live peacefully with non-Europeans, their perceptions of these people inevitably led either to conquests (for land, usually) or to the efforts to teach these “barbarous” peoples European ways. Yet Europeans were not the only humans who looked down on peoples different from themselves. Many Japanese, for example, looked down on European missionaries and mocked the “Kirishitan” (Christian) teachings. In 1642, Suzuki Shosan wrote:

And then there is the story that Jesus Christus upon making his appearance was suspended on a cross by unenlightened fools.... Is one to call this the Lord of Heaven and Earth? Is anything more bereft of reason? ... Is this not a disgrace?<sup>13</sup>

Finally, the Japanese shogun (supreme military leader) issued an edict expelling all Europeans and attempting to erase all aspects of Europeans influence, especially Christianity.

One must understand, however, that what happened in the Americas when the “three worlds met” was by no means inevitable, and certainly that was not the result of European “superiority.” If our students can appreciate that, then the persistence of older stereotypes can be decreased. Learning that alone would make the study of this era a success.

---

<sup>13</sup> George Elison, *Deus Destroyed: The Image of Christianity in Early Modern Japan* (Cambridge, Mass., 1973), 377-78.