Exploration and Early US Settlement
High School, 11th Grade

Project READI Curriculum Module
Technical Report CM #20

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Project READI operated as a multi-institution collaboration among the Learning Sciences Research Institute, University of Illinois at Chicago; Northern Illinois University; Northwestern University; WestEd’s Strategic Literacy Initiative; and Inquirium, LLC. Project READI developed and researched interventions in collaboration with classroom teachers that were designed to improve reading comprehension through argumentation from multiple sources in literature, history, and the sciences appropriate for adolescent learners. Curriculum materials in the READI modules were developed based on enacted instruction and are intended as case examples of the READI approach to deep and meaningful disciplinary literacy and learning.

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[Teacher Comment: As an AP History teacher, content coverage and time constraints are always at the forefront of my planning and instruction. Not having the flexibility to do drop-in designed units of instruction, I found embedding the READI History Learning Goals (Appendix A) into my required content and threading the deepening of them throughout the year helped achieve multiple purposes. My students received the content they needed to be ready for the year-end AP History Test while at the same time were provided opportunities to be introduced to and increase their command of the literacy practices of history.

Melding the two together (AP curriculum content and READI learning goals) came with its challenges. I needed at times to pull back and be more in a teacher content delivery mode while at other times give my students the time and freedom to do the intellectual work of historical inquiry themselves. Knowing when to step in for learning and when to step out of the way of learning became an ongoing balancing act. By the end of the year, my students learned history but they learned more than names, dates, and events. They ended with some idea of how to approach the reading, reasoning, and writing involved in historical argumentation.]

Unit 1: Pre-Unit--What is History?

**Background:** Historians analyze existing documents and artifacts and read the interpretations of other historians in order to develop plausible interpretations of the past. Because these existing documents don’t always agree, are incomplete, and come from various perspectives, historians understand that their accounts could be contested. The event happened, but how the event is related to others is dependent on who is doing the telling and what evidence they are using, thus the need to distinguish accounts of events from the actual event. This is a key epistemological understanding in history. Students often come into history classes, however, believing that historical accounts are completely factual, and so their response is to memorize the facts. I want to disrupt that kind of approach to history. I do it as the first activity of the year, and then reinforce the idea throughout the year.

The beginning of the year is also the time where I set norms for reading and discussion. I want students to know that they have to really dig in to text to be able to analyze them critically. The words authors choose, for instance, can be keys to their perspective. I want students to have productive, substantive discussions, also, which are based on the work they have done. I need to start reinforcing these behaviors from the start.

**Guiding Question:** How can we define history for our classroom this year?

**Purpose:** *This set of lessons is intended:

1. To help students understand that*
• History consists of accounts of events (rather than the events themselves). (Goal 6: Epistemology)
• Historians create and defend their own interpretations of past events (represented in their accounts). (Goal 6: Epistemology)
(2) To develop an established set of norms about reading and discussing in class, including an introduction of “close reading.” (Goal 1: Close Reading)

*See Appendix A for Project READI History Learning Goals.

**Activity 1.1:** Definition of history

**Literacy Purpose:** To find out what students are currently thinking so that I can move them to a position of understanding history as the creation and defense of interpretations of past events, using evidence and reason.

**Texts/materials:** Wordle (a word cloud application found at: www.wordle.net)

**Procedures:**
- Prior to class students write an answer to the question: What is history? Teacher collects definitions and creates a word cloud (www.wordle.net)
- Teacher uses the word cloud to ask students…
  - What words stand out?
  - What theme is prevalent?
  - Why do you think you have developed a definition of history in this way?
  - Why do you think I’m beginning the school year having us develop a definition together?

[Teacher Comment: “What is history?” is a question designed to get students to think about epistemology. When students have been asked this question in previous classes, they have talked about history being the sequence of past events (in other words, the events rather than the accounts). But getting student responses out on the table allows me to think about where we have to go next. The word cloud allows students, then, to reflect on where they are at this point in time with their definitions, and later, they will come back to their definitions to see if they need revisions.]

**Student Responses:** Students highlighted words such as “events,” “past,” “perspective” and “story.”
**Activity 1.2:** Using students’ “accounts” to help them think about the difference between events and accounts.

**Purpose:** To help students think about what people are writing and why they might be writing their accounts in particular ways. The difference among the students’ accounts will help make the point that “accounts” differ from the events themselves. (Goal 6: Epistemology).

**Text/Materials:** Students’ accounts of the first day of school.

**Procedures:**
- Prior to the start of class, I tell students to write down what happened on the very first day of class. They came into class the next day with these “accounts.” I tell them that we will analyze them.
- Students discuss the following questions in small groups:
  - How do accounts relate to the event they describe?
  - Is it possible for accounts to completely capture events? Why or why not?
  - How are accounts connected?
  - What explains the fact that people studying the same event create differing accounts?
  - Can one account be better than another? Does it matter which version of an event we accept as true? What makes one account more compelling than another?
  - How does the writer of an account use evidence to make his/her claims?
- After students discuss these questions in groups, they share out answers to 1, 2, and 4.

**[Teacher Comment: I also use this activity to establish some norms regarding discussion and small group work. I have set up my room with students in groups of three and four. For me, these small groups are an excellent way to help every student get their ideas out on the table. But before we start, we discuss the ways in which discussion should proceed in order to make it productive. It’s a good idea for students to come up with the norms of group behavior. It’s easy to chart these and display them in the room, so that if students forget, they can be reminded.]**

**Student Responses:** Very quickly students realize that there is a difference between an event and an account, but dissecting the nuances of that difference is not easy.

**[Teacher Comment: I think that students’ conversations could be more focused. Questions I am considering using next time are: 1) What is similar among the accounts? Different? 2) Describe the process by which you constructed your
account. What is similar and/or different about the process among your group members? 3). Is it possible for accounts to completely capture an event? Why or why not? 4). What helps us explain the fact that people involved the same event can create differing accounts? (Activity 1.2)

Also, I would like to have students consider what questions are important to ask about an account. I’m thinking of having students generate a set of questions that would perhaps change as students became more sophisticated readers of accounts.

**Key Understanding:** Historical accounts are products of human thought, involving selection, evaluation, and interpretation. As Lowenthal noted, “The past is not organized; it has no beginning, middle, end (except chosen by a historian) nor does it have meaning (except imposed by a historian).” The factual evidence about a particular event is important as we begin to grapple with understanding how people use evidence to create and defend their own interpretation of past events.

[Teacher Comment: At the beginning of the year, I am more apt to be explicit about what I want students to learn. So, after students exhausted this discussion, I recapped what they discussed and interjected this understanding—albeit more informally and not in these words. I view this as an example of the way one thinks about history. Later on, I will fade out this kind of explicit summary.]

**Assessment:** Students write exit slip answer to question: How do historical events differ from historical accounts?

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**Unit 1: Exploration and Settlement**

**Background:** I structured my units chronologically. This first unit not only is about the period of exploration and settlement (the content); it also orients students to the reading and writing of history. Each unit has an overarching essential question, and consists of several series of activities structured to help students achieve particular reading and writing purposes as well as to learn about the content. The reading and writing activities are meant to achieve the six history literacy goals that guide READI instruction in history. (See Appendix A, READI History Learning Goals)

**Overarching Essential Question for Unit:** “What was the impact of the European settler’s encounters with the ‘New World’?”

**Sub-questions:**
- Are the Spanish encounters characterized better as conflict or coexistence?
- What happened when European settlers met the people of the Americas?
- How did the attitudes of European colonizers shape the way they colonized the “New World”?
[Teacher Comment: Why these questions? Why not others? These questions are important because they reflect the kinds of questions that historians ask, and they require students to think about how a historian decides what is significant and what is not, determines cause and effect (impact), and wrestles with interpretations of the motivations of historical actors (attitudes of European colonizers) in order to characterize a period of time or series of events. The focus of literacy goals is on helping students to engage in the critical thinking necessary to answer these questions.]

**Literacy Purposes:** (See Appendix A, READI History Learning Goals)

- To help students understand historian’s differing interpretations of Columbus’ encounters with the native population in the Americas. (Goal 6: Epistemology)
  - To emphasize the point in the earlier lesson that history consists of accounts that are the approximation of events based upon incomplete, often contradictory evidence from the historical record. (Goal 6: Epistemology)

[Teacher Comment: Purposes 1 and 2 emphasize again that history is made up of interpretations and that these don't always agree.]

- To develop students’ ability to develop their own interpretations of history based upon what they have read. (Goal 5: Evaluation)

[Teacher Comment: This is a challenging purpose. To do this well, they would have to read the documents critically, corroborating across documents, making judgments of veracity based upon the source and context of the information, and defending a claim based upon evidence. At the first of the year, I don’t expect them to do this in a sophisticated way. But, at the same time, I want to see how well they do with different aspects of the task. This lesson gives me an idea of what students can and cannot do.]

- To begin to familiarize students with the various kinds of historical texts in the classroom and to help them think about the affordances of these texts.
  - Primary sources—documents and artifacts from the time period. This is the “historical record” upon which historians rely to develop their accounts. They represent the perspectives of their creators and need to be interpreted in light of these perspectives and in the context of the time in which they were created.
  - Secondary sources—documents that interpret the historical record (e.g. a book, article, or monograph written by a historian or journalist). They consist of implicit or explicit arguments (claims, warrants, and evidence) about events—their causes and effects, historical actors’ motivations and tactics, significance, and so on.
  - Tertiary sources—documents that describe or summarize events by relying on primary and secondary sources (e.g. a history textbook).
They make claims about what happened but may lack references to evidence. For students, they can be used to provide contextual knowledge because they introduce significant people, places, events, policies, and so on, but they may miss perspectives and details found in primary and secondary sources. (Goal 1: Close Reading of historical texts)

- To provide an introduction to historical thinking: sourcing, contextualization corroboration (Goal 2: Historical Thinking).

**Texts/Materials:**

- The World Known to Europe” map. (Activity 1.a) (http://etc.usf.edu/maps/pages/7600/7691/7691.htm)
  - This map shows how Europe conceived of the world before the Spanish explorations. I use it to make the point that Europe knew nothing about the “New World,” which then leads to the question of what would happen upon their discovery of it. It provides a way to lead into the overarching question of the unit.

  - This is a secondary source. Howard Zinn argues that the Spanish colonization brought more harm than good to the indigenous people of North, Central, and South America, relying largely on evidence from the journals of a Dominican Friar, Bartolome de Las Casas. Zinn describes the Spanish colonization as a ruthless moment in world history. But he does more than that. He also talks about the nature of historiography itself and how historians can lie by omission or can tell the truth so quickly that it gets buried, and he accuses another historian of doing so about Columbus. His argument is strongly stated, and his writing of it draws students in. For those reasons, this text is a good one to begin with.

- de Las Casas. History of the Indies. 1542. (Activity 4.1b)
  - An excerpt from de Las Casas’ journal, this primary source document presents strong opposition to the Spanish encomienda system, describing in detail horrific treatment of the natives at the hands of the Europeans. The British commissioned the journal fifty years after Columbus’ first voyage. Zinn relies heavily on this document as evidence for a “conflict” interpretation in his chapter, and Bailey (below) uses it but not as the primary piece of evidence.

  - This history textbook chapter is a tertiary source (drawing from primary and secondary sources) and provides evidence supporting both “conflict” and “coexistence” interpretations. Like Zinn, Bailey used the de Las Casas journal as evidence, but also included other evidence to achieve a balanced view, with somewhat more weight on the notion of “coexistence” and the notion of a Columbian exchange.
Being a textbook, the arguments in it are implicit, not as easily determined as the argument in the Zinn source. Comparing and contrasting the two sources helps students see the difference in secondary and tertiary sources as well as the difference is what the two are claiming about Spanish exploration. Bailey and Zinn are counterpoints.

- **Columbian Exchange map** (Activity 4.4a)
  - A secondary source, this map details the exchange of products from Europe, Africa, and Asia to the Americas and vice versa, showing the “Columbian Exchange,”—a “coexistence” interpretation. A map represents historical information geographically and visually and is an important genre in history, albeit one that students, on their own, may choose to overlook. A map can represent a perspective on the past (as this one does) just like a text can.

- **El Requerimiento**
  - [https://nationalhumanitiescenter.org/pds/amerbegin/contact/text7/requirement](https://nationalhumanitiescenter.org/pds/amerbegin/contact/text7/requirement)
    - El Requerimiento, meaning "the requirement, or demand," was drafted in 1513 by Juan López de Palacios Rubios, a member of the Council of Castile, which advised King Ferdinand. This primary source document was designed to be read in Spanish by Spanish explorers to American Indians, introducing them to Christian doctrine. Indians were not compelled to convert, but if they did not, they were immediately subject to Spanish invasion. Some historians argue that this document gave Spain the justification for treating the Native Americans with force. While neither Zinn nor Bailey use this document, this primary source provides students with an opportunity to corroborate with Las Casas. However, it also raises interesting questions about Las Casas’ motive for writing, since this the El Requerimiento was drafted many years before Las Casas’ publication.

- **Declaration of Josephe, December 19, 1681**
    - The Pueblo Revolt (1680) is a moment when the Pueblo peoples align their interests to resist Spanish colonizers’ conversion efforts and forced labor demands. In this primary source, Josephe, a Spanish-speaking Indian and survivor of the revolt, is questioned by a royal authority in Mexico City investigating the Pueblo Revolt. The document primarily focuses on the resistance of the Pueblo people to efforts by the Spanish to convert Pueblos to Christianity. Since it is very difficult to locate primary sources written by Native Americans, this particular source provides students’ with the Native American perspective of Spanish colonization. This document also lends itself well to probe at sourcing with the students, due to the fact that Josephe is not the speaker.
**Activity 1:** Introducing the inquiry.

**Purpose:** To spark students interest in Columbus’ contact with the new world.

**Materials:** Map: *The World Known to Europe, 1492* (Activity 1.a)

**Procedures:**
- Project Map: The World Known to Europe, 1492. To students, “What do you notice? What sticks out?”
- Students engage in discussion

[Teacher Comment: Each time we have a discussion of the readings, we get all of the comments out on the table, then return to the overarching inquiry question and sub-questions to think about what the text said that would answer these questions.]

**Student Responses:** Students notice that the map shows European knowledge of Asia and some of Africa but nothing else. That is, Europe knows nothing about the “New World.”

*(Teacher Comment: These responses help me to make the point that the Europeans’ imminent contact with unknown lands and peoples that they didn’t know existed is an interesting area of historical study. They allow me to introduce the question, “What was the impact of the European settler’s contact with the ‘New World’?”)*

- Introduce overarching question, “What was the impact of the European settler’s encounters with the “New World”?”

- Work through how one would break down the question: (teacher think aloud)
  - “European settler’s encounters” requires me to know something about Europeans motives and tactics.
  - “impact” requires me to know something about what changed as a result of the encounters. So I need to know something about things were before they came as well as after they came. This means the DATE of contact is important.
  - I also think of other questions: How did the attitudes of European colonizers shape the way they colonized the “New World”? What happened when European settlers came into contact with the people of the Americas? Why was the contact so significant?

*[Teacher Comment: This think aloud is an example of a routine that I establish at the beginning of the year. I think aloud regularly throughout the first semester. It’s critical for students to consider how to unpack a question and why it’s important for their learning from the beginning of the school year. My experience has taught me that students do not always know what a question is asking of them. Here I am attempting to establish a routine that will continue throughout the school year. The*
next time a question such as this is introduced, I will have students help break it down, and gradually they’ll be able to do this themselves.]

**Activity 2:** Europe before Columbus’ contact with the New World

**Purposes:**
- To help students understand that “impact” questions such as the Essential Question imply a need to understand what happened before an event (the causes) as well as what happened after an event (the effects). Historians also often try to interpret historical actors’ motivations from information in the historical record, and this activity gets at those motivations.

**Procedures:**
- Students gather in their small groups, and generate their preconceived notions about the Atlantic world using the Notetakers below. Responses are debriefed as students share in class. (Activity 2.a)
- I asked: How do you know this? What evidence do you have to support your thinking?

[Teacher Comment: I have found the questions (How do you know? What evidence do you have?) are powerful. Students come into class able to answer questions, but unable to point to evidence. I try to constantly work these into discussions.]

- I project population estimates on overhead, asking students how accurate they were and if the estimates cause them to change some of their preconceived notions about what life was like.

[Teacher Comment: Students should be able to change their perspectives based upon evidence. Coming in to this class, students have a lot of preconceived notions that are not necessarily born out by the evidence, and this activity is the first point where I ask them to compare what they thought with what they are now learning. Asking students what the new information is doing to their existing information is a strategy used by Bain, *How Students Learn History in the Classroom*, 2005, that I would like to incorporate more into the classroom. In an effort to push students beyond reproducing conclusions, this questioning strategy requires students to take a more active role in the process of creating and defending their own interpretations and conclusions.]

**Activity 2.a**

<table>
<thead>
<tr>
<th>Europe</th>
<th>“New World”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
</tr>
<tr>
<td>Activities of people</td>
<td></td>
</tr>
</tbody>
</table>
How are they similar? How are they different?

<table>
<thead>
<tr>
<th>Population Predictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>London</td>
</tr>
<tr>
<td>Paris</td>
</tr>
<tr>
<td>British Isles</td>
</tr>
<tr>
<td>Italy</td>
</tr>
<tr>
<td>Taino peoples (living in Cuba, Hispaniola, Jamaica, the Bahamas)</td>
</tr>
</tbody>
</table>

- Lecture: People of the Americas. Students take notes as I lecture about the native American populations.

[Teacher Comment: In college, students will be expected to learn from lecture. Although I do not lecture a lot in this class, I try to occasionally so that they will get used to this format.]

- Lecture: Notes on European World circa 1491. Students take notes on as I lecture about the impact of political, social, and economic changes taking place in Europe that would have motivated different European powers to colonize.

[Teacher Comment: This lesson focuses on the answer to the questions: How did the attitudes of European colonizers shape the way they colonized the “New World”?]

[Teacher Comment: At this point in the year, I’m not too concerned about the notes format that students use. I am curious about what they do when I tell them to “take notes.” I will look at their notes and that will help me to plan future lessons in note-taking.]

- Students engage in discussion: Students are asked “How does this information support, extend, or contest what you already understand?”

[Teacher Comment: Here, I am asking again to compare their preconceived notions with new information, but I’ve added some terminology: “support,” “extend,” and “contest.” We discuss briefly what these three terms mean.]

Students are assigned the Zinn text “Columbus, The Indians, and Human Progress” for the next day. (http://www.historyisaweapon.com/defcon1/zinncol1.html) Prior to
reading, they are asked to answer the attached questions (Activity 2.b). For student work examples, see Activity 2.b Student Work.

[Teacher Comment: This activity gets students to write down their preconceived notions about Columbus and then find information in the text that supports, extends, or contests what they thought. Zinn also discusses historiography and the last question gets students to think about what Zinn is saying about history. His thoughts are useful in getting students to think about history in more sophisticated ways.]

Activity 3:  Addressing the Essential Questions with the first reading

Activity 3.1:  The first reading

Purposes:
- To understand Zinn’s account of Columbus’ encounters with the New World.
- To determine Zinn’s perspective of Columbus’ experience.
- To reflect on the nature of secondary texts (historical accounts such as Zinn).

Materials:  Zinn, chapter one from *A People’s History of the United States.*  
(http://www.historyisaweapon.com/defcon1/zinncol1.html)

Procedures:
- Students wrote their initial thinking before reading for homework. They are asked to contrast their initial thinking with what they read from Zinn. “What did you think about this reading selection? Did you find more evidence from the chapter that supported your initial thinking or contested your initial thinking?”

Student Responses:  It is apparent from the discussion that students have the sense of Zinn’s perspective. Using Zinn as an initial text works really well in this case because he is so accessible for students. The way he frames the contact between the Europeans and Native Americans creates a bit of cognitive dissonance for students. For some students, this is the first time that they are exposed to Columbus’ actions. The discussion that takes place is usually a lively one. (See Activity 2.b student examples for written student responses)

- Small group discussion—an “Undiscussion” - post instructions for students on the process of the “Undiscussion”

(1) One student selects a question from the pile and poses it to the group (See Activity 3.1.a for questions)
(2) All other members respond to the question
(3) Student who selected question provides final thoughts
(4) Move to next person
[Teacher Comment: Here is another example of a group discussion, but this one has a more formal format. Before beginning, it is a good idea to go over discussion norms and to also review the specific procedure for this discussion. The questions for this activity have more than one answer, and so, each question provides an opportunity for multiple perspectives.

I find that through the discussion the students are able to help each other develop a deeper understanding of Zinn’s argument. Reading and discussing secondary sources has increasingly become an integral part of my class. I use this discussion as an opportunity to set the foundation for discussion norms, as well as probing at student thinking through my discussion questions.]

• Discuss characteristics of secondary texts (historical accounts). Generate a list of characteristics. (See Activity 3.1.b for examples of students’ notes)

[Teacher Comment: This activity helps students to begin thinking about the affordances of different kinds of texts, a part of Goal 2: Historical Thinking.]

Activity 3.2: Return to students’ ideas of what history is.

Purpose: To ask not, “What is history” but “What do historians do?” in order to understand what students think now about the process of understanding the past.

Procedures.

• “Write now” What do historians do? Students generate a list of historian’s activities and these are discussed and summarized into a master list. (Activity 3.2a). This procedure also allows me to analyze students’ changes in understanding of historical epistemology (Goal 6: Epistemology)

[Teacher Comment: The phrase “Write now” refers to the questions I ask at the start of each class period. I try to craft questions that help bring context to the focus of the day’s activity. I expect students to reflect on the question independently for the first 2-3 minutes of class.

Student Responses: Some students mentioned the idea that historians look at perspective and have perspectives. (Activity 3.2.a examples of student responses to the question: “What do historians do?”)

[Teacher Comment: I use student responses to discuss perspective and as a way into the interpretation of the Zinn text.]

• Key understanding: Everyone brings his or her own perspective to the reading, writing and thinking in history. The perspective of a person writing about the past motivates their decisions about the evidence they select, how they evaluate the evidence and the way they interpret the evidence. Historians use interpretive frameworks as a way to analyze the past. For
instance, they may think history plays out because of great men or that grassroots movements are at the heart of change over time (Great Man v. Grassroots). Some think that history is a story of progress, whereas some view it as a story of decline. Some historians celebrate traditional interpretations of the past, while others challenge the dominant narrative.

[Teacher Comment: I want students to come to these conclusions on their own. As we summarize the work that they have done, I will highlight those list items that get at these points, restating them for emphasis. I might also do some selective questioning and explanation if these understandings don’t emerge.]

**Activity 4:** Addressing the Essential Questions across Sources

**What was the impact of the European settler’s encounters with the “New World”?**
- Are the Spanish encounters characterized better as conflict or coexistence?*
- What happened when European settlers met the people of the Americas?
- How did the attitudes of European colonizers shape the way they colonized the “New World”?

**Purposes:** (See Appendix A)
- To introduce the idea of sourcing (Goal 2: Historical Thinking)
- To help students learn how to corroborate across sources (Goal 2: Historical Thinking)
- To help students begin “close reading” (Goal 1: Close Reading)
- To consider the affordances and limitations of primary documents (Goal 2: Historical Thinking)
- To learn how Zinn and de Las Casas depict Columbus’ contact with the “New World”
- To consider why an author (in this case, Zinn) might use certain sources (in this case, de Las Casas) and not others.

**Materials:**
- Zinn, Chapter 1 (http://www.historyisaweapon.com/defcon1/zinncol1.html)
- de Las Casas, *The Destruction of the Indies*, 1542. (Activity 4.1b)
- T-Chart (Activity 4.1a)

**Activity 4.1:** T-Chart

**Procedures**
- Introduce T-Chart (See Activity 4.1.a)
- Return to the original map (Activity 1.a) and remind students of the questions (What was the impact of the European settlers’ encounters with the “New World? Are the Spanish interactions characterized better as conflict or coexistence?)
• Have students generate a T-chart. (Activity 4.1a) The left side is “Coexistence” and the right side is “Conflict.”
• Think Aloud about organizing notes into a T-chart: “Why did I create a T-chart? Notice how I used the question to help me organize my notetaker. This particular question asks me to consider “encounters”—not a very descriptive word. “Encounters” could mean “coexistence” or “conflict.” In order to create an interpretation of the Spanish interaction, I have to have a clear definition of vague words; this will help me develop a coherent argument. A clear definition of vague words also help give me a frame for analyzing my sources; I look for evidence of either coexistence or conflict, which I think helps define the vague word “encounters.” Does this structure work for every question? NO.”
• Discuss with students the definitions of the two words, coexistence and conflict.
• Model what a note should look like, using the Zinn text.
• Have students analyze the Zinn chapter using the T-Chart.

[Teacher Comment: I continue share my thinking during these first few lessons. An important pre-writing skill that I try to instill in my students is to chart their ideas for an essay before writing. Here, I am thinking aloud about how the type of question helps influence the type of chart or notetaker I create to organize my thoughts for a written response. I return back to this idea often throughout first semester, and will assess student understanding by eventually asking students to “map” a response. In addition, I think aloud about defining terms in the question. This is an important skill, too, since the definitions historians assign to words is an initial step in constructing an argument about past events.]

• Sourcing Introduction—Source: de Las Casas. (Activity 4.1b)
  o With final five minutes of class remaining, distribute copy of de Las Casas primary source to students.
  o Direct students to “Source the document” and then read it, annotating as they read.
  o Allow students remaining time in class to interact with text.
  o Collect the primary source paper from students at the end of class.

[Teacher Comment: Eventually, I want students to engage in sourcing in a deep way, but I am intentionally vague with the directions here. I am informally assessing the way students interact with primary sources. I’m interested to see the ways in which they make sense of the text through their annotations. I photocopy their pages to have a copy of their initial thinking around the skill of sourcing at the beginning of the school year.]

[Teacher Comment: Historians engage in sourcing. That is, they try to determine what the author’s perspective was when he/she wrote the text. Students do this by finding out who the author is, what the circumstances were when he/she wrote the text, who the audience was, what the purpose for the text was, and what words the
author uses that belie his/her stance. Students at first provide a rather perfunctory explanation of who the author is, and it is important to help them see that the purpose for sourcing is to determine perspective. For example, they need to ask themselves why certain author characteristics might impact the message.]

**Activity 4.2:** Characteristics of Primary Source Documents (e.g. de Las Casas)

**Purpose:** To help students distinguish between primary and secondary sources in terms of their characteristics and the affordances and limitations they bring to the study of the past.

**Materials:** de Las Casas text (Activity 4.1b)

**Procedure:**
- **“Write Now”—**What are the characteristics of primary source documents? Students write individually, then share. An ongoing class list of characteristics is charted.

[Teacher Comment: *It is important to begin the discussion early, and continue through the school year, about the characteristics that define primary and secondary sources. I have learned not to assume that students understand the characteristics, and so I find this to be an important question to ask and debrief.*]

**Activity 4.3:** Reading de Las Casas using SOAPStone (Activity 4.3a) and “Close Reading”

**Procedures**
- Introduce the idea of “sourcing” using SOAPStone. (See attached Activity 4.3.a). I model the thinking for SOAPStone. (S = Speaker; O = Occasion; A = Audience; P = Purpose; S = Subject; Tone = tone of the document.)

[Teacher Comment: *In this instance, I want students to note the source that Zinn uses, de La Casas, and to consider why Zinn used him. I provide students with a procedure called SOAPStone to help students learn to source. The SOAPStone acronym helps remind students of the details that should be attended to when approaching a primary source document. At different points throughout the school year, I will have students “source” the document to gather a better understanding of what elements of SOAPStone I need to continue to work on. It is my goal, however, to deepen their understanding as the school year progresses. I model at this point, to help them understand the thinking in which they will have to engage, beginning with the fact that de La Casas is considered a primary source and showing students how I can tell.*]

**Engage in a close reading of de Las Casas:**
• **Model**—I explain that to read closely students may need to read the text several times for different purposes. This time, I am asking them to go back into the text to find evidence to support their thinking about how de Las Casas views the Columbus contact with indigenous peoples (coexistence or conflict). I model by reading a part of de Las Casas. In the model, I ask myself these questions: What attitude is expressed by de Las Casas? How do I know? What words or phrases support my answer? I annotate the text with these questions in mind.

[Teacher Comment: I use this opportunity to explain to students what I mean by the routine of a “close reading” of a text. I try to normalize as much as possible the idea that it is okay to re-read text. Since most of the errors I see students make in their work stem from a reading text only once, I stress to them that the act of close reading is a crucial one in our understanding of text. Creating as much opportunity for modeling and guided practice at the beginning of the year is also crucial.]

• **Guided Practice**—Students practice close reading to determine what de Las Casas’ main claim was and to revise their T-charts if necessary, using evidence from the text.

• **Feedback**—Discuss students’ thoughts about the de Las Casas piece.

[Teacher Comment: Note that I am using a direct instruction procedure here, modeling, providing opportunities for guided practice, and giving feedback. They will later engage in group and independent practice.]

• Zinn’s use of De Las Casas as a source - ask the following questions to guide small group discussion:
  o What does Zinn conclude about the encounters between the Spanish and Native Americans? (“Thus began the history of European invasion...a history of conquest”)
  o How does Zinn use evidence from de Las Casas to construct his account?
  o Knowing what you already know about Zinn, why do you think Zinn would depend so heavily on this particular account?

• Share out in whole group discussion

[Teacher Comment: Previously, I had students answer these questions before filling out the T-Chart using de Las Casas, and it did not work. Students were confused. Also, at this point, it would be important to ask students how SOAPSTone connects to these questions, because they get at the point that historians use particular pieces of evidence to support their perspectives.]

**Activity 4.3:** Characteristics of tertiary sources (textbooks and resources)
**Purpose:** To help students distinguish among primary, secondary and tertiary sources in terms of their characteristics and the affordances and limitations they bring to the study of the past.

**Procedure:**
- “Write Now”—How is a textbook, which is an account of past events, different from primary and secondary sources?
- Share out. Generate a list of characteristics

[Teacher Comment: Most students view the textbook as an absolute authority. Yet, historians want students to be critical of their textbooks, and to look at them in the same way they do other sources. What makes this hard is that textbooks are written as accounts but are really implicit arguments that events happened as they did for the reasons they lay out. Often, textbook authors make claims but do not back their claims with evidence. The evidence is assumed to be there. Because they are written as factual accounts, students miss that claims of cause-effect, motivations, or influence of various societal features (religion, economy, etc.) are really interpretations.]

Reflection: This is an important conversation to have with students, considering that most students view the textbook as an absolute authority.

**Activity 4.4:** Addition of Bailey Text

**Purposes:**
- To determine what perspective Bailey has on Columbus’ encounters with the New World
- To consider the type of evidence Bailey uses to construct his account of history
- To understand the argument Bailey is making about the Columbian Exchange.

**Materials:**
- de Las Casas (Activity 4.b)
- Columbian Exchange Map (Bailey) (Activity 4.4a)
- T-Chart (Activity 4.a Student Work Examples)
- Zinn (http://www.historyisaweapon.com/defcon1/zinncol1.html)

**Procedures:**
- Introduce Bailey text (students’ main textbook). Ask students to review it, looking at the kinds of evidence represented in the various features of the chapter on the Columbian Exchange (Columbian exchange map, smallpox drawing, maps, drawing of Tenochtitlan and Cortes). And why those features are significant (what they can tell from them about how Bailey views Columbus’ encounters.
[Teacher Comment: In this exercise, I am trying to alert students to the type of evidence that Bailey uses to construct his account of history. I want students to consider Bailey’s purpose for using certain kinds of evidence and to compare and contrast that purpose with Zinn.]

- Students read the text chapter information on the Columbian Exchange to do the following:
  - Identify where the products in the Columbian Exchange originated.
  - Describe the ways in which lives and lifestyles could change based upon the exchange of goods.
  - Determine which area of the world benefitted the most from the Columbian Exchange.
  - Besides disease, determine the element had the most profound impact on Africa, Europe, and America.

- Students discuss answers to these questions.

- **Show other interpretations of Columbian Exchange.** Google other depictions of the Exchange. Ask what the differences are compared to that in Bailey. Ask why he chose this particular version.

[Teacher Comment: The intention of this exercise is to underscore the subjectivity of evidence selection and representation. Zinn says, “The historian’s distortion s more than technical; it is ideological.” I want students to be curious about why Bailey used particular sources in his chapter and to generate questions about that.]

- **Close Reading of Bailey:** Students read the chapter in Bailey to see how he characterizes European’s encounters with the “New World” (coexistence or conflict). Ask, “What evidence do you have to support your answer?” They record this into their T-Chart. They are also asked to discover how Bailey uses de Las Casas. They discuss in class.

- **Student Responses:** (see attached Activity 4.3 SW for examples of students’ T charts)

[Teacher Comment: Bailey uses De Las Casas, too, but in a different way than Zinn does. He uses it as one of a number of sources, whereas Zinn uses it as his main source. The question is, why? Does it have anything to do with the difference in sources (Tertiary vs. Secondary)? Is it because of their different perspectives? An important sentence in the text for students to consider is “Yet the invader brought more than conquest and death.... To this day Mexican civilization remains a unique blend of Old World and New...”]

- **Compare and Contrast Bailey and Zinn**—Students are asked
  - How does Bailey’s use of Las Casas compare with Zinn?
  - How are the interpretations of the two historians different?
How can one primary source document be used to support two different interpretations?
What does the use of Las Casas by both Zinn and Bailey have to tell us about history?

• Students discuss in small groups and then share out.

• **Key Understanding**: When texts disagree, that disagreement tells us that the authors are interpreting history in different ways. Historians may have paid attention to different sources or looked at history from different perspectives. Recognizing differences can help us as readers of history to develop a deeper understanding of historical events, thus becoming more capable of making decisions about which interpretation to support.

**Activity 4.5**: Other texts on Spanish Exploration

**Purpose:**
- To determine what perspective *El Requerimiento* provides on the Spanish contact with the New World
- To determine what students have learned about the Spanish Exploration

**Materials:**
- *El Requerimiento* text
  (https://nationalhumanitiescenter.org/pds/amerbegin/contact/text7/requirement)
- SOAPSTone (Activity 4.3a)

**Procedures:**
- **Assessment**: Quiz on Spanish Exploration

**Teacher Comment**: I give the quiz at this point to get an idea of what they are understanding about the content at this point in the unit. That way, I’ll know what has to be done before the end.

- Sourcing—Allow students the five minutes to complete a SOAPSTone on *El Requerimiento*
- **Thinking aloud as I Question the text**—I discuss with students the kinds of questions they can be asking when they analyze a source. Some answers to the questions may appear in the text or notes or an outside source. I want students to understand not only what the text says, but also what it means in relation to the inquiry question. So I **model** some of the kind of questions that can be asked. *El Requerimiento* is a list of requirements of the native population by the Europeans. It was meant to be read aloud in either Spanish or Latin. Did the Indians understand what they heard? What evidence exists
that the native population comprehended their fate? What motive did the
King have in making these requirements? Why would the King place blame
on the natives for not converting? How many native peoples in lands
conquered by the Spanish actually converted?

[Teacher Comment: I model one or two of these questions and ask students to come
up with more. They can add to their questions after they read the text. Each time I
ask a question, I show how it relates to the inquiry questions, and when they ask a
question, I ask the same thing.]

• **Reading**—Students read the text and add to their Coexistence/Conflict
  T-Chart. They are asked to source *Declaration of Josephe for homework*
  (http://www.americanjourneys.org/pdf/AJ-009b.pdf)

**Activity 4.6:** Reading the *Declaration of Josephe*

**Purpose:**
• To determine what perspective the *Declaration of Josephe* provides on the
  contact with the New World
• To assess students ability to construct claims and evidence.

**Materials:**
• The *Declaration of Josephe*  (http://www.americanjourneys.org/pdf/AJ-009b.pdf)

**Procedures:**
• In their small discussion groups, direct students to discuss their findings from
  sourcing the document (homework assignment from previous night). Prompt
  students to consider the following questions:
  o How did the Pueblo Indians resist?
  o What point were the Pueblo Indians trying to make to authorities?

• **Close reading of Declaration of Josephe.** Students continue working in their
  small groups, but focus students’ close reading of the document on this
  question:
  o How does Josephe feel about the revolt? Does he sympathize or not?
    What evidence do you have for your answer?

• After students spend time discussing in their small groups, debrief as a whole
  class. Students then work to fill in the T-Chart using evidence from the
  Declaration of Josephe.

• **Claim-Evidence Construction.** Students submit a paragraph response to the
  main inquiry question to give me an idea of where students are in their
  writing. See attached Activity 4.6a for student examples.
• Returning to the original definition of “What is history?”—Ask students, “Based on what you now know, what is present and absent in your definition? If you were to rewrite your definition, what would it be? Students return to their previous definitions of history and revise, if necessary.
  o Example:
    ▪ Original Definition: History is a story of events that tells us why things are the way they are today. It’s everything that has happened before us and will be everything that will happen after us. History is about perspective. Who recorded the events and how does that influence what we learn from it
    ▪ Revised Definition: History is a story of events that tells us why things are the way they are today. It’s everything that has happened before us and will be everything that will happen after us. Known History is told through various perspectives, some more accurate than others.
  o Example:
    ▪ Original Definition: History is a story of the events of the past.
    ▪ Revised Definition: History is a story of the events, people, and ideas of the past as seen through many perspectives.

END OF UNIT ASSESSMENT

Assessment:
• Period One (1491 - 1607) Test
  o 12 multiple-choice “traditional” multiple choice style questions
  o document analysis - 2 documents with four questions each
  o 1 short-answer response:
    ▪ Briefly explain ONE example of how encounters between Native Americans and Europeans brought changes to Native American societies in the period 1492 to 1700.
    ▪ Briefly explain a SECOND example of how encounters between Native Americans and Europeans brought changes to Native American societies in the period 1492 to 1700.
    ▪ Briefly explain ONE example of how Native American societies resisted change brought by encounters with Europeans in the same period.
Section I: Multiple-Choice Questions

Set 1

Questions 1 – 4 refer to the following quotation.

“And as for the way of life of the inhabitants of New Spain and the province of Mexico, I have already said that these people are considered the most civilized of all, and they themselves take pride in their public institutions, because they have cities erected in a rational manner and kings who are not hereditary but elected by popular vote, and among themselves they carry on commercial activities in the manner of civilized peoples.

“But see how they deceive themselves, and how much I dissent from such an opinion, seeing, on the contrary, in these very institutions a proof of the crudity, the barbarity, and the natural slavery of these people; for having houses and some rational way of life and some sort of commerce is a thing which the necessities of nature itself induce, and only serves to prove that they are not bears or monkeys and are not totally lacking in reason. But on the other hand, they have established their nation in such a way that no one possesses anything individually, neither a house nor a field, which he can leave to his heirs in his will, for everything belongs to their masters whom, with improper nomenclature, they call kings, and by whose whims they live, more than by their own, ready to do the bidding and desire of these rulers and possessing no liberty.

....

“They have distributed the land in such a way that they themselves cultivate the royal and public holdings, one part belonging to the king, another to public feasts and sacrifices, with only a third reserved for their own advantage, and all this is done in such a way that they live as employees of the king, paying, thanks to him, exceedingly high taxes....”

— Juan Gines de Sepulveda, *The Second Democrates*, 1547

1. Which of the following features of the lives of the native peoples of the Americas did de Sepulveda find to be the most striking difference from European life?
   (A) elected monarchs
   (B) structured cities
   (C) the absence of property rights
   (D) the payment of taxes by the people

2. Which of the following people would be most likely to agree with the overall perspective of the native peoples expressed by de Sepulveda’s position
   (A) Bartolome de las Casas
   (B) Christopher Columbus
(C) Juan Lopez de Palacios Rubios
(D) Robert de La Salle
3. This excerpt provides historical foreshadowing for which of the following?
   (A) future conflicts between Indians and Europeans over territory
   (B) future problems between native spirituality and Christianity
   (C) future struggles among European powers for dominance in the New World
   (D) the future establishment of slavery

4. The perspective expressed in the quotation was probably shared by those who supported for which of the following?
   (A) the encomienda system
   (B) Columbus’s second voyage
   (C) de la Casas’s History of the Indies
   (D) the expulsion of the Moors

Set 2

Questions 5 – 8 refer to the following quotation.

“The Aztecs begged permission of their king to hold the fiesta of Huitzopochtli. The Spaniards wanted to see this fiesta to learn how it was celebrated. … All the young warriors were eager for the fiesta to begin. They had sworn to dance and sing with all their hearts, so that the Spanish would marvel at the beauty of the rituals.

“The great captains, the bravest warriors, danced at the head of the files to guide the others. The youths followed at a slight distance. Some of the youths wore their hair gathered into large locks, a sign that they had never taken any captives. Others carried their headdresses on their shoulders; they had taken captives, but only with help. Then came the recruits, who were called "the young warriors." They had each captured an enemy or two. The others called to them: "Come, comrades, show us how brave you are! Dance with all your hearts!

“At this moment in the fiesta, when the dance was loveliest and when song was linked to song, the Spaniards were seized with an urge to kill the celebrants. They all ran forward, armed as if for battle. They closed the entrances and passageways, all the gates of the patio: the Eagle Gate in the lesser palace, the Gate of the Canestalk and the Gate of the Serpent of Mirrors. They posted guards so that no one could escape, and then rushed into the Sacred Patio to slaughter the celebrants. They came on foot, carrying their swords and their wooden or metal shields.”

— account of a native witness, translated by Bernardo de Sahagun, 1529

5. Which of the following words/phrases most accurately describes the situation as described by this eyewitness account?
   (A) a battle
   (B) a cultural misunderstanding
(C) a dilemma
(D) a sneak attack

6. Which of the following Spaniards exhibited dealings with the Indians that were most similar to the dealings with Indians described here?
   (A) Junipero Serra
   (B) Francisco Coronado
   (C) Vasco Nuñez de Balboa
   (D) Juan de Oñate

7. Which of the following events during the Spanish colonization period might be used to show that this eyewitness account may not be completely objective?
   (A) the noche triste
   (B) Pope’s Rebellion
   (C) Juan Ponce de Leon’s death
   (D) the defeat of the Incas

8. This document could best be used by a writer in order to
   (A) disprove the Black Legend as a falsehood
   (B) show that the Black Legend had some basis in fact
   (C) prove that the Black Legend was actually true and not an exaggeration
   (D) provide a context for the Black Legend

9. The period of Spanish exploration of the Americas led to all of the following EXCEPT
   a. support for democratic ideals in government
   b. increased rivalry among nations
   c. the availability of new sources of food
   d. interest in migrating to the Americas
   e. significant changes in the diets of Europeans

10. The mixture of Indian and European heritage was/is referred to by the word
    a. encomienda
    b. malinche
    c. mestizo
    d. moor
    e. raza

11. A crucial political development that paved the way for European colonization of America was
a. rise of Italian city-states, like Venice and Genoa.
b. feudal nobles’ political domination of the merchant class.
c. rise of the centralized monarchies, such as those of Spain, Portugal, and France.
d. political alliance between the Christian papacy and Muslim Arab traders.
e. decline of religious conflict between Roman Catholics and Protestants.

12. “In the 1500s, Native Americans possessed wide range of complex cultures.” Each of the following gives evidence to support this statement EXCEPT:
   a. the Aztec capital of Tenochtitlan
   b. the organization of Inca society
   c. Native Americans’ susceptibility to European diseases
   d. the Mayans’ agricultural system
   e. the Mayan calendar

13. By the end of the 16th century, all of the following were generally true about Spain's colonial empire EXCEPT:
   a. It was controlled by a bureaucracy in Madrid.
   b. The Roman Catholic Church had great influence.
   c. New universities were spreading education and culture.
   d. Families continued to emigrate from Spain.
   e. Great wealth was being sent back to Spain.

14. European contact with the Native Americans led to
   a. An increase in the Native American population
   b. The deaths of millions of Native Americans, who had little resistance to European diseases
   c. The introduction into the New World of such plants as potatoes, tomatoes, and beans.
   d. The Europeans’ acceptance of the horse into their culture.
   e. The death of European’s due to Native diseases.

15. The flood of gold and silver from Spain’s New World Empire into Europe after 1500 played a large role in the
   a. rise of capitalism
   b. Protestant Reformation
   c. development of an industrial working class
   d. expansion of the jewelry industry
   e. development of a modern system of precious metal currency

16. Cortes and his men were able to conquer the Aztec capital of Tenochtitlan partly because
   a. they had larger forces than the Aztecs
   b. the Aztec ruler Montezuma believed that Cortes was a god whose return had been predicted.
   c. the Aztecs were a peaceful people with no experience of war or conquest
d. the city of Tenochtitlan already had been devastated by disease epidemic.
e. Cortes was able to bribe many Aztec warriors to betray their people.

17. The primary staples of Indian agriculture before the European arrival were
   a. potatoes, beets, and sugar cane
   b. rice, sweet potatoes, and peanuts
   c. fruit, nuts, and honey
   d. wheat, oats, and barley
   e. corn, beans, and squash

18. Much of the impetus for Spanish exploration and pursuit of glory in the early 1500’s came from Spain’s recent
   a. successful wars with England
   b. national unification and expulsion of the moors
   c. voyages of discovery along the coast of Africa
   d. conversion to Roman Catholicism
   e. founding of the Jesuit order by the Spanish soldier Ignatius Loyola

19. Which of the following best describes the way Europeans treated Native Americans in the 1500s and 1600s?
   a. Native Americans were regarded as inferior people subject to Christian domination.
   b. Native American ways of life were respected.
   c. Since nothing of value could be learned or obtained from the Native Americans, Europeans thought it was permissible to exterminate them.
   d. Europeans cultivated good relations with Native Americans and sought to make them economic partners.
   e. Only the English believed the Native Americans should be treated fairly.

20. Which of the following pairs of people were most likely to have had a similar outlook?
   a. Christopher Columbus and Junipero Serra
   b. Bartolome de las Casas and Hernando de Soto
   c. Juan Lopez de Palacios Rubios and Hernando de Soto
   d. Juan Lopez de Palacios Rubios and Christopher Columbus
   e. Bartolome de las Casas and Junipero Serra

Section I: Short-Answer Questions

Question I

(A) In two to three sentences, briefly explain ONE example of how contact between Native Americans and Europeans brought changes to Native American societies in the period between 1492 and 1600.

(B) In two to three sentences, briefly describe ANOTHER example of how contact between Native Americans and Europeans brought changes to Native American societies in the period 1492 and 1600.
(C) In two to three sentences, briefly describe an example in which the Indians RESISTED changes brought by contact with the Europeans in the period between 1492 and 1600...
Historical Event v. Historical Account

Directions: Use your written response to the question - What happened on the first day of class? Describe your first day of APUSH between 250 - 300 words to discuss the following questions. The purpose of this discussion is to probe at the distinction between events in history and accounts about history. Be prepared to share your findings with the whole class:

1. What is similar among the accounts? different?
2. Describe the process by which you constructed your account. What is similar and/or different about the process among your group members?
3. Is it possible for accounts to completely capture an event? Why or why not?
4. What helps us explain the fact that people involved the same event can create differing accounts?
Activity 2.a

Notetaker

<table>
<thead>
<tr>
<th></th>
<th>Europe</th>
<th>“New World”</th>
</tr>
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<tbody>
<tr>
<td>Landscape</td>
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<td>Food</td>
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<td>Activities of people</td>
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<th>Population Predictions</th>
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<td>London</td>
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<td>Paris</td>
</tr>
<tr>
<td>British Isles</td>
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<tr>
<td>Italy</td>
</tr>
<tr>
<td>Taino peoples (living in Cuba, Hispaniola, Jamaica, the Bahamas)</td>
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</tbody>
</table>
Activity 2.b

*Columbus, the Indians, and Human Progress*, p. 3 - 16

*A People’s History of the United States*, Howard Zinn

Directions: Read Zinn’s first chapter and respond to questions 1 – 3.

<table>
<thead>
<tr>
<th>Write down preconceptions about Europe/Europeans (Columbus in particular) OR Americas/Indians</th>
<th>Write excerpts from the passages that support or contest your initial thoughts from column 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Example: Columbus, like many Europeans, did not know as much about the earth; they thought the world was flat.</em></td>
<td>“…like other informed people of his time, he knew the world was round…” p. 4 (CONTEST)</td>
</tr>
</tbody>
</table>

2. Write down the TWO most important things you believe Zinn writes about Columbus (include page numbers) that all Americans should know. You can paraphrase his actual writing, as long as you include page numbers.

3. Beginning on page 9, Zinn begins to share some of his fundamental beliefs about the way in which history is written and shared from generation to generation. What do you think is the most important thought about history Zinn is trying to get his readers (you and I) to understand?
## Example Student Response #1

### Columbus, the Indians, and Human Progress, p. 3 - 16

*A People’s History of the United States*, Howard Zinn

Directions: Read Zinn’s first chapter and respond to questions 1 – 3.

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<td>“…like other informed people of his time, he knew the world was round…” pg. 4 (CONTEST)</td>
</tr>
<tr>
<td>Native Americans were savages and animalistic with no sense of humanity.</td>
<td>“These Arawaks… were remarkable… for their hospitality, belief in sharing…” pg. 1 (Contest)</td>
</tr>
<tr>
<td></td>
<td>“The Arawaks lived in village communes…developed agriculture…” pg. 5 (Contest)</td>
</tr>
<tr>
<td></td>
<td>“The Arawaks… brought them food, water, gifts.” pg. 1 (Contest)</td>
</tr>
<tr>
<td></td>
<td>“…they are extremely generous…” pg. 7 (Contest)</td>
</tr>
<tr>
<td>Columbus treated the Native Americans well</td>
<td>“… I took some of the natives by force…” pg. 4 (Contest)</td>
</tr>
<tr>
<td></td>
<td>“…they went on a great slave raid…” pg. 6 (Contest)</td>
</tr>
<tr>
<td></td>
<td>“The cruel policy… by Columbus… resulted in complete genocide.” pg. 8 (Contest)</td>
</tr>
<tr>
<td>It took Columbus one voyage to take control of most of the land in the</td>
<td>“…Columbus’s…second voyage was given 17 ships…” pg. 6 (Contest)</td>
</tr>
</tbody>
</table>
| | ?????
2. Write down the TWO most important things you believe Zinn writes about Columbus (include page numbers) that all Americans should know. You can paraphrase his actual writing, as long as you include page numbers.

Zinn describes Columbus differently than how our middle-school teachers described Columbus. For example, Zinn says that Columbus treated the Native Americans terribly and even says that it’s “genocide” (pgs. 8-9). He brings in a source named Bartolome de las Casas who describes Columbus as “blind” and a criminal (pg. 7). Zinn wants Americans to know the truth about Columbus’s character. Columbus wasn’t really this glorious trustworthy sailor whose morals should never be questioned. Zinn brings in examples of all of the terrible deeds/crimes that Columbus committed (all pages). In this way Zinn is trying to show Americans that Columbus actually committed many immoral acts against the Indians.

Zinn not only describes Columbus as a murderer, but Zinn emphasizes the selfish/greedy qualities of Columbus. He says that Columbus lied about who sighted land first to get the huge reward (pg. 5). Zinn emphasizes Columbus’s hunt for gold and slaves to please the nobility in Spain. By doing this he would receive riches, land, and fame (pg. 4). In conclusion, Zinn is also trying to get Americans to see how selfish Columbus was. All of his accomplishments were done so to benefit himself.

3. Beginning on page 9, Zinn begins to share some of his fundamental beliefs about the way in which history is written and shared from generation to generation. What do you think is the most important thought about history Zinn is trying to get his readers (you and I) to understand?

I think that Zinn really stresses the fact that there are many perspectives to one event, and most of the time we learn all the glory stories but none of the horror stories. We see history through the eyes of the winner, but the loser has an important story too. We have to get the full story from both sides in order to truly understand a historical event. It’s unjust to only show one perspective of an event. Zinn is really trying to tell us that there’s always another point of view/story from the same event. Look at the event from every possible perspective whether that be from the winner or loser. In every event there are concealments and hidden stories that can greatly inform us on the event as a whole. Essentially, “disclose those hidden episodes of the past”, and understand that the story we know is only a piece of the true event.
Example Student Response #2

*Columbus, the Indians, and Human Progress*, p. 3 - 16
*A People’s History of the United States*, Howard Zinn

Directions: Read Zinn’s first chapter and respond to questions 1 – 3.

1.

<table>
<thead>
<tr>
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<tr>
<td>Example: Columbus, like many Europeans, did not know as much about the earth; they thought the world was flat.</td>
<td>“…like other informed people of his time, he knew the world was round…” p. 4 (CONTEST)</td>
</tr>
<tr>
<td>Columbus treated the Native Americans in a good manner</td>
<td>“The cruel policy…by Columbus…resulted in complete genocide” pg.7 or “…..I took some of the Natives by force…” pg 4</td>
</tr>
<tr>
<td>Took Columbus one trip to discover America</td>
<td>“Columbus’s ....second voyage was given 17 ships” pg. 6</td>
</tr>
</tbody>
</table>

2. Write down the TWO most important things you believe Zinn writes about Columbus (include page numbers) that all Americans should know. You can paraphrase his actual writing, as long as you include page numbers.

“One can lie outright about the past. Or one can omit facts which might lead to unacceptable conclusions. Morison does neither. He refuses to lie about Columbus. He does not omit the story of mass murder; indeed he describes it with the harshest word one can use: genocide” pg. 9 I think that this is really important because most people when they think about Columbus they think positively that he’s a great guy because he discovered the Americas, however; they don’t know or don’t realize that he was responsible greatly for the death of many people, and he was a very selfish guy.

“My point is not that we must, in telling history, accuse, judge, condemn Columbus in absentia. It is too late for that; it would be a useless scholarly exercise in morality. But the easy acceptance of atrocities as a deplorable but necessary price to pay for progress—that is still with us. One reason this is still with us is
that we have learned to bury them in a mass of facts, as radioactive wastes are buried in containers in the earth”. pg 10 This was a perfect way to describe the past of Columbus and what we now know and how we think of him because although he did some terrible things everyone still knows of how as the man who discovered America, and nothing else. There is no way to convince everyone of the truth.

3. Beginning on page 9, Zinn begins to share some of his fundamental beliefs about the way in which history is written and shared from generation to generation. What do you think is the most important thought about history Zinn is trying to get his readers (you and I) to understand?

I believe that the most important though about history that Zinn is trying to get his readers to understand is that there is more to history than we think. He is trying to explain that we may think we know the full story, however; there is always more to every event and we cannot simply believe everything we hear. We need to understand that there are different perspectives, views, and events that occur in something that occurs in history.

Example Student Response #3

**Columbus, the Indians, and Human Progress**, p. 3 - 16

*A People’s History of the United States*, Howard Zinn

Directions: Read Zinn’s first chapter and respond to questions 1 – 3.

1. Write down preconceptions about Europe/Europeans (Columbus in particular) OR Americas/Indians

<table>
<thead>
<tr>
<th>Write excerpts from the passages that support or contest your initial thoughts from column 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>● “As soon as I arrived in the Indies, on the first Indies, on the first island which I found.”</td>
</tr>
<tr>
<td>● “Columbus’s report to the royal court in Madrid was extravagant. He</td>
</tr>
<tr>
<td>● “Where is the gold?...There was gold in asia, it was thought, and certainly silks and spices, for Marco Polo and others had brought back marvelous things from their overland expeditions before.” Page 4</td>
</tr>
<tr>
<td>● “Hispaniola is a miracle. Mountains and hills, plains and pastures, are both fertile and beautiful...the harbors are unbelievably good and there are many wide rivers of which majority contain gold…” Page 5</td>
</tr>
</tbody>
</table>
2. Write down the TWO most important things you believe Zinn writes about Columbus (include page numbers) that all Americans should know. You can paraphrase his actual writing, as long as you include page numbers.

On pages 6 and 7, Zinn writes about how Columbus really end up treating the indians and Arawaks. They fought them, killed their families and children, hung them, burned them to death, took them as slaves, and so on. I never knew this until reading this article. This is very shocking and more people definitely deserve to hear about this.

“The treatment of heroes (Columbus) and their victims (the Arawaks)-the quiet acceptance of conquest and murder in the name of progress—is only one aspect of a certain approach to history, in which the past is told from the point of view of governments, conquerors, diplomats, leaders.” - Page 10

3. Beginning on page 9, Zinn begins to share some of his fundamental beliefs about the way in which history is written and shared from generation to generation. What do you think is the most important thought about history Zinn is trying to get his readers (you and I) to understand?

- I think the point Zinn is trying to get across is that history can be viewed so many different ways. Many people sit and look at Columbus as if he is a hero for discovering the Americas, and he is. Despite this fact, Columbus and his men did enslave many Arawak people and killed them as well.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What motivated European exploration?</td>
<td>Why was Columbus’ contact with the “New World” so significant?</td>
</tr>
<tr>
<td>European colonizers poorly understood the native peoples they encountered. As a result, Europeans viewed natives as inferior. What evidence does Zinn present to argue that the natives were not inferior?</td>
<td>What attitude toward the native people do the English and Spanish share? How does the Spanish treatment of Native Americans differ from the English?</td>
</tr>
<tr>
<td>What is the greatest cultural misunderstanding between the European colonizers and Native Americans?</td>
<td>Zinn claims that “The historian’s distortion is more than technical; it is ideological.” What does he mean by this?</td>
</tr>
<tr>
<td>Is it possible to be “objective” when constructing an account of past events?</td>
<td>What is Zinn’s approach to history? How does Zinn’s perspective influence the type of evidence that he chooses to bring into the chapter?</td>
</tr>
</tbody>
</table>
Here are two examples of notes taken by students in the same class as the whole class debriefs the question: What is the difference between a primary and secondary source? They have constructed a chart in their notes to distinguish primary and secondary sources.

<table>
<thead>
<tr>
<th>Primary Source</th>
<th>Secondary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directly from person involved w/ events</td>
<td>bias</td>
</tr>
<tr>
<td>perspective at that time</td>
<td>perspective from outside times</td>
</tr>
<tr>
<td>first-hand accounts</td>
<td>analyze/interpret primary source</td>
</tr>
<tr>
<td>Original</td>
<td></td>
</tr>
<tr>
<td>Example: Las Casas</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Source</th>
<th>Secondary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Directly from a person or their work</td>
<td>• Bias</td>
</tr>
<tr>
<td>• Involved with the event</td>
<td>• Perspective from outside times</td>
</tr>
<tr>
<td>• Perspective at that time</td>
<td>• Analyze and interpret primary sources</td>
</tr>
<tr>
<td>• No paraphrasing</td>
<td>• Example: Zinn</td>
</tr>
<tr>
<td>• Original</td>
<td></td>
</tr>
<tr>
<td>• Example: Las Casas</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Source</th>
<th>Secondary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>- in first person</td>
<td>- in third person</td>
</tr>
<tr>
<td>- document or physical object that was written or made during that time</td>
<td>- interprets and analyzes the primary source</td>
</tr>
<tr>
<td>- original documents and artifacts</td>
<td>- publications</td>
</tr>
<tr>
<td>- told through the person’s perspective</td>
<td></td>
</tr>
<tr>
<td>- directly from person/work</td>
<td>- bias</td>
</tr>
<tr>
<td>- involved with the event</td>
<td>- perspective from outside the time period</td>
</tr>
<tr>
<td>- perspective at that time</td>
<td></td>
</tr>
<tr>
<td>- no paraphrasing</td>
<td></td>
</tr>
</tbody>
</table>
Students’ responses to question: What do historians do?

1. Historians study and report on major or minor events in history. They are experts in the subject of history.

2. A historian's job is to tell history. They find out and read as much information as they can about certain topics, and tell it. They either write books about what they know, or go out and give speeches about what they know.

3. Historians argue their perspective of an event. They argue what happened, how it happened, and why it happened. Their goal is to be right and have the best explanation of an event. Historians challenge the stories of other historians. They find holes in essays and writings to argue their own point. Essentially, historians argue to inform the public of a past event.

4. If history is creating and defending our own evidence based interpretations on past events, then historians take interpretations on based events and argue what they believe happened based on their own knowledge. They study history. They study the meaning behind history, and why history happened.

5. They answer questions about the past that we don’t know about.

6. I feel that historians’ jobs are to gather and make sense of all information in the past that is related to major historical events and to try to make the most sense of that time period or event and to find common ground on all the different accounts collected.

7. Historians take and study accounts of events and other types of artifacts and come up with a conclusion of what happened at a certain event.

8. A historian's job is to teach or explain history to a number of people. To educate them, to inform them. Historians study all or most aspects of history.

9. Historians take data and articles from the past and interprets them to provide as accurate and impartial a report of the described events as possible. However, some historians place more value in certain facts than in others, creating an honest but selective report of the past.

10. Historians are supposed to keep track of facts that happened and examine other perceptions that could be true or false.

11. They study and analyze history and think critically about it

12. Historians study history in depth and try to figure out what happened in the past. They read
through documents and try to put together a puzzle that is missing many pieces as good as they can.

13. Basically, I would say historians look at events from the past and look at the information that is present on those events, and form an opinion. As well as attempting to uncover facts about a historical event that nobody has ever known to be true.

14. Historians attempt to uncover facts about historical events, and piece them together to form a perspective, or account of the past.

15. Historians go back and look at older documents and then try to contradict them to make an argument. They also study the past and make their own claims that might go against somebody else.
What happened when the Spaniards made contact with the Native Americans?

<table>
<thead>
<tr>
<th>Contact</th>
<th>Coexistence</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bartolome de Las Casas, *The Destruction of the Indies, 1542*

A strong voice against the treatment of the natives under the encomienda system, the bishop of Chiapas, Bartolome de Las Casas, wrote, spoke and was an advocate for basic human rights. In this selection, Las Casas juxtaposes the native culture with the Spanish invaders and describes in detail the horrific treatment of the natives at the hands of the Europeans.

The Christians, with their horses and swords, began to slaughter and practice strange cruelty among them. They penetrated into the country and spared neither children nor the aged, nor pregnant women, nor those in child labour, all of whom they ran through the body and lacerated, as though they were assaulting so many lambs herded in their sheepfold. The Indians are our brothers, and Christ has given his life for them. Why, then, do we persecute them with such inhuman savagery when they do not deserve such treatment?
Directions: Using the source provided, answer the following sourcing questions. Be sure to provide explicit evidence from the source to support your answers.

<table>
<thead>
<tr>
<th>SOAP Stone</th>
<th>Sourcing Questions</th>
<th>Sourcing Answers</th>
<th>Evidence from source: What evidence from the source leads you to your answer?</th>
</tr>
</thead>
</table>
| Speaker    | Who is the speaker?  
What do you know - important background information - about this person that may help you better understand his/her perspective? |                  |                                                                                |
| Occasion   | What is the context in which the person is speaking?  
Identify the particular place and time to have a better understanding of context. What events might have influenced the speaker? |                  |                                                                                |
| Audience   | Who is the intended audience?  
Who is the speaker directing their message to?  
How might the audience influence the way in which the speaker creates the message? |                  |                                                                                |
| Purpose    | What is the main idea or message of the document? |                  |                                                                                |
| So What?   | Why is this message significant, given the time in which it was written?  
Why should anyone care? |                  |                                                                                |
| Tone       | What attitude is expressed by the author? |                  |                                                                                |

Adapted from College Board.
Columbian Exchange Map

http://www.sjsapush.com/resources/Argie_Hunter/The_Columbian_Exchange.jpg
Example t-chart student #1:

What happened when the Spaniards made contact with the Native Americans?

<table>
<thead>
<tr>
<th>Coexistence</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>● peaceful</td>
<td>● fight</td>
</tr>
<tr>
<td>● unity</td>
<td>● war</td>
</tr>
<tr>
<td>● harmony</td>
<td>● problems</td>
</tr>
<tr>
<td>● mutual respect</td>
<td>● violent</td>
</tr>
<tr>
<td>● (Las Casas) Spaniards should attempt to live peacefully and treat them humanely</td>
<td>● Spanish took control of land and native people by force leading to the cruel and unusual treatment of natives</td>
</tr>
<tr>
<td>○ “Indians are our brothers”</td>
<td>○ “hands cut off and bled to death”</td>
</tr>
<tr>
<td>○ “Why do we persecute”</td>
<td></td>
</tr>
<tr>
<td>● Bailey mentions the mestizos, which are a new race of people of Native Indian and Spanish blood, implying that some Spanish and Indians got along quite well</td>
<td>● Las Casas tried to encourage other European nations to colonize in the New World because of the Spaniards cruel treatment (and because he was commissioned by the English Queen)</td>
</tr>
<tr>
<td>● Bailey also mentions the Black Legend at the end of the chapter, which he says is partly accurate, though not entirely, mentioning how the Spaniards brought good things such as law systems, architecture, language, civilization, and Christianity</td>
<td>● Bailey talks about the extermination of the Aztecs by Cortes and the Spanish</td>
</tr>
</tbody>
</table>
Example t-chart student #2:
What happened when the Spaniards made contact with the Native Americans?

<table>
<thead>
<tr>
<th>Coexistence</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>-peace</td>
<td>-fight</td>
</tr>
<tr>
<td>-unity</td>
<td>-war</td>
</tr>
<tr>
<td>-harmony</td>
<td>-problems</td>
</tr>
<tr>
<td>-mutual respect</td>
<td>-violent</td>
</tr>
<tr>
<td>(Las Casas) Spaniards should attempt to live peacefully with the Indians and to treat them humanely</td>
<td>(Zinn) Spanish took control of the land and people by force and cruelly treated the natives</td>
</tr>
<tr>
<td>“the Indians are our brothers”</td>
<td>“I took some of the natives by force…” p.4</td>
</tr>
<tr>
<td>“Why do we persecute them… when they do not deserve such treatment”</td>
<td>“took more Indian prisoners” p.5</td>
</tr>
<tr>
<td></td>
<td>“got into a fight” p.5</td>
</tr>
<tr>
<td></td>
<td>“run through with swords and bled to death” p.5</td>
</tr>
<tr>
<td></td>
<td>“slaves and gold” p. 6</td>
</tr>
<tr>
<td></td>
<td>“as slaves for sex and labor” p. 6</td>
</tr>
<tr>
<td></td>
<td>“hanged them or burned them to death” p. 6</td>
</tr>
<tr>
<td>(Las Casas) accounts on the brutality and mercilessly treatment that the Spaniards did upon the Native Americans in <em>The Destruction of the Indies</em></td>
<td>(Las Casas) accounts on the brutality and mercilessly treatment that the Spaniards did upon the Native Americans in <em>The Destruction of the Indies</em></td>
</tr>
<tr>
<td></td>
<td>“They penetrated into the country and spared neither children nor the ages, nor pregnant women, nor those in child labour…”</td>
</tr>
<tr>
<td></td>
<td>“…assaulting so many lambs…”</td>
</tr>
<tr>
<td></td>
<td>“Why, then, do we persecute them with such inhuman savagery..”</td>
</tr>
</tbody>
</table>
### Example t-chart student #3:

<table>
<thead>
<tr>
<th>Coexistence</th>
<th>Conflict</th>
</tr>
</thead>
</table>
| Las Casas wanted peace as well.  
  - “Indians are our brothers. Why, then, do we persecute them with inhuman savagery when they do not deserve such treatment.” | Zinn argues contact between the Spaniards and Indians was very violent. The Spaniards were cruel and inhumane.  
  - “hands cut off and bled to death” |
| Bailey | Las Casas informs how savagely the Spaniards, which are Catholics, slaughtered and completely dominated the Indians.  
  - “They penetrated into the country and spared neither children nor the aged, nor pregnant women, nor those in child labour, all of whom they ran through the body and lacerated.” |
Example t-chart student #4:

Contact between Indians and the Spanish

<table>
<thead>
<tr>
<th>Coexistence</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Side by side</td>
<td>● subordination</td>
</tr>
<tr>
<td>● mutual respect</td>
<td>● division</td>
</tr>
<tr>
<td>● cooperation</td>
<td>● violence</td>
</tr>
</tbody>
</table>

(Las Casas) wants peace “Indians are our brothers”

(Bailey) He is saying

(Zinn) Spanish took control of land and native people by force leading to the cruel and unusual treatment of natives.

(Las Casas) Spanish treatment of native Americans was brutal. Especially toward the laborers working under the encomienda system.
## Example t-chart student #5:

What happened when the Spaniards made contact with the Native Americans?

<table>
<thead>
<tr>
<th>Coexistence</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peaceful</td>
<td>Fight</td>
</tr>
<tr>
<td>Unity</td>
<td>War</td>
</tr>
<tr>
<td>Harmony</td>
<td>Problems</td>
</tr>
<tr>
<td>Mutual respect</td>
<td>Violent</td>
</tr>
<tr>
<td>(Las Casas) Spaniards should attempt to live peacefully with Indians &amp; treat them humanely</td>
<td></td>
</tr>
<tr>
<td>● “Indians are our brothers…”</td>
<td></td>
</tr>
<tr>
<td>● “Why do we persecute…”</td>
<td></td>
</tr>
<tr>
<td>(Zinn) Spanish took control of land and native people by force leading to the cruel and unusual treatment of natives</td>
<td></td>
</tr>
<tr>
<td>● “hands cut off &amp; bled to death”</td>
<td></td>
</tr>
<tr>
<td>(Las Casas) Spanish treatment of Native Americans was brutal, especially the natives working under the encomienda system</td>
<td></td>
</tr>
<tr>
<td>● “They penetrated into the country and spared neither children or the aged…”</td>
<td></td>
</tr>
<tr>
<td>● “…began to slaughter…”</td>
<td></td>
</tr>
<tr>
<td>(Bailey) The mestizos were a mixed race of Indians and Spaniards</td>
<td></td>
</tr>
<tr>
<td>(Bailey) Argues that the Spanish and Native Americans battled continuously</td>
<td></td>
</tr>
</tbody>
</table>
Here are student examples of constructing a response to the question: Were the Spanish colonizing actions one of coexistence or conflict? The second paragraph is a student reflection that asks students to explain the process by which they constructed their paragraphs.

Example Student #1:

The interactions between the Spanish and the Native Americans can best be described as conflict. The Spanish treated the Native Americans horribly. Columbus took the natives captive, and forced them to do impossible tasks such as asking them to find an amount of gold that did not exist. The consequence for not finding enough gold was death. Columbus and the Europeans also practiced kinds of “strange cruelty” (Las Casas). The Europeans spared no one of this “horrific treatment” and “inhuman savagery” that included torture, laceration, or death. Even though, the Native Americans treated the Spaniards well when they first arrived, the Spaniard’s arrogance and thought of superiority was reflected in their actions. Although the Native Americans tried to have interactions of contact with the Europeans, their relationship soon turned into one of cruel, lethal conflict.

I first looked at the note taker chart we made in class, and decided my opinion. I chose that the relationship was conflict and started writing my answer while incorporating the things in my chart. I also wanted to include a bit of the things on the contact side, so I added the last two sentences about how the Natives were at first friendly, but how the relationship was still on the side of conflict.

Example Student #2:

The Spanish interactions with Native Americans is better defined as conflict than contact. Though they did come in contact through the exchange of disease, animals, and precious metals, these exchanges proved to provide conflict to the Native Americans. The Spaniard’s diseases wiped out the Native Americans. The animals help spread the diseases. The Native Americans were forced to mine the precious metals that would be exported to Europe. On top of this, several accounts tell of how the Spaniards maliciously exterminated Native Americans of all ages. The main indicator of this relationship being a conflictual one is the fact that the Spaniards benefited immensely from the contact while the Native Americans arguably didn’t benefit at all.
Spain went into their “Golden Century” due to the precious metals found in the New World. Overall, the Native Americans and Spaniards had a conflictual relationship.

Process:
I first thought about the definitions of contact and conflict. I then realized that with contact can come conflict, and due to the contact between the Native Americans and Spaniards, conflict arouse. I listed the ways they contacted and then explained how that led to conflict by referring to my notes. Using my own judgement, I concluded that because the Native Americans did not benefit from the Spaniards nearly as much as the Spaniards benefitted from them, their relationship had to be a conflictual one.
The READI team developed six learning goals that reflect an integrated instructional approach to the Core Construct knowledge, skills, and practices that had guided the development of the initial units. The learning goals were intended to guide the instructional design as well as the assessment of progress toward the goals.

The six READI learning goals in history are the following.

1. *Students engage in close reading of historical resources, including primary, secondary, and tertiary documents, to construct domain knowledge. Close reading encompasses meta-comprehension and self-regulation of the process.*

   Reading closely is just as important and relevant to the study of history as it is to the English Language Arts. Through close reading in history, students learn what the text says – literal comprehension, as well as what the text is doing, and its larger meaning. These processes inform analysis and evaluation of the information, processes that are detailed in additional learning goals (Goals 2-6) discussed below. Close reading is in service of these other goals.

   When prompted, historians have been found to be actively reflective about the processes they use to read history text, and they explicitly regulate how they read. Thus, a close reading goal includes these attributes. We wanted students to engage in the process of close reading as historians do.

2. *Students synthesize and reason within and across historical resources using comparison, contrast, corroboration, contextualization, sourcing, and other historical inquiry processes.*
Historians have particular ways of interpreting what they read and study about the past. They consult many sources of information because they know that no single source tells the whole story. They compare one version of events with another, looking for consistencies and inconsistencies across different versions. They interpret a document based upon its place in history, about what was happening at the time and how the document fits into that milieu, the chronology of events and activities, and how it helps them make claims about aspects of history such as cause-effect and significance. Like historians, we wanted students to engage in these processes in order to identify, understand, and make claims about significance, cause/effect, and other insights into the past.

3. Students construct claim-evidence relations, using historical evidence and explaining the relationship among pieces of evidence and between evidence and claims. Historical claims interpret the past. The interpretations are grounded in historical evidence (written documents, eyewitness testimonies and artifacts from the period of study) and informed by the work of historians on the subject. These claims, which form historical argument, may be expressed as descriptive, explanatory or narrative accounts.

Historical arguments explain the relationships among pieces of evidence and the reasoning that connects evidence and claims. For example, a historian may describe and discuss the evidence itself, show how various pieces of evidence together build a cohesive picture or how a particular perspective made sense within the context of the times. We wanted students to engage in historical argumentation themselves by learning to analyze evidence, create claims, and explain how the evidence connects to the claim.
4. Students use interpretive frameworks such as societal structures (e.g. political, economic, technological), systems (e.g. feudalism, colonialism, Jim Crow), patterns (e.g. periodization, individual vs. mass agency, immigration, industrialization) and schools of historical thought (e.g. idealism, material determinism) to analyze historical claims and evidence.

Interpretive frameworks are the lenses historians use to analyze the past. These lenses allow them to not only analyze claims and evidence but to create their own arguments and even their own interpretive frameworks. We wanted students to become aware of all of these kinds of interpretive frameworks and use them in the development of their own arguments.

5. Students evaluate historical interpretations for coherence, completeness, the quality of evidence and reasoning, and perspective.

In order for historians to create plausible interpretations of the past, they must evaluate what they read, and so must students. In order to evaluate a historical interpretation (argument), they must be able to read the argument closely and analyze it on a number of levels. We want students to recognize the work of historians as argument and have the tools to comprehend, analyze and evaluate them.

6. Students demonstrate understanding of the epistemology of history—as inquiry into the past, seeing history as competing interpretations that are contested, incomplete approximations of the past, open to new evidence and new interpretations.

This last focus is the most overarching of the six—encompassing understandings gleaned from each of the prior points. Students will be hampered in developing historical inquiry practices and achieving the other five learning objectives if they do not take up
the epistemology of historians. However, many students view history as a set of facts to memorize. Rather than just hope that students, by working toward the other five goals, will come to view history as interpretation, the epistemology needs to be made explicit through document sets that contradict one another (provide conflicting accounts), through discussions about why historians read and write the way they do, and by opportunities to engage in reading, thinking and writing like a historian.

*Excerpted from: