

Bellwork: 8/31/2016

Finish your response to one of the following questions from yesterday then turn it in up front and get ready to take a few notes

- What is your plan to ensure you keep a critical eye this semester as we learn about American History?
- How can schools better prepare students to deal with history as it is instead of supporting the idea that there is one historical truth to be discovered and memorized?
- What should be done to remedy the perception people have of the Jamestown story and other episodes of early American life during the contact period?

Modified Cornell Notes

- Make your paper look like this:

- At the top put:

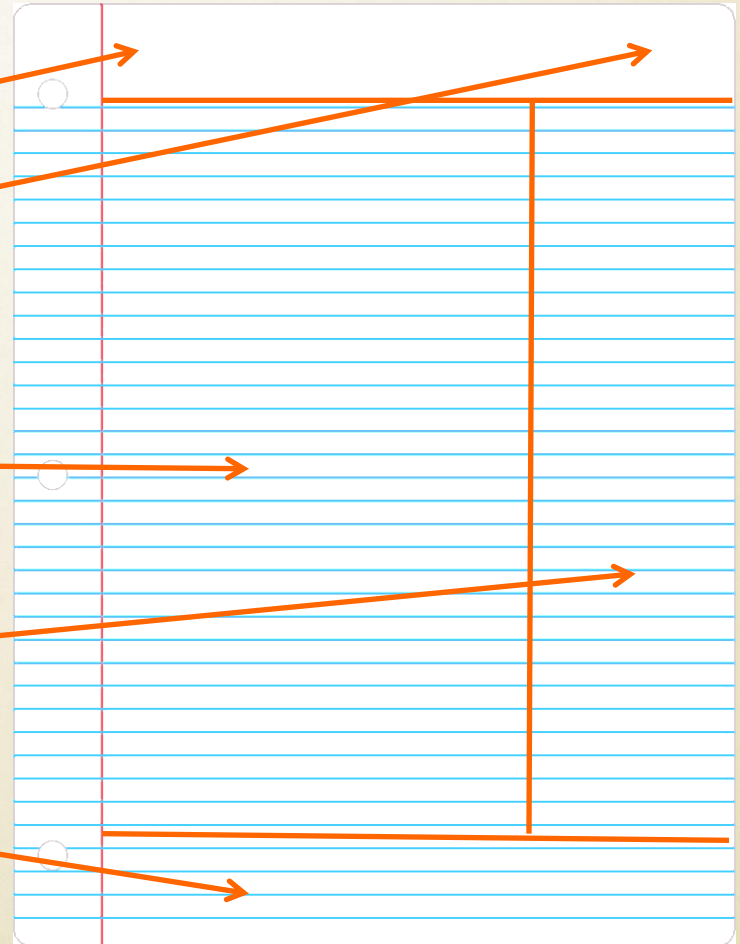
- Objective

- Date

- In this area you will take your notes

- Use the side for vocab., questions, doodling, etc.

- The Bottom is for extra notes when you study

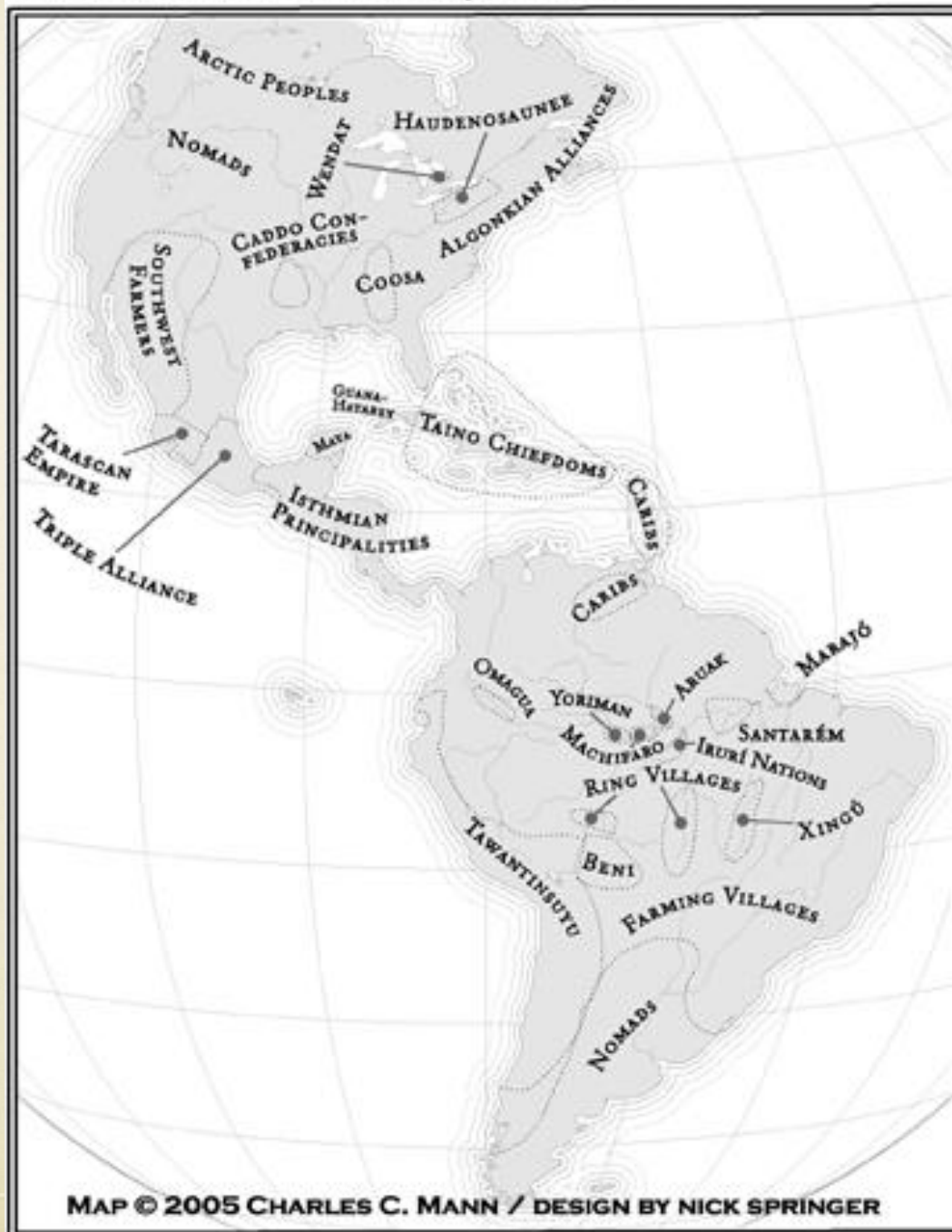


Pre-Columbian Indian Civilizations

Native Americans of North America had developed diverse communities that used almost 400 different languages.

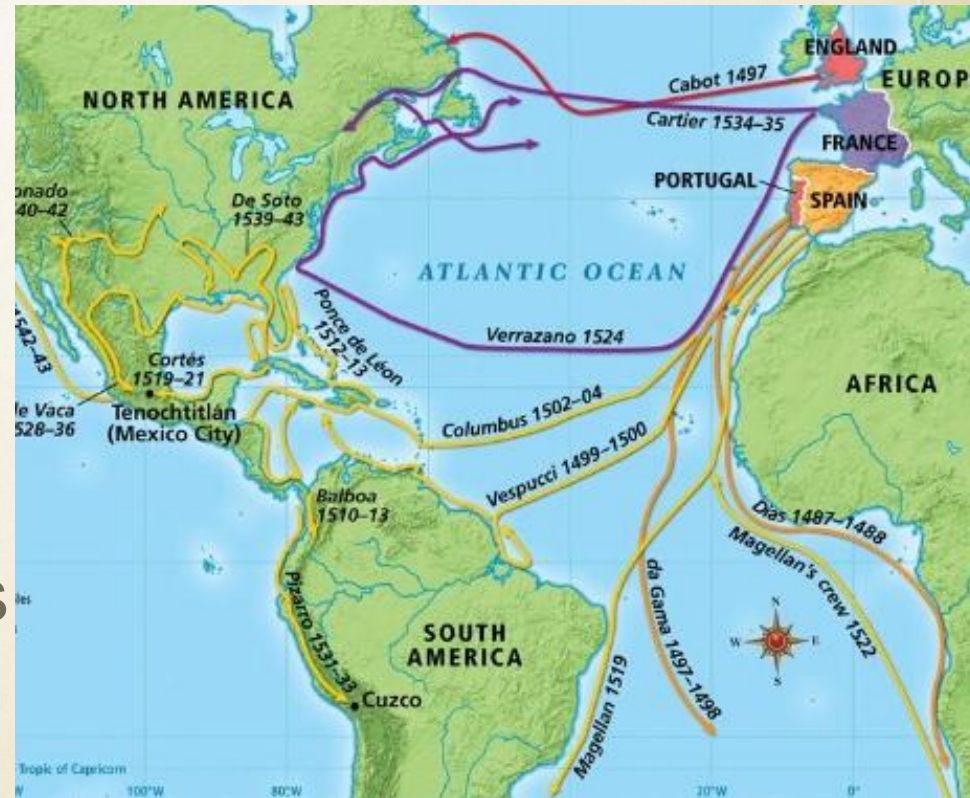
- Over 1,000 loosely organized tribes of North America incorporated European technology and weaponry, made new alliances, changed community structures, and converted many Europeans to their way of life.

Native America, 1492 A.D.



Causes of European Expansion

- Development of maritime technology
- Imperial ambitions
- Growth of towns and trade
- Decline in Feudalism and formation of national states
- Protestant Reformation
- Catholic Counter Reformation



Portuguese explorers



- Prince Henry the navigator dispatched the first expedition to map the African coast in 1422.
- 1446 reached Cape Verde, then the equator
- 1482 the Congo River
- 1488-Bartholomeu Diaz rounded the Cape of Good Hope at Africa's southern point.

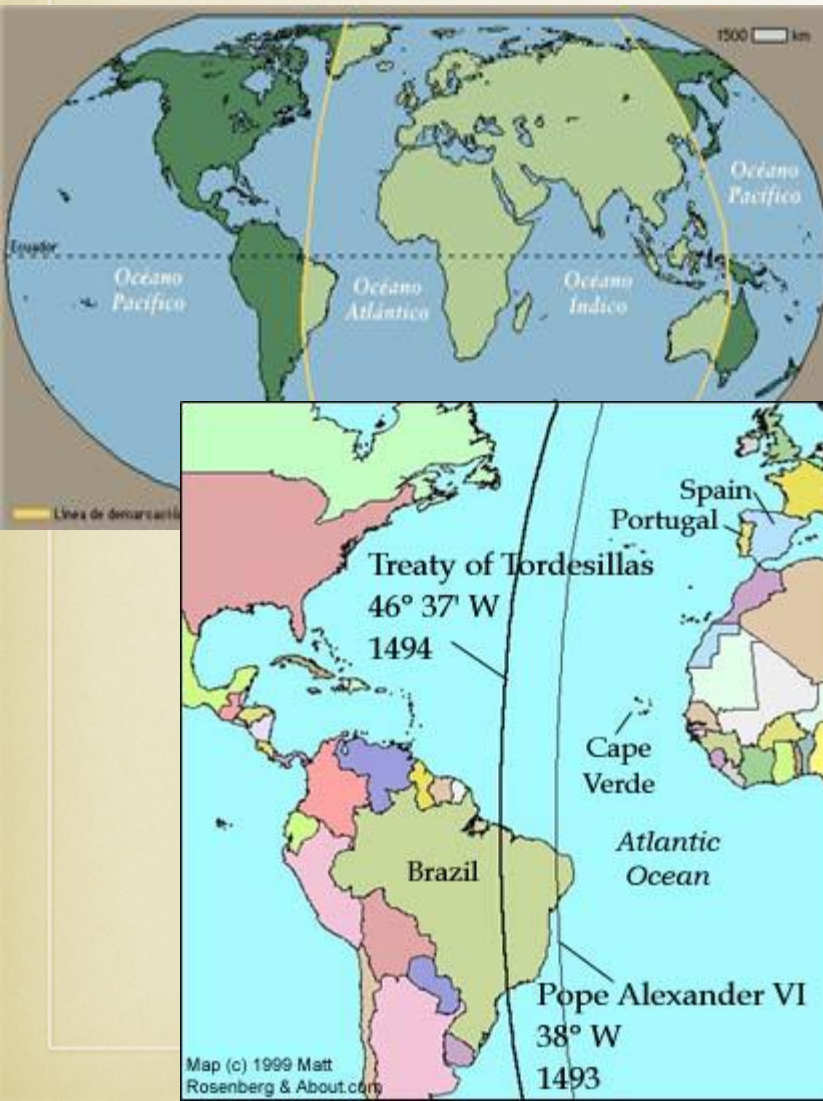
Columbus



- Columbus learned his trade in Portuguese school.
- Born in 1451 son of Italian weaver.
- Motivated by Asian riches, he planned to sail across the Atlantic to search for route to Indies (India, China, the East Indies, or Japan)
- Spanish monarchs—Ferdinand and Isabella supported him financially

Treaty of Tordesillas

- Spanish monarchs wanted to ensure their legal claim—Portugal protested.
- Pope (Spanish) interceded on Spain's behalf
- Treaty of Tordesillas (1494) compromise in which an imaginary line was drawn west of the Cape Verde Islands dividing the world between the Spanish & Portuguese



Spanish Empire

- Motives- “God, Gold, & Glory”
- Superior weaponry and horses helped Europeans defeat superior numbers of Indians.



Spanish Colonial system

- Encomienda-a system where favored officers became privileged landowners who controlled Indian villages or groups of villages.
- Encomenderos (officers) were to protect and care for the villages and support missionary priests.
- Required Indians to provide them with goods and labor.
- As Indians fell subject to European diseases-in 1503 colonizers began to transport slaves from Africa.



NATIVE PORTERS

Castes and Race

- Relationships between Europeans and Native Americans resulted in a mixed population: the *mestizos*
- Later, a mixed African and European population called *mulattos* developed
- To keep legal order, the *castas* system delineated legal rights based on racial and ethnic heritage.



Spanish influence in North America

- 1565-Spain established-St. Augustine-the first permanent European town in the present day US. It included a fort, church, hospital, fish market, and over 100 shops and houses.
- Spain established permanent settlements in what is now New Mexico, Texas, and California.



Pope's Rebellion



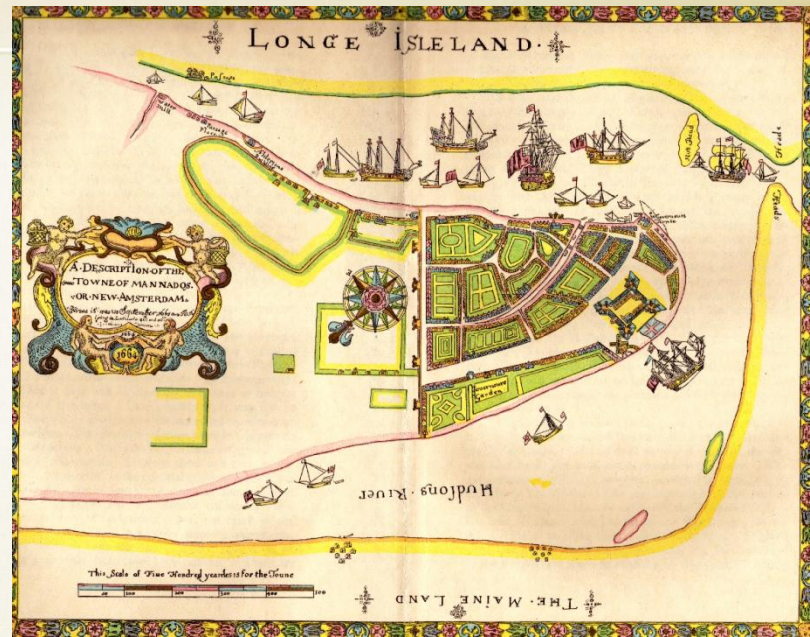
- Pope, a Pueblo Indian leader, organized a rebellion that involved some 17,000 Indians living in separate villages spread across hundreds of miles
- Outraged Indians burned churches, tortured, mutilated, and executed priests, and destroyed all relics of Christianity.
- Took 14 years and 4 military assaults for Spaniards to reestablish their control over New Mexico.

- Spain and Portugal were the only successful colonizers until after the defeat of the Spanish Armada, opening the door for other European nations (Dutch, French, British)



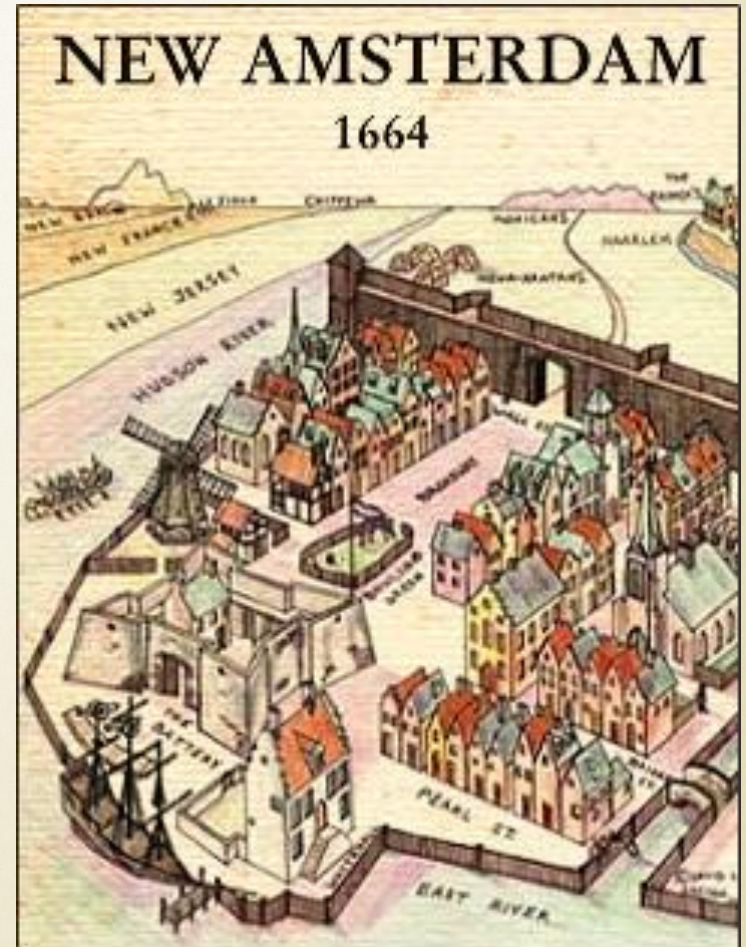
Dutch Settlement

- Primarily in Carribean and Hudson River Valley
- Plantation
- Patroonship: Dutch version of Encomienda in order to encourage settlement, gave land for settling 50 people, which one was expected to run like a feudal lord.
- Eventually lost land to British



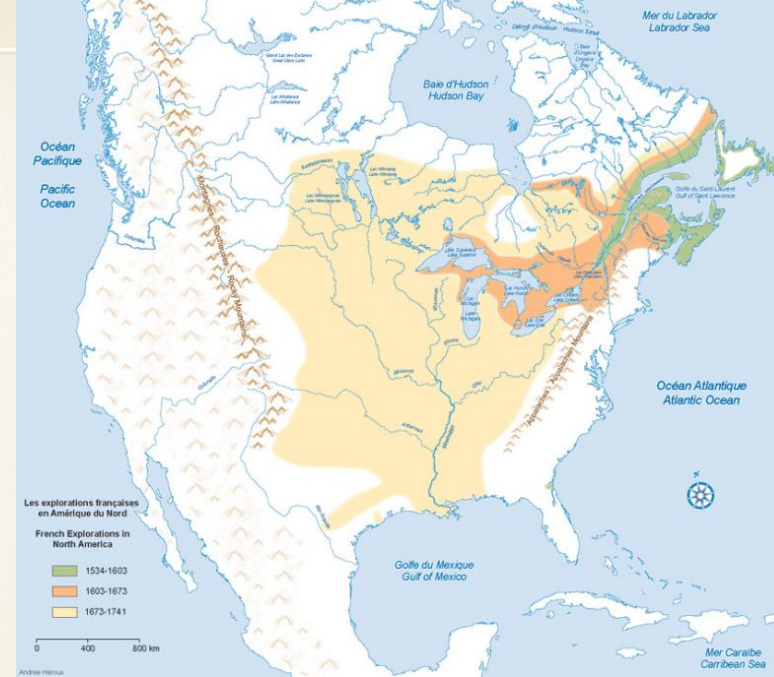
Dutch settlement

- Dutch excluded anyone who wasn't a member of the Dutch Reformed Church
- Colonies were run by the Dutch Company, a stockholding company.



French Settlement

- Mostly Canada
- Very sparsely settled, trapping and trade with Native Americans
- Much better relations with Native Americans
 - French Jesuits were only missionaries who were peaceful with Native Americans.



French Settlement

- Roman Catholic requirement for colonization
- Direct Royal Colonial Charter, so King had control
- French Protestant refugees, the Huguenots, established North American settlements outside the control of French authorities.

Moctezuma and Cortes



Secondary Source: Textbook background

A small group of conquistadors led by Hernán Cortés reached Mexico

GLOSSARY

- Who was Hernan Cortes?
- Who was Moctezuma?
- According to the text, what happened when Cortes met Moctezuma in 1519?

Source: A 2006 history textbook titled *World History: Medieval to Early Modern Times*.

mythology

Evaluating sources

- How do we know that a source is reliable?
- What issues do we want to consider when evaluating the reliability of a source?

Read Document A

- SOURCING:
 - Who wrote the document?
 - When did he write it?
 - Is the writer a reliable source for the encounter?
Why or why not?
- SUMMARIZING: Write a 3-5 sentence summary of what this source claims to have happened when Cortes and Moctezuma meet.
- COMPARING and CORROBORATING: Discuss whether the document corroborates the textbook account.

Read Document B

- SOURCING:

- Who wrote the document?
- When was this document written?
- Is it reliable?

- SUMMARIZING: Write a 3-5 sentence summary of what this source claims to have happened when Cortes and Moctezuma meet.

- COMPARING and CORROBORATING: Discuss whether the document corroborates the textbook account.

Read Document C

- SOURCING:
 - Who wrote the document?
 - When was this document written?
 - Is it reliable?
- SUMMARIZING: Write a 3-5 sentence summary of what this source claims to have happened when Cortes and Moctezuma met.
- COMPARING and CORROBORATING:
 - Describe how Document C compares to Documents A and B.
 - Why might Document C differ so much from the others?

Moctezuma and Cortes

- What is one reason why you might believe that Moctezuma welcomed Cortes into the Aztec capital?
- What is one reason why you might NOT believe that Moctezuma welcomed Cortes?
- How confident are you about what really happened when Cortes met Moctezuma?

H-A-P-P Analysis

H-A-P-P

- ***Historical Context***

What is happening specific to the document and within the larger historical context that could influence this document

- ***Audience***

Whom is the author addressing, and how will that impact what is being written?

- ***Point of View***

Who was the person, and what was their opinion?

- ***Purpose***

What was the author's purpose in creating this document?

DocBlock

Bartolome de las Casas

On Spanish Treatment of the Indians

from

History of the Indies, 1528

2-Minute Drill

Respond to the following:

What did you learn that supports our objective for today's class?

Turn in your responses and my copy of the las Casas document

HOMEWORK:

Don't forget Chapter 2 is due tomorrow!

Also, please have your binders ready by Friday!