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# Preface

This Instructor's Resource Manual is one component of a set of ancillary materials that accompanies *Making America*, fifth edition. There is also a Test Bank, and for students, there is an online Study Guide. There are also several supplements available on the web. A complete list of supplements can be found in the textbook's preface for more information.

This introduction will provide some guidelines about how to make the best use of the material in this manual. Following this introduction is a discussion of classroom management techniques. There are sections on how to organize lectures, how to handle large classes, and how to run discussion and activity groups that should provide you with some useful tips.

Each chapter of the Instructor's Resource Manual contains instructional objectives and an annotated outline of the student text material. You will find that these objectives and outlines are the same in the Instructor's Manual and the Student Study Guide. Next are sections discussing the Individual Choices and Investigating America features in the text book. In addition, there are suggested lecture topics for each chapter, followed by a compilation of the discussion questions suggested by the text authors as well as some suggested by the instructor manual's author. Next are the answers to the focus questions in the text, which appear at the start of each major section in the textbook and cover the instructional objectives of each chapter. Following this are cooperative learning activities, map activities, suggested paper topics, and multimedia resources.

## INSTRUCTIONAL OBJECTIVES

After reading each chapter, students should be able to exhibit the general objectives described for each chapter. These objectives coordinate with those given in the Student Study Guide and with the critical thinking "focus" questions. They also make excellent broad-based essay questions for student examinations.

## CHAPTER SUMMARY

This is a readily accessible summary of the contents of each chapter and is the same summary provided at the end of each chapter of the student text. It is duplicated in this manual for the convenience of instructors. It also offers a quick overview of the chapter for instructors as they plan their approach to each chapter in the text.

## CHAPTER OUTLINE

This manual contains a two-page annotated outline of each text chapter that reflects the headings and subheadings provided there. These same outlines are included in the Student Study Guide.

## GLOBAL FOCUS

As instructors are aware but students often are not, *Making America* was a global event and process and not merely a "new beginning" in a newly discovered part of the world. As our global heritage and global interdependence come more into focus in the modern study of American history, we want to be

sure to give instructors additional ideas for continually emphasizing this important idea of global interaction throughout our nation's history as they teach the United States History survey course. And, for those instructors who are responsible for providing evidence of direct links to global culture and critical thinking skills to their departmental, college, or university administration for the purposes of assessing student learning, we hope that these sections of the Instructor's Resource Manual (IRM) make these reporting duties a little easier.

## **EXPANDING "INDIVIDUAL CHOICES"**

At the beginning of each chapter, a short biographical portrait of a key individual introduces students to some of the important topics presented in the chapter. An illustration or picture of the individual appears in the margin and a larger discussion of the important choices made by the individual appears in the body of the text. For the convenience of the instructor, the caption of the accompanying illustration or picture appears in this Instructor's Resource Manual. Questions about the "Individual Choices" and "Individual Voices" sections in the text appear in the student's Study Guide.

## **EXPANDING "INVESTIGATING AMERICA"**

This primary source feature appears at the end of each chapter and expands the ideas presented in the opening feature "Individual Choices." A series of critical thinking questions appear in the margin of the student text next to the primary source. Those questions, along with some added by the author of the Instructor's Resource Manual, appear in this ancillary. The Study Guide contains a rubric that you may want students to use to further examine some of the topics discussed in "Individual Voices." In addition, the Instructor's Resource Manual contains additional critical thinking questions to ask students after they do the research to complete the rubric.

## **SUGGESTED LECTURE TOPICS**

Each chapter in this manual contains at least three suggestions for lecture topics that are appropriate to each chapter in the text. There are also references given for resource material for these topics. These books and articles are also briefly summarized under each topic. Most should be readily available in your college library or through interlibrary loan if you are not already familiar with them.

These suggestions present a starting point for organizing your lectures for the semester and highlight more in-depth discussions of topics covered in each chapter. One thing to keep in mind when you are writing lectures for students in survey courses is that they continually need help in connecting lecture information with that presented in the book. They do not want a rehash of the book, but if you veer too far off course, you lose them. Also, you do not usually have time to cover every single topic covered in the text. But, if you do not make them responsible for information from the text on their exams, they will quickly figure out that they do not have to read the textbook to pass the exams. Therefore, you want to find a happy medium between lecture and text material that appropriately fits you and your students. You may want to spend certain days just exploring one topic in-depth and other days summarizing events and personalities that cover several years or even decades. Simply asking students if there is text material they do not understand is another way to organize your class time. While some instructors will find themselves with the luxury of lecturing to fewer than thirty students, others will have ten times as many in class. Additional discussion sections, often led by graduate students, as well as short writing assignments are two ways in which you and/or your teaching assistants can assess student comprehension between exams. Continually asking students their interpretations of events or their opinions on lecture topics is an excellent way to keep them involved during class lectures. Just watching the faces of your students can also help you tell if they understand the material you are presenting to them. Presenting outlines of your lectures on the board or on student handouts is another way to help students follow your lectures. In addition, you can emphasize what types of information might be covered in certain types of questions on examinations. For example, telling them that a person

you are discussing that day will be an identification item on the next test usually gets their attention, although you want to find a happy medium in doing this so that your lecture is not primarily comments about what exactly will be on the test. You could summarize a day's lecture by giving them a possible test essay question and having them brainstorm answers. Or you could turn the tables and have them suggest test questions from the day's lecture.

## **DISCUSSION QUESTIONS**

Depending upon the size of your classes, these questions can be used with the class as a whole, or you can divide students into smaller groups and monitor the discussions they conduct among themselves. These questions also emphasize higher-level thinking skills and help students connect information from the past to events of today. Discussion groups of five to six students often work best in making sure that students are participating and also have enough other people in the group to adequately discuss the topic.

## **ANSWERS TO FOCUS QUESTIONS**

Critical thinking questions appear at the beginning of each main section in the text. Answers to these questions are provided in this manual. Please note that a more international focus has been included in these questions.

## **COOPERATIVE LEARNING ACTIVITIES**

These suggestions provide opportunities for students to participate in active learning exercises that expand on the text and lecture material. Some activities utilize the whole class, while others have you divide the class into groups. Debates and group presentation of research are some of the more obvious examples of suggestions given in these sections of this manual. You may also find that some students could complete some of these activities as individuals. Let these suggestions be just that—suggestions that you mold to fit your own teaching situation. You know your students and what they are capable of doing best. These suggested activities might also help you think of other activities so that students may better understand the material presented in each chapter.

## **MAP ACTIVITIES**

These activities are designed to improve students' geography skills and include a variety of activities.

## **SUGGESTED PAPER TOPICS**

These lists of suggested paper topics for each chapter provide students opportunities to do further research on material in the chapter as well as the chance to analyze it more actively. Some papers require students to use the library, while others do not. There are very few suggested lengths for these topics, since that is better decided by you, the instructor, based on your knowledge of your students and their research and writing abilities.

## **NEW MEDIA RESOURCES**

These sections are divided into software and video resources available for each chapter, and sources are provided. Web sites, however, are fast replacing CD-ROM simulations. You may consult an up-to-date list of relevant web sites on the Cengage Learning web site by selecting the US History Survey content area. They are also listed on the *Making America* home page for both instructors and students.

Most of the sources for videos provide online catalogs from which you can order and/or preview these films. In addition, some colleges and universities offer these films for rental at fees as low as ten dollars. You can consult your school's center for instructional media for further information about ordering tapes for rental. You may also check with them about taping cable programming and the

subsequent copyright regulations. PBS stations, as well as cable channels such as The History Channel, The Learning Channel, the Discovery Channel, C-SPAN, and A&E continually show films relevant to U.S. history courses. The easiest way to check their catalogs is by accessing their Internet sites. Most of the time, tapes or DVDs can be purchased directly from these sites. Additionally, more and more programming is available for streaming and/or downloading online.

## CLASSROOM MANAGEMENT

### Organizing Lectures

In organizing lectures for your classes, it is important to first decide what material you think is most crucial for the students to master. At the same time, you do not want to repeat the material exactly as it is covered in the textbook or students will find either reading the textbook or attending the class regularly to be a waste of time. As you lecture, find ways to refer directly to a section in the text to provide another example of what you are discussing in your lecture and how it elaborates on your presentation of the material. It is easy to forget that these connections are not obvious to students and it is a great help to them to point them out specifically. And, since you will not have time to cover everything you believe is important during the regular course meetings, you can refer students to selected topics in the text and have them bring any questions they may have to the next class session.

You can start organizing your lectures by using the outlines in this Instructor's Resource Manual. To these outlines, you can add information you have collected in your own research and also list the most important items students should know about a particular topic. Topics covered by journal articles also make an excellent basis for your lecture and allow you to further elaborate on a topic. For example, the text may not spend as much time discussing an event or an individual you believe is important to understanding the time period. This is an opportunity to expand students' knowledge about the material further. You can also give some topical lectures that demonstrate that an individual, group, or institution did not just exist within the time frame of one particular chapter. For example, you may lecture on the life of William Jennings Bryan noting that he is discussed in several chapters of the text. Other pertinent examples are the Ku Klux Klan and its many appearances in American history as well as the woman suffrage movement. Obviously, there is no shortage of examples. These topical lectures help students see the tapestry of history and that it is not just a bunch of threads strung together without any coherence. Additionally, you can download PowerPoint files that can be revised specifically for your lectures from the new Cengage Learning *History Finder*. Contact your sales representative for more information about this and other ancillaries.

In addition, you will also want to vary your lecture style. If you continually cover the material only chronologically, students may lose interest in your lectures since they can anticipate the next topic from their reading of the textbook. Do not be afraid to let students be responsible for reading about some topics without benefit of your discussion—this is one of the skills students should begin to develop even in an introductory history course. This will then allow you more time to explore other topics in depth. One common complaint of students in introductory courses is that they learn a little about a great number of topics but do not fully understand any one of them. Your taking time to explore some topics in greater depth provides students with a much better understanding of history.

By elaborating on some topics, you can foster the development of the students' critical thinking skills as you analyze, synthesize, and evaluate the material you are presenting. This modeling of the thinking you expect them to demonstrate on exams is an excellent teaching method. On the first test, you can ask them an essay question about one of the topics on which you spent more time. Then, on the next test, you can have students apply this same approach to another topic you may not have discussed directly but that was in their reading. As the course progresses and you have had the opportunity to evaluate your students' abilities, you can lecture to them at continually higher cognitive levels. In addition, you

can expect them to better understand the text material and ask them more detailed questions about it on their exams.

## HANDLING LARGE LECTURE CLASSES

Most instructors today are expected to handle larger and larger lecture classes. This challenges instructors to make the students feel like they are a part of the class when they are just one of many. If they feel anonymous, they also often feel less responsibility for doing well in the course. First, you want to make sure that, despite any physical limitations of the room in which you are teaching, students can see and hear you clearly. Find this out simply by asking them. Moving around the room can also help you “make contact” with more of your students. At the very least, you want to make sure that you are making eye contact with as many students as possible throughout the course period as many times as you can. Make them feel as if you are speaking directly to them, and not the wall at the back of the room. Asking students to restate what you have just said, asking them their opinion on the issues you are discussing, or having them suggest why the information is still relevant today are all excellent ways for including students in the class. Students are much more willing to participate in answering these types of questions than simply answering text material questions. Some of these simple steps are ways that will help most of the students in your class achieve more and better understand the material you are presenting.

It is especially important when you teach large lecture classes to hold regular office hours, as well as encourage students to come see you during those office hours. Make them feel comfortable coming to talk to you and they will feel freer to ask questions when they have them. Occasionally students will take advantage of your willingness to answer questions in class and try to get you off track, but you can easily derail them by asking them to come see you during your office hours to discuss the matter further. You can explain, after all, that this is a large class and you have a great deal of material to cover and you need to move on. You do, however, feel that their question is important and will take time later to answer it. If you are too hasty during class in correcting a student who is asking questions simply to consume time, other students will be hesitant to ask content-relevant questions. This is a way to mediate the situation. And, often the student who asks irrelevant questions will never find the time to come speak with you during your office hours. At the same time, your students will still feel free to ask you questions.

To keep all the students involved in large lecture sections, you can quiz them on their reading or previous lecture material at the beginning of each class. Simply giving them some multiple-choice questions or a few short identifications should accomplish this goal. This is an excellent way to utilize the student Study Guide that is available with this text. Requiring students to utilize the Study Guide will be to their benefit as well as yours in checking for student understanding. You can even have them turn in relevant Study Guide assignments for a daily grade to check their comprehension. You can also ask them similar types of questions at the end of class that cover the lecture material. It is up to you how much you want to make students responsible for learning the material on a daily basis. It also makes a difference whether or not you have any grading assistants to help you with this chore as the grading can quickly become overwhelming.

Checking daily attendance falls in the same category. It can be time consuming, but it is sometimes the only way to help students see that coming to class has a direct connection to doing well in the course. Keep in mind that many of your students may be freshmen who are away from home for the first time and have a greater amount of freedom than they have had at any previous time in their life. Freed from the confines of their secondary school bell schedule, they may not yet see the long-term consequences of not attending class regularly. There are the occasional students who do not need to attend class regularly to do well and you can decide how concerned you want to be with them. One of the best methods to encourage attendance among those who are sincerely interested in earning a good grade in the course is to give bonus points for attendance occasionally. That way, the students who are interested

in their grades will usually be eager for bonus points and this will also help students actually perform better on their exams. You can even use bonus points to reward students who come to class on time. This way, any students who come in late—even with what appear to be legitimate excuses—cannot complain that you are the one responsible for hurting their grade. They have just missed an easy opportunity to improve their grade. Keep in mind that your approach in these matters is often more important than how you actually deal with them. Students who are attending class and doing their studying outside of class will come to resent you if you continually address the entire class on these matters of low performance and class disruptions. This also applies to students coming late to class, leaving early, talking, and disrupting class in any way. Deal with individuals violating your rules of classroom conduct individually. Keep in mind that any student disrupting class is interfering with other students and do not be afraid to point this out to students who are not paying constructive attention to the lecture you are presenting.

As you lecture, continually reinforce previous material covered and preview subsequent material. This is also a way to pique students' attention to the material during lecture. You are connecting new material with material with which they are already familiar, making the new material appear much easier to comprehend. For example, when discussing the New Deal, you can lecture about previous government social programs as well as discuss the New Deal programs that still exist today in some form. Ask students to suggest social programs with which they are familiar to include them in the discussion and encourage their active participation in learning the lecture material. In this way, you can help students make the connections of history. Keeping students involved in this way is one of the easiest ways to keep them “on task” and prevent disruption.

## Running Discussion and Interactive Groups

Discussion and activity groups are another excellent way to develop students' knowledge about the subject matter as well as to develop their higher level thinking skills. Depending on your class size, you may want to divide students into groups of five to ten students. Too much variance from those numerical guidelines results in either not enough varying viewpoints to discuss a topic adequately or, if there are too many people in the group, some of the group's members easily become anonymous and do not participate. Each chapter in the Instructor's Resource Manual contains suggestions for discussion questions as well as cooperative (group) learning activities to expand students' knowledge of the topics covered.

The personalities in each class you teach will suggest the best ways to organize either discussion or activity groups. As you get to know the students better, you will find this an easier task because you can pick out the outspoken students and pair them with the quieter students and have them work together in discussions. An important factor in running successful discussion and activity groups is to prepare yourself for them. Make notes for yourself about all the possible information students will need to discuss and devise questions that help stretch their thinking to higher levels. Also, be ready to play the devil's advocate to enliven any discussion. With cooperative learning activities, you especially want to anticipate any problems students might encounter in working together on a particular topic. Think of ways to prod their thinking to get solutions rather than just giving them easy answers to their questions. Helping them find answers to their own questions only challenges them further and helps give them a better grasp of the material being covered. Students will better remember their own answers than they will those that you supply.

You also want to walk around the room and monitor students' progress and keep them “on task.” Develop several sets of ears so that you can eavesdrop on a group even when you are not directly standing by them. Again, this can be largely dependent on your physical surroundings, but it is well worth the effort. Another way to get students more involved is to have each group appoint discussion and activity leaders as well as note-takers, usually two per group, to catch everything the group members are saying. This gets more students actively involved in these cooperative learning activities



and a written record of what they are discussing is excellent review material for the next exam. You can even use the discussion questions and questions based on their cooperative learning activities on the exam itself.

As you monitor the discussion and activity groups during the class session, you also want to reinforce students' willingness to add constructive comments to the group. It can be help to say even something simple like "I hadn't thought of that angle to approaching the problem"; this will encourage students to delve further into the content material. This is also an excellent way to acknowledge varying viewpoints and demonstrates to students that there is rarely only one right interpretation when it comes to history. Bringing the various groups into one large group to share their smaller group findings is an excellent closure activity. It is also a good way to acknowledge that different groups of students can come up with more than one workable solution or analysis of a problem. In addition, it is an excellent review device.

Depending upon the personalities of the students in your class and your ability to move around the room, you can hold class-wide discussions in large lecture classes. You have to become familiar with the students' names, however, and randomly call on students evenly distributed throughout the room. If you ignore one section of the room for very long, you will find that those students are turning off your discussion. Also keep in mind that you want to ask your question to the class as a whole before calling on a specific person to answer it. That way, most of the students will at least try to think of what they would say as an answer. Also, do not embarrass students who choose not to answer questions or you will soon lose any positive ways to encourage class contributions. Positive reinforcement works best in these situations; to this end, you might want to consider giving points for student participation. These types of activities are some of the best ways to check for student understanding of the material prior to taking the test.

## **Assistance for Students Who Are English Language Learners (ELL)**

Each semester, we discover that more and more students in our classes are not native English speakers. Many colleges and universities have instituted or are developing campus-wide resources to better meet the needs of this increasing student population. If you are interested in finding out more about what resources your college or university offers, you might want to consider contacting your affirmative action office. If you school has an education college or department, it is highly likely that it has at least one specialist in ELL. With the growing number of ELL students, programs to educate ELL teachers are increasing and your campus may even have an entire ELL department.

It is important to note that ELL experts can provide resources to assist instructors in understanding the challenges faced by this particular student population and how sometimes only slight alterations in instructions and/or directions can assist ELL students in becoming more successful as they attempt to learn not only more about the history of the United States but also learn the English language as it is spoken and written in this country. Please note that understanding more about ELL does not mean that an instructor must learn the numerous native languages that may be spoken by his or her students but merely provides some additional teaching tools and teaching ideas. If you teach large classes and have the assistance of graduate students in teaching your courses, you may want to discuss ELL teaching strategies with them or even consider assigning one of those teaching assistants to be the "ELL expert" for the course.

Here are some general ideas for you to consider if you decide to address the needs of the ELL students in your classes:

- Emphasizing the global connections discussed throughout this book will help these students feel more at ease in their class as they begin to see the history of the United States in terms of the larger history of the world. For example, an instructor might want to directly

emphasize these global connections as they are presented throughout the text beginning with the first chapter. (Refer to the IRM section, Global Focus, for more specific information about each chapter.)

- Utilize a variety of visuals and illustrations in your lectures in order to help ELL and non-ELL students' better "picture" history. Research shows that visuals help students connect textual references and information.
- Cooperative activities help ELL students interact with other students and further develop their English language skills and abilities.
- Supplement lectures with videos and or video clips.
- Provide as much written instruction as possible instead of relying primarily on verbal instructions in class. Utilizing your college or university's content management system (i.e. Blackboard) or Cengage Learning's WebTutor content management system to list assignments.
- Provide as much feedback to students as possible depending on the size of the class. Written, detailed feedback is often the most useful.
- Be willing to answer students' questions when they are trying to compare their nation's history, government, or customs with those of the United States.
- Discussing current events with which ELL students are usually more familiar than historical events assists them in building their English language skills.
- Take advantage of any ELL resources your college or university provides. Sometimes, state and federal grants are available to help support the inclusion of ELL instruction into the content areas.

## CHAPTER 1

# Making a “New” World, to 1588

### INSTRUCTIONAL OBJECTIVES

After reading this chapter, students should be able to do the following:

1. Describe the evolution and achievements of Native American cultures from their beginnings to the eve of Columbus’s discovery of America.
2. Explain why Europeans turned to overseas expansion and how they dealt with the many obstacles that stood in their way.
3. Describe how the meeting of American Indians, Europeans, and Africans in the aftermath of Christopher Columbus’s discovery of the Western hemisphere affected and changed each.

### CHAPTER SUMMARY

Making America began many thousands of years ago. Over millennia the continent’s residents continually crafted economic strategies, social arrangements, and political systems to preserve and enhance their lives. The result was a rich and flourishing world of different cultures, linked by common religious and economic bonds.

At first, the arrival of Europeans only added another society to an already cosmopolitan sphere. But ultimately, the dynamic European society that arose after the Crusades and plagues of the Middle Ages became more intrusive. As a result, Native Americans faced challenges that they had never imagined: economic crises, disease, war, and the unfolding environmental changes wrought by the Europeans who followed Columbus.

In addition, influences from the New World reached out to accelerate processes that were already affecting the Old. The flow of wealth and food out of the West was increasing populations, and this growth, with the accompanying rise of powerful kings and unified nations, led to continuing conflict over newfound resources. In Africa, strong coastal states raided weaker neighboring groups, more than doubling the flow of slaves out of Africa. This, in turn, influenced further developments in America. As disease destroyed millions of Indians, newcomers from the entire Atlantic rim poured in to replace them. These newcomers came from very different physical environments and had distinctly foreign ideas about nature. Their novel practices and ideas helped to create a new America on top of the old, rendering drastic changes to the landscape. Continuing interactions among these various newcomers, and between them and the survivors of America’s original people, would launch the process of Making America.

### CHAPTER OUTLINE

- I. A World of Change
  - A. American Origins
    1. Human evolution has proceeded against a backdrop of the Great Ice Age.
      - a) Recent archaeological finds and isolated discoveries, such as the Kennewick Man, suggest that many different groups of migrating people may have arrived and either coexisted or succeeded one another over this 60,000-year period.

- b) The majority of North America's original residents are descended from three separate migrating groups: Paleo-Indians, the Na-Dene people, and the Eskimos.
    - 2. Maize (corn), along with other engineered forms, formed the basis for an agricultural revolution in North America.
      - a) Successful adaptation and population growth led some North American Indians to build cities.
  - B. Change and Restlessness in the Atlantic World
    - 1. After 632, Muslim Arabs, Turks, and Moors made major inroads into western Asia and northern Africa.
    - 2. European interest in global exploration and trade developed long before Columbus's voyage in 1492.
      - a) The Crusades gave Europeans knowledge of international conditions and greater commercial skills.
      - b) The emergence of unified nation-states contributed to European expansion.
      - c) In Spain, Ferdinand and Isabella achieved national unification in part by expelling the Muslims by 1492.
      - d) France achieved unification under Louis XI around 1480.
      - e) England achieved unification under Henry Tudor in 1485 after a century of civil war.
  - C. The Complex World of Indian America
    - 1. Native American societies were progressive, adaptable, and historically dynamic.
      - a) In the Southeast, native peoples formed vibrant agricultural and urban societies
      - b) In the Eastern Woodlands, people lived in smaller villages and combined agriculture with hunting and gathering.
    - 2. Variations in daily life and social and political arrangements in native North America
    - 3. Economic and social connections within and between ecological regions tied the people together in complex ways.
  - D. A World of Change in Africa
    - 1. Africa was also home to an array of societies but had maintained contact with Europe and Asia.
      - a) Trade between the Mediterranean area and sub-Saharan Africa can be traced back to ancient Egypt.
      - b) The creation of the Sahara Desert cut most of Africa off from the fertile areas of the Mediterranean coast.
      - c) As a result, African peoples followed adaptive strategies to survive.
    - 2. Much of the technology in place in sub-Saharan Africa can be traced to common roots predating the formation of the desert.
- II. Exploiting Atlantic Opportunities
- A. The Portuguese, Africa, and Plantation Slavery
    - 1. Portugal was the first unified European nation to undertake exploration in search of new commercial opportunities.
      - a) Prince Henry the Navigator
    - 2. Exploration southward brought the Portuguese into contact with the Songhai Empire of sub-Saharan Africa.
  - B. The Continued Quest for Asian Trade
    - 1. Portuguese contact with Africa gradually reached around the Cape of Good Hope and across the Indian Ocean to Asia.
    - 2. Spain, England, and France sought to duplicate Portugal's commerce with Asia.
    - 3. Columbus proposed to reach the markets of Asia by sailing west from Europe.
    - 4. Other European governments sent out new expeditions to the West in order to reach Asia, but these instead resulted in further discoveries in the New World.

- a) John Cabot
  - b) Amerigo Vespucci
  - c) Giovanni de Verrazano
- C. A New Transatlantic World
  - 1. European monarchs gradually learned that the new land had attractions of its own.
  - 2. Warfare increased among the Northeastern Indians.
  - 3. Groups grew more inclined to form formal alliances.
  - 4. Europeans as Indian trading partners and as allies
- III. The Challenges of Mutual Discovery
  - A. A Meeting of Minds in America
    - 1. Columbus’s discovery of the Western Hemisphere challenged Europeans’ conception of the world.
      - a) Diverse views of American Indians held by Europeans.
    - 2. American Indians had little difficulty in fitting Europeans into their view of the world.
      - a) American Indian religion taught that everyone and everything belonged to a universal spiritual force.
      - b) European goods were similar to the ones American Indians already traded.
      - c) Misunderstandings accompanied this trade and became a source of great tension.
  - B. The Columbian Exchange
    - 1. American Indians, Europeans, and Africans interacted in the aftermath of Columbus’s discovery
      - a) Each continent introduced new diseases and new plants to the other.
      - b) Europeans introduced new domesticated animals to the Western Hemisphere.
    - 2. The result of these exchanges was profound change in all three continents.
  - C. New Worlds in Africa and America
    - 1. The Columbian Exchange proved highly disruptive to American Indians.
    - 2. The Columbian Exchange also severely disrupted life in Africa.
  - D. A New World in Europe
    - 1. The Columbian Exchange affected life and society in Europe.
    - 2. At the same time the Western Hemisphere was being discovered, Europe underwent a century of religious crisis.

## GLOBAL FOCUS

Students may not realize as fully as instructors do that European explorers did not “discover” a completely new parcel of land without existing and often complex societies. Many of our students have not thought past the idea that there were a “bunch of Indians” here and that, ultimately, the Europeans prevailed and destroyed most of the existing Native American populations. The topics discussed in Chapter 1 provide an excellent foundation for instructors to begin to expand their students’ ideas of what “culture” means and how cultures interact. Furthermore, instructors will want to be sure that students understand that there was a very diverse set of cultures within Europe and among those countries that eventually chose to explore the “New World,” whatever their motivations might have been. Instructors might also want to consider pointing out to students the impact that the New World indigenous societies had on Europe. Beginning with a diagram of the Columbia Exchange can serve as a good starting point but students should be encouraged to develop the visual illustration of this exchange beyond the traditional boundaries of triangular trade.

## EXPANDING “INDIVIDUAL CHOICES”

### Hienwatha

New conditions in North America led to increasing conflicts among the five northeastern Iroquois tribes during the fifteenth and sixteenth centuries. Hienwatha overcame resistance—even the murder of his family—to convince Iroquois leaders to form the League of the Iroquois, a political, military, and religious alliance that helped them survive massive changes and made them a major force in world diplomacy.

The Study Guide has a list of questions to help students better analyze this introduction.

## “IT MATTERS TODAY”

### Native American Shape a New World

1. Describe what you think it would take technologically, economically, and politically for the United States to establish a successful permanent colony on the moon. How would the presence of biologically identical indigenous population change those requirements?

Students can utilize the NASA resources online for at least a starting point on what it would take. This discussion is most conducive to a brainstorming session. After they have thought about what would happen if we encountered a similar population on the moon, ask them to compare and contrast their predictions with what happened in the colonial era.

2. In what ways are the Indian heritages of America still visible in our society today?

Depending on what part of the country you are in, students will provide different answers to this question. In some places in the nation, only place names of towns and geographical features survive while states with Indian reservations still sometimes possess physical remnants of the housing and other artifacts of Indian civilizations.

## EXPANDING “INVESTIGATING AMERICA”

The Study Guide has a list of questions to help students analyze each of these primary sources, including the questions from the textbook.

### The Origins of the League of Peace

1. Divide students into groups to have them research each of the Five Nations. Have them make class presentations on the political, social, religious, and economic customs of each group. A rubric is given in the Study Guide to help students better organize this information for further analysis.
2. Have students write a paper comparing and contrasting the formation of the Iroquois Confederacy with the U.S. Confederation envisioned by Benjamin Franklin.

### A Moroccan Visits Sub-Saharan Africa

3. Explore with students why are travel journals and accounts useful primary sources in the study of history. What other historical examples might they be able to recall?
2. Ask students how travel journals and accounts have changed over time and how they have remained the same – i.e. content vs. style and/or publication format

## Columbus Meets the Tiano

1. Discuss with students whether or not Columbus found what he expected to find when he initially met the Tiano in what Europeans called the “New” World.
2. Ask students if, based on the account excerpt provided in their textbook, they would have described the Tiano in the same or different ways than Tiano.

## SUGGESTED LECTURE TOPICS

1. The 1992 quincentennial of Columbus’s “discovery” of the new world produced a wide range of resources on this topic. Alfred W. Crosby’s “The Columbian Exchange: Biological and Cultural Consequences of 1492,” mentioned in the chapter’s suggested readings, is an excellent starting point for any lecture on the connecting of the “old” world to the “new” world. An article you might want to consult on this topic is James Axtell’s “Moral Reflections on the Columbian Legacy,” *The History Teacher* 25 (August 1992) 4: 407–425. This Columbian scholar discusses the implications of the global encounter that took place in 1492 and analyzes the still prevalent controversy about its ramifications.
2. An article in the *William and Mary Quarterly* 53 (July 1996) 3: 435–459 offers instructors another approach to the topic of the European and Native American encounter. In “The Indians’ Old World: Native Americans and the Coming of Europeans,” Neil Salisbury points out that new work in Indian history is changing the way scholars think about the beginning of American history and the era of European colonization. Now, historians believe that the European encounter was just a small part of the history of North America and not the beginning of its history. Furthermore, he asserts that the exchanges between various Indian groups have to be studied more closely in order to better understand the history of North America. For an update on this topic, consult Ned Blackhawk’s March 2007 article, “Recasting the Narrative of America: The Rewards and Challenges of Teaching American Indian History,” in *The Journal of American History*. A copy of this article is available online through the History Cooperative (<http://www.historycooperative.org/journals/jah/93.4/blackhawk.html>) or through your campus library’s *JAH* holdings.
3. To “localize” the topics in this chapter, you could present your students with a history of the pre-European civilization(s) that occupied your region of the nation. You could even bring in a local historian or history buff to discuss this topic. In addition, you could discuss the environmental changes people brought to the area. An important consideration for a “local” lecture would be to present students with other examples of conflicts between individuals and/or groups of people who have differing ideas about the land. Present information to students to encourage them to think about whether or not the Indian/European conflict is much different than today’s conflicts—between industrialists and environmentalists, for example. To access a recent “state of the field” account of early American history, consult the March 2003 issue of the *Journal of American History*. Joyce E. Chaplin’s article, “Expansion and Exceptionalism in Early American History,” is available either through your campus *JAH* holdings or online through the History Cooperative (<http://www.historycooperative.org/journals/jah/89.4/chaplin.html>).

## DISCUSSION QUESTIONS

1. Encourage students to discuss how ecology and economics influence such things as gender roles, the existence and shape of which students may take for granted. For example, what roles can nursing mothers play in a hunting economy as opposed to an agricultural one?

2. Lead students in a discussion on the similarities between the Aztec tributary empire and the modern states evolving at the same time in Europe. You might suggest that a perceived resemblance caused expectations that led the Spanish and Aztecs to react to each other as they did.
3. Students may find it odd that the Indians valued seemingly valueless items. You can provide context by initiating a discussion of what Europeans, Africans, and Asians valued at this same time. Why, after all, was gold highly valued?
4. Referring back to the impact of disease on Europe during the centuries before American colonization, have students discuss why Europeans had developed tools that made small work groups efficient.

## ANSWERS TO FOCUS QUESTIONS

How did the environmental changes influence the development of various societies in North America during the millennia before the emergence of the Atlantic world?

Upheaval shaped the western portion of the hemisphere, while erosion was a common problem in the east. As the Ice Age further changed the landscape, people everywhere in North America abandoned nomadic big-game hunting and began to explore new sources for food, clothing, shelter, and tools. They moved from camp to camp for different seasons. You could have students offer specific examples of each of these.

What forces came into play in the centuries before 1500 that would launch Europeans on a program of outward exploration?

Muslim Arabs, Turks, and Moors made major inroads into western Asia and northern Africa, eventually encroaching on Europe’s southern and eastern frontiers. Vikings arrived from the north. By about 1000, then, the heartland of Europe was surrounded by dynamic societies that served as conduits to a much broader world. Later, the Reconquista and the Crusades challenged Islamic forces and the Vikings gradually withdrew, probably because of a shift in climate. As many areas recognized the value of large-scale political organization, the consolidation of provinces into kingdoms began. As in Spain and Portugal, the formation of unified states in France and England opened the way to new expansive activity that would accelerate the creation of the Atlantic world.

What factors in Sub-Saharan African history helped lead to the development of the slave trade?

The fundamental hierarchy and organization structure that developed in Africa permitted large group cooperation where appropriate but also allowed each small group to function independently. This led to trade and political hubs that later became kingdoms, and empires eventually grew in areas where iron and other ores were particularly abundant. The status of each group was determined by seniority in the line of descent—those descended from the oldest offspring of the common ancestor were socially and politically superior to those descended from younger branches. This created a fundamental hierarchy and organizational structure that permitted large group cooperation and management when that was appropriate, but also permitted each small band to function independently when conditions required. Within each group, seniority also determined political and social status: the eldest descendent of the common ancestor within each group held superior power, whereas those on the lowest branch of the family tree were treated more or less as slaves.

How did various groups of Europeans seek to exploit opportunities that arose from new discoveries leading up to and following 1492?

The Portuguese sent numerous expeditions in search of new sources of wealth and initially controlled the western shore of Africa. By 1600, they controlled the flow of such prized goods as



gold, ivory, and spices. And, as early as 1550, the Portuguese were carrying African slaves throughout the world. Meanwhile, explorers like Diaz sailed around the tip of Africa and de Gama continued even further into eastern Africa and the Indian Ocean. By the end of the fifteenth century, England, Spain, and France were vying with the Portuguese to find the shortest and cheapest route between Europe and Asia. The Arab invention of the astrolabe made it possible to envision even longer journeys such as Columbus’s hope of reaching the East Indies by sailing west. Having just thrown off Islamic rule, the Spanish monarchs agreed to underwrite Columbus’s voyage. England followed close behind and sent Cabot on a more northern route and Vespucci on a more southern route. French-sponsored Verrazano explored the Atlantic coast of North America in 1524.

Why did Columbus’s entry into the Western Hemisphere prove to be a major turning point in the development of the Atlantic world?

Columbus’s entry spurred other European nations to step up their efforts to find the fabled Northwest Passage to the lands of riches and spices.

How did Native Americans and Africans respond initially to European expansion?

Native Americans initially greeted Europeans with friendship and with an eagerness to trade. Africans also initially welcomed European contact as it enhanced African trade. But the Islamic spur to African slavery left the continent vastly changed.

How did Native Americans respond to increasing contact with European explorers and settlers?

Europeans and European goods slipped easily into the Native American ceremonial trading system and led Indians to accept the newcomers as simply another new group in the complex social cosmos uniting the spiritual and material worlds.

In what ways did Europeans seek to incorporate Africans and Native Americans into their world of understanding?

Europeans had trouble fitting American Indians into their preconceived ideas about the world. Native Americans were sometimes cast as noble savages and other times as devils. The Brazilian Indian shown in these two works illustrates the conflicting views. In one, the feather-clad Indian is shown as a wise magus paying homage to the Christ-child; in the other, an Indian devil wears the same costume while presiding over the tortures of Hell.

In what ways was the world changed through the process called the Columbian Exchange?

The Columbian Exchange brought deadly diseases to both Europe and the New World. Plant exchanges led to the eastern movement of tobacco and cocoa. In addition, New World plants such as the white potato, tomato, squash, and beans were soon cultivated throughout the world. The Europeans brought horses, pigs, cattle, oxen, sheep, goats, and chicken to America, where their numbers soared. The overall result of the Columbian Exchange was a population explosion in Europe and Africa that also spread to North America.

## COOPERATIVE LEARNING ACTIVITIES

1. Using a transparency of an outline map of the world, have students make presentations about the different explorers who attempted to reach the “new” world. Have them trace the routes of each, if possible, using different colored markers, and explain the challenges faced by each of these explorers along with the successes and failures of each. You could adapt this same exercise to either Microsoft Word or PowerPoint depending on the size of your classes and the multimedia literacy of your students.

2. In each of the chapters where computer simulations are listed, consider using them as a cooperative learning activity by dividing students into teams.

## MAP ACTIVITIES

1. Refer students to a modern political map of North America and ask them to identify where the Great Basin, Plateau, and other regions important to American Indian history are located. Then, characterize the climate and geography in each region and discuss how non-Indian cultures have evolved in these areas.
2. Talk about ways that geography influenced the practice of agriculture among the Iroquois and discouraged its practice among the Nez Perce. You can note the growing season for corn, the availability of other resources, etc.
3. Students might be interested in the disagreement about where Columbus first landed in 1492. Watlings Island has become widely accepted. In 1926, the Bahamas Parliament declared it the official landing place, and the most famous Columbus scholar, Samuel Eliot Morison, accepted Watlings in his 1942 biography. Many, however, are doubtful, saying that geographic evidence in Columbus’s log does not support Watlings Island. For a summary of the geographical debate, see Louis De Vorsey, Jr., and John Parker, eds. *In the Wake of Columbus: Islands and Controversy* (1985).

## SUGGESTED PAPER TOPICS

1. To what group of Native Americans would you like to have belonged? Why?
2. What geographical location would you like to explore and why? What would you hope to gain?
3. If you could have traveled with any of the explorers, which one would you pick and why?

## MULTIMEDIA RESOURCES

### Software

1. Civilization — <http://www.civilization.com/>

### Videos

Below are suggestions for videos to coordinate this chapter but instructors are also encouraged to search for the latest releases from PBS (<http://www.pbs.org>) and A&E/The History Channel (<http://www.aetv.com>).

### A&E

1. Christopher Columbus: Explorer of the New World
2. Marco Polo: Journey to the East
3. Ponce de Leon: The First Conquistador
4. Leif Ericsson: Voyages of a Viking
5. The Discoverers
6. The First Americans
7. The Pueblo Cliffdwellers
8. The Aztecs

9. The Viking Explorers
10. Vikings: Fury from the North
11. Strange Disappearance of the Anasazi
12. The Spanish Armada
13. The True Story of Marco Polo

## CHAPTER 2

# A Continent on the Move, 1400–1725

### INSTRUCTIONAL OBJECTIVES

After reading this chapter, students should be able to do the following:

1. Describe some of the economic constraints that pushed European rulers to promote exploration and colonization in North America and understand the political and religious rivalries that influenced European choices regarding New World colonization.
2. Explain the similarities and differences that characterized the choices made by Spanish, French, and Dutch officials in starting their empires in North America and analyze how the choices made by colonists themselves placed constraints on administrative policies.
3. Analyze the constraints environmental changes and the arrival of Europeans placed on Indians as well as the opportunities that the Europeans brought with them and evaluate the social and political choices the Indians made in response to these changes.
4. List the constraints that most affected the lives of the settlers in New Mexico, Louisiana, and New Netherland and analyze how the choices made by settlers and American Indians helped them deal with these constraints.

### CHAPTER SUMMARY

Spain's opening ventures in the Americas had been wildly successful, making the Iberian kingdom the envy of the world. Hoping to cash in on the bounty, other European nations challenged Spain's monopoly on American colonization, creating an outward explosion. Although slow to consolidate an imperial presence in North America, England was the first to confront the Spanish in force, wounding them severely. France and the Netherlands took advantage of the situation to begin building their own American empires.

Presented with this new challenge, Indians sought new ways to solve their problems and created altogether new societies. This often involved difficult choices: perhaps allying with the newcomers, resisting them, or fleeing. As different groups exercised different options, the outcome was a historically dynamic world of interaction involving all of the societies that were coming together in North America. In New Spain, New France, Louisiana, New Netherland, and throughout the Great Plains, truly cosmopolitan societies emerged. Bearing cultural traits and material goods from throughout the world, these new transatlantic societies set the tone for future development in North America. As we will see in Chapter 3, societies on the Atlantic coast, too, were evolving as English colonists interacted with the land and its many occupants. The outcome of such interchange, over the centuries, was the emergence of a multicultural, multiethnic, and extraordinarily rich culture—an essential element in Making America.

## CHAPTER OUTLINE

- I. The New Europe and the Atlantic World
  - A. Spanish Expansion in America
    - 1. The papacy averted potential conflict over which country had the right to explore and settle the Western Hemisphere.
      - a) Treaty of Tordesillas
    - 2. Spanish Explorers
      - a) Columbus
      - b) Hernando Cortés
      - c) Juan Ponce de Leon
      - d) Álvaro Núñez Cabeza de Vaca
      - e) Hernando de Soto
      - f) Francisco Vázquez de Coronado
    - 3. Silver and gold made Spain the richest nation in Europe.
  - B. Dreams of an English Eden
    - 1. Spain's new wealth and religious conflict led to conflict with other emerging states.
    - 2. Queen Elizabeth established English colonies in the New World.
      - a) In part, her intention was to deal with economic problems at home.
      - b) English expansion there was also another way to oppose Spain.
    - 3. Sir Walter Raleigh established the colony of Roanoke off the coast of Virginia.
  - B. The Decline of Spanish Power
    - 1. Gold and silver from the Western Hemisphere led to wealth—but also to trouble.
      - a) The influx of money caused severe inflation throughout Europe.
      - b) Increasing prices created social unrest.
    - 2. Philip II decided to invade England.
      - a) Part of the battle against Protestantism and to block English colonization
      - b) 1588 Armada disaster
- II. European Empires in America
  - A. The Troubled Spanish Colonial Empire
    - 1. In decline during the 18th century
      - a) It was too large to govern efficiently, and its officials were often corrupt.
      - b) Bureaucratic and church interference in the labor system and taxes were continual problems.
  - B. The Dutch Enterprise
    - 1. The Dutch developed a thriving commercial economy
    - 2. Henry Hudson's search for the Northwest Passage
      - a) gave Holland its first serious claim to American territory
    - 3. New Netherland attracted a diverse population
      - a) offered patroonships
  - C. The French Presence in America
    - 1. Spanish power was sufficient to prevent any major French successes.
    - 2. Only after 1663 did the French crown begin to intervene
    - 3. Robert Cavelier, Sieur de La Salle, recognized the strategic and economic promise in Joliet and Marquette's discovery of the Mississippi River.
      - a) The acquisition of Louisiana
- III. Indians and the European Challenge
  - A. The Indian Frontier in New Spain
    - 1. Indian assistance had been crucial to Spain's victories over the Aztecs and Incas.
      - a) 1598 Oñate Expedition

- b) 1680 Pueblo Revolt
  - B. The Indian World in the Southeast
    - 1. Creek Confederacy
  - C. The Indian World in the Northeast
    - 1. The Hurons and their allies aligned themselves with the French; the Haudenosaunee Confederacy, or Iroquois League, sided with the English.
    - 2. Haudenosaunee soon wiped out fur supplies and began a more serious push to acquire land.
  - D. The New Indian World of the Plains
    - 1. New culture and economy among the Plains Indians
      - a) Before 1400, Plains Indians rarely strayed from riverways
      - b) The Ice Age greatly increased the number of buffalo
      - c) Some Caddoan-speaking Indian groups abandoned their agricultural villages in exchange for a mobile hunting lifestyle.
      - d) The increase in buffalo also served as a magnet to draw new groups.
      - e) Horses became a mainstay of the southern plains buffalo hunting culture.
    - 2. The continual demand for horses, accompanied by the pressure for hunting ranges created a new dynamic on the plains and set a new economy into motion.
- IV. Conquest and Accommodation in a Shared World
  - A. New Spain's Northern Frontiers
    - 1. The most attractive economic enterprise was still ranching.
    - 2. New Mexicans looked northward for trading opportunities.
  - B. The Dutch Settlements
    - 1. West India Company offered to grant tracts of land.
  - C. Life in French Louisiana
    - 1. Few Frenchmen showed any interest in settlement.

## GLOBAL FOCUS

A great example of the global influence on our culture is to ask students where the “everyday foods” they eat originated. What are direct descendants of how those foods were eaten in their “native” country and which other foods have been transformed into a blend of the original culture and more modern “American culture.” Of course, the examples students will most likely suggest are dependent on your region of the country. One of the text authors mentions the meal he is having on the Borderlands. Until about a decade ago, the most contact that rural Americans in the Midwest had with “Mexican food” was fast food chains like Taco Bell. Today, that cultural cuisine continues to diversify as more Central and South American peoples move northward. It also might be interesting to ask students what food they most associate with Ireland and then follow-up with a discussion that potatoes originally came from the New World. Are they surprised? You might want to explore with them what it means when cultures exchange foods and food preparation methods. How many foods are similar across cultures and how many are still quite distinct. What do they think of the modern phenomenon of “wraps” that are now offered as part of almost any cuisine? Do they see the connections to our current “fast-moving” and/or car culture (depending on which part of the country they are in)?

## EXPANDING “INDIVIDUAL CHOICES”

### Bartolomé de Las Casas

Himself a former conquistador, Bartolomé de Las Casas was ordained as a Catholic priest in 1512 and later became one of the most vocal opponents of Spain's brutal exploitation of Native American people. He petitioned the king in 1540 and won major reforms in the way Spaniards were supposed to treat Indians, but these reforms were never well enforced and soon were challenged in the Spanish court. In

1550, Las Casas debated Juan Ginés de Sepúlveda, a well-respected court scholar, who insisted that Native Americans were not human and deserved no protections under law. Las Casas brought his biblical learning and his New World experience to bear, winning the debate and Catholic support for continued reforms in Spanish colonial society.

The Study Guide has a list of questions to help students better analyze this introduction.

## **“IT MATTERS TODAY”**

### **The Felt Hat Fad**

1. Another important trade item during this era was deerskins. Research the demand for deerskins and then discuss what this tells us about socioeconomic changes during this era.

You might want ask students why they think deerskins might be considered valuable before doing their online research.

2. Identify a current fashion trend and discuss its impact on global society. What differences do you think this trend will make on the future?

Because popular trends change so fast, you may want to begin this discussion by asking students what they consider to be some of the current fashion trends. It might also be interesting to show them some pictures when particular fashion trends were in style before and often “recycle” every few decades. Examples include flared pants, low-rise jeans, and men wearing their hair longer.

## **EXPANDING “INVESTIGATING HISTORY”**

The Study Guide has a list of questions to help students analyze the primary source, including the questions from the textbook.

### **Bartolomé de Las Casas Argues for the American Indians**

1. Have students do more research on this debate and present a further exploration of Juan Ginés de Sepúlveda’s views and how he challenged the assertions of de Las Casas.
2. Ask students if they noticed that Indians were denied participation in this debate that directly affected their future. If Indians could have presented their own defense, what do students think they would have said?

### **The Pueblo Revolt of 1680**

1. Have students construct a timeline of the Spanish presence in the United States during the time period covered in this chapter.
2. Then, ask them to translate this timeline onto an outline map of North America during this time period. This can be done either in hard copy format (paper) or online.
3. Have students compare their map of the Spanish presence over 300 years ago with a map of U.S. map of today’s Hispanic population. What similarities do they see? What do they speculate accounts for this continued presence and how does this concept relate to the larger global world?

## SUGGESTED LECTURE TOPICS

1. Donald E. Chipman's *Spanish Texas: 1519–1821* (1992) is an excellent starting point for discussing Spanish colonization in the “new” world and its continuing influence on the land and its people. Too often, instructors find time only to concentrate on the European exploration of the eastern coast of the United States. Presenting a lecture on the Spanish exploration and settlement of the country would help students better understand the modern influence of Hispanics on the American landscape. This multicultural approach to the discussion of this topic would also be an excellent foundation for a discussion of the U.S. “melting pot”—a term that is usually only identified with later immigration. You can demonstrate to students that we have been a melting pot since our beginning and begin to discuss the appreciation of the cultural diversity that exists today.
2. You might also want to consult Robert S. Weddle's *Spanish Sea: The Gulf of Mexico in North American Discovery, 1500–1685* (1985). Weddle focuses on the regions around the Gulf of Mexico and explains the interrelatedness of events there during almost two decades. This is part of a three-part trilogy that more closely analyzes this important area of European discovery. Weddle offers new conclusions about the routes of some of the early explorers like Hernando de Soto and Cabeza de Vaca. This work also contains several maps that better illuminate the subject. Another part of this series worth consulting is Weddle's *The French Thorn: Rival Explorers in the Spanish Sea, 1682–1762*. Weddle's most recent work, co-authored with Carol Lipscomb, is *After the Massacre: The Violent Legacy of the San Saba Mission* (2007). Weddle's extensive use of the Spanish Archives in addition to translating primary sources including diaries provides additional global insight into the exploration of and competition for the New World.
3. To provide another localized focus to the issues raised in this chapter, you may want to consult Ramon Gutierrez's *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500–1846* (1991). This work is a social history of one remote corner of Spain's colonial American empire, New Mexico. The author uses marriage as a window into intimate social relations and examines the impact of the Spanish conquest of America on the Pueblo Indians from the Indians' point of view. Gutierrez asserts that marriage reflects the social, political, and economic arrangements of a society and helps us understand the group's power structure.

## DISCUSSION QUESTIONS

1. Students may not have given much thought to the role that abstract ideas play in relations between cultures. Refer them to Columbus's observations about Indian ideas respecting property and then discuss the English concept of private property as a way of exploring how ideas affect history.
2. Ask students to compare and contrast the motives of each European nation that sought a New World empire. Then, ask them to evaluate the success of these empires.
3. Have students discuss the close connections between politics and religion during this era. For example, why was the pope making territorial decisions for the rival nations of Spain and Portugal?
4. You could add a contemporary angle to this discussion by asking students about the financial limitations of space exploration.



## ANSWERS TO FOCUS QUESTIONS

Why did European rulers promote exploration and colonization in North America?

European rulers promoted exploration and colonization in North America as both a place to send their growing populations that were beginning to crowd their native states and as a way to triumph in their power struggles between Catholicism and Protestantism.

How did religious and political rivalries influence the ways in which each European power approached New World colonization?

The Treaty of Tordesillas settled the political rivalry between Spain and Portugal when it gave most of the Western Hemisphere to Catholic Spain. As a result, Spain became the richest nation in Europe and perhaps in the world. Other European nations such as England and France felt compelled to check Spain's emergence. The continuing religious controversies that accompanied the Reformation only worsened the situation. Tension between England and Spain had been running high ever since England's Henry VIII had divorced his Spanish wife and quit the Catholic Church. Although Henry was concerned primarily with domestic issues, Spain was firmly wedded to the Catholic Church both politically and religiously. Henry's daughter Elizabeth escalated this rivalry and eventually sponsored English settlement in North America. Though Spanish power remained great for some time to come, the 1588 defeat of the Spanish Armada effectively ended Spain's near monopoly over world colonization.

What similarities and differences characterized Spanish, French, and Dutch patterns of empire building in North America?

Similarities included the mother country setting government policy in the colonies, including appointing colonial administrations. England was most successful in this. Growing bureaucracies emerged to govern the growing empires, and all sought profits. All had problems with controlling local governments in the colonies. Differences included the Spanish encomienda system in dealing with Indians. They were the primary Catholic country spreading their faith, and they were seeking gold, silver, and copper mines. The French went further north and concentrated on the fur trade and explored the Mississippi River. Finally, the Dutch welcomed almost everyone, partly because few were interested in the patroonships offered by the government.

What role did natural environments play in shaping the colonial enterprises engineered by the Spanish, the French, and the Dutch?

For many decades, the wealth produced within the Spanish empire overshadowed all governing problems. The gold, silver, and copper mined by Indian and later African slaves so dazzled Spanish officials that imperial authorities took few serious steps toward practical reform until the end of the seventeenth century. Early French explorers found abundant numbers of beavers whose fur fed a fashion trend for felt hats back across the Atlantic. And, although this was a significant source of income for the crown, the French continued to search for a water route through the North American continent. The Dutch, too, directed their efforts toward finding the elusive water route. The French, however, eventually "found" the Mississippi and followed it to the Gulf of Mexico; they established an empire that became known as Louisiana.

How did the colonists' experiences challenge and help to reshape imperial policies?

Colonists challenged many administrative policies, and this sometimes led to obtaining more control and other times to the monarch exercising a tighter hand in controlling the colonies. Colonists often ignored laws with which they did not agree. Some French lived among the Indians and only visited settlements occasionally to sell their furs. The Dutch forced a compromise government in 1647 but were still governed with an iron hand.

How did changes in the natural environment affect Indian societies during the early colonial period?

Climate changes altered the lives of many Indian groups in the years prior to European exploration. Some groups abandoned agriculture and became hunters. European diseases and shifting populations led to some Indian groups retreating to the interior of North America. Between 1300 and 1800, the vastly declining numbers of buffalo eliminated a major food source for some Native Americans.

How did the arrival of Europeans influence continuing adaptations by Native American groups?

Europeans affected the continuing adaptations by Native American groups in various ways. Some Indians formed alliances and confederations to challenge European encroachment. Some Plains Indians found new groups to trade with as European hunters explored larger areas of North America. Indian revolts in the southwest against the Spanish were a continual phenomenon until the Spanish recaptured Santa Fe in 1693. One unintentional result was the liberation of thousands of horses.

What forces shaped the day-to-day lives of settlers in New Mexico, Louisiana, and New Netherland?

In New Mexico, there were no rich mineral deposits, and the climate was not suitable for large-scale agriculture. North of Santa Fe, small villages were organized near the river; in the south, sheep ranches dominated the landscape. Settlers in this region were willing to accept Indian slaves. In Louisiana, there was a labor shortage. Indians were enslaved, and then Africans were brought over to serve in the same capacity. There was a lack of French interest in settling there. Many here traded with the Indians and by 1732, slaves were two-thirds of the population. In New Netherland, there was free land to farm, while some settlers still lived with the Indians.

How did settlers and American Indians adapt to changing conditions in the different regions of colonial occupation?

See above answer.

## COOPERATIVE LEARNING ACTIVITIES

1. Consult Donald E. Chipman's article, "In Search of Cabeza de Vaca's Route across Texas: An Historiographical Survey," in the *Southwestern Historical Quarterly* 91 (October 1987): 127–148 for background information on the controversies surrounding Cabeza de Vaca's actual journey. Have students divide into groups to defend each of the various viewpoints on this topic. Then, as a class, have them discuss what they consider to be the most plausible route Cabeza de Vaca would have taken and/or why we will never know for sure. You could also have students prepare individual maps that show their version of Cabeza de Vaca's route.
2. Divide students into groups representing each of the main European powers discussed in this chapter. Have them make presentations emphasizing the advantages of each group and the different challenges faced by each.

## MAP ACTIVITIES

1. Using the "European and Indian Settlements in the Americas" map, ask students to analyze the inevitability of the clashes of culture that occurred as increasing numbers of Europeans arrived.
2. Have students study the "Intergroup Trading on the Plains" as a starting point for student analysis of the continual interaction among Indian groups on the Plains to help them understand that culture interaction occurred even before the Europeans arrived and continued to thrive after their arrival.

## **SUGGESTED PAPER TOPICS**

1. Students could investigate individual settlements and report on their relationship with the local Indians.
2. Have students more thoroughly examine the causes of the Pueblo Revolt and its effect on European-Native American relations.
3. Ask students to investigate a current aspect of Native American relations with the U.S. government. Many areas, for example, have had recent conflicts over gambling on reservations.

## **MULTIMEDIA RESOURCES**

### **Software**

1. National Geographic Maps – <http://www.nationalgeographic.com>

### **Videos**

Below are suggestions for videos to coordinate this chapter but instructors are also encouraged to search for the latest releases from PBS (<http://www.pbs.org>) and A&E/The History Channel (<http://www.aetv.com>).

### **A&E**

1. Henry VIII

### **PBS**

1. Conquistadors

### **Other**

1. Elizabeth
2. The Discoverers
3. Early Explorers: The Age of Discovery