

## **Unit Title: When Worlds Collide (Life before Columbus and European Expansion)**

**Course:** U.S. History

**Subject/Topic Areas:** Pre-Columbian societies, early inhabitants of Americas, indigenous cultures at the time of European contact

**Key words:** Civilization, Maya, Aztec, Cahokia, Mesoamerica, Southwest, Mississippi Valley, Northeast, Columbian Exchange. **NOTE:** See *Student Unit Plan Handout* for a full list of key terms.

**Grade Level:** 10<sup>th</sup> Grade (Advanced Placement)

**Time Frame:** 15 days

**Unit Designer:** Trina Reney Bryant

**School District:** Boston, Massachusetts

**School:** Academy of the Pacific Rim

**Advanced Placement “Standards”:** The Advanced Placement curriculum divides United States History into 28 sections. The first section is titled “Pre-Columbus societies.” Students are asked to examine and analyze: 1) early inhabitants of the Americas; 2) American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley; and 3) American Indian cultures of North America at the time of European contact.

### **Massachusetts History Standards—Pre-Colonial Period**

*Performance statement:* Each student can describe key characteristics of the ancient cultures of the Americas and West Africa. Each student can explain the underlying forces driving European expansion during the 15<sup>th</sup> and 16<sup>th</sup> centuries.

- Explain the causes of European expansion, including the rise of nation-states, development of sophisticated weaponry and sailing technologies, interest in trade sparked by the Crusades, Renaissance spirit, population pressures, religious upheaval, and depletion of European gold and silver mines.
- Describe the intentions, main events, and consequences of Christopher Columbus’ voyages to the Americas.
- Analyze historical narratives detailing the “discovery” of the Americas, focusing upon the descriptions of early encounters between Europeans and native populations.

**Brief Summary of Unit:** In the United States History curriculum, indigenous groups are often marginalized and depicted as victims of European invaders. In writings from Las Casas and Columbus, Indigenous peoples are described as either the “noble savage” or as “natural creatures that dwelt gentle as cows...waiting for Christian instruction” (Mann, 14). However, it is important for students to understand that there was life before Columbus. Columbus did not “discover” America; instead he stumbled into the lives and literally into the homes of families, communities, civilizations and empires. The early inhabitants of the Americas had established varied and diverse cultures and civilizations. Some historians even argue that some of the indigenous cultures, like the Mayans and Aztec, had civilizations far more complex and advanced than their European counterparts in 600 AD (Sharer, 126). For this unit, students will analyze the diverse civilizations that existed in the Americas prior to the conquest by examining primary sources and artifacts. Students will review the differences between primary and secondary sources. They will be given tools to help them analyze documents (i.e., SPICER) and they will be introduced to techniques used for responding to Document Based Questions (DBQ). The final project for this unit will be the first in-class DBQ for the year.

**What enduring understandings are desired?** Students will be able to understand the complexities of pre-Columbian Societies and the American indigenous cultures of North and Central America at the time of European contact. Students will analyze the indigenous communities in Mesoamerica, the Southwest,

the Mississippi Valley and the Northeast. This study and discussion will fit into the broader theme of the class: constructing the American identity. By the end of class students will be able to discuss the complexity/diversity of both the Native American and American identity.

**What essential questions will guide this unit and focus teaching and learning?**

1. Define the word *civilized*.
2. What constitutes a civilization?
3. What makes a civilization advanced?
4. What were the differences and similarities between civilizations in the Americas and in Europe during the first century and between 400–900 AD?
5. What was life like before Columbus/European Contact?
6. How did Hernan Cortez and other conquistadors affect life in the Americas during the 1500s?
7. How did indigenous communities affect their environment?
8. What were the social, political, intellectual, cultural, economic and religious (SPICER) structures of various native groups?

**What key knowledge and skills will students acquire as a result of this unit?** In a five-paragraph essay students will be able to write a well-structured DBQ response to the following statement: *The early inhabitants of the Americas had established varied and diverse cultures and civilizations. Evaluate this statement.* In preparation for responding to the DBQ essay prompt, students will be able to analyze a variety of primary and secondary documents. This analysis will help students construct their response to the essay question.

**Bibliography:**

- Faragher, John M., Mari Jo Buhle, Daniel Czitrom, Susan H. Armitage, Out of Many, AP Edition. Prentice Hall, Boston, 2011.
- Gates, William (translator), and Friar Diego de Landa, Yucatan: Before and After The Conquest. Dover Publication, Inc, New York, 1978.
- Sharer, Robert J. Daily Life in Maya Civilization (The Greenwood Press Daily Life Through History Series). Greenwood Pub Group, Westport, Connecticut, 2011.
- Willegas, Daniel C. A Compact History of Mexico. El Colegio de Mexico, 2004.
- Zinn, Howard. A People’s History of the United States. Harper and Row, New York, 2010.
- Breaking the Maya Code. Dir. David Lebrun. Night Fire Films, 2008.  
<http://www.nightfirefilms.org/breakingthemayacode/the.production.htm>
- Smithsonian National Museum of the American Indian, <http://nmai.si.edu/exhibitions/infinityofnations/>  
El Instituto Nacional de Antropología e Historia, <http://www.inah.gob.mx/index.php/english>

**Major Assessments**

- Mini-project: Native American Exhibit
- Multiple Choice Test
- **DBQ1: Evaluate the following statement: *The early inhabitants of the Americas had established varied and diverse cultures and civilizations.***
- FRQ1: Which factors (SPICER) most influenced European expansionism?

**Unit Plan Handout for Students:** At the beginning of each unit of study, student will receive a handout like the one below. They should hole punch handouts and keep them in their binder. By the end of the year they will have a collection of unit plan handouts that will help them study for the final exam.

## **Unit 1: When Worlds Collide (Life before Columbus and European Expansion)**

### **Overview:**

The original exploration, discovery and settlement of North and South America occurred thousands of years before Christopher Columbus was born. In fact, many archeologists now believe that the first people to settle North America arrived as early as 40,000 years ago when they crossed a land bridge that then connected Siberia and Alaska. Despite this fact, Christopher Columbus was at one time credited with having “discovered” the Americas. In the same vein, native groups were often described by their European counterparts as the “uncivilized” and “inferior” other. However, many historians now argue that there was life before Columbus. In 1492, Columbus did not “discover” America; instead he stumbled into the lives and literally into the homes of diverse families, communities, civilizations and empires.

Although diverse civilizations existed in the Americas prior to European exploration, Columbus’s “discovery” had enormous consequences for Native Americans and the world at large; it established for the first time in history, *permanent* interaction between Europeans and Native Americans. These interactions were both positive and negative. On the one hand, transatlantic interaction increased the exchange of goods and ideas between people. On the other hand, European violence and diseases unleashed untold suffering for native populations. For example, in the years after 1492, as many as three million Taino Indians on the island of Hispaniola lost their lives. By 1550, very few Tainos remained alive. Who—and/or what—was responsible for this decline? For the next few weeks, we will examine life before Columbus by analyzing the civilization of various Native American groups. We will also examine the voyages of Christopher Columbus as well as the tragic decimation of native populations

**Key terms:** *Define these terms.*

### **Life Before Columbus**

- 1) Mississippians (Cahokia)
- 2) Mound Builders
- 3) Bering Strait
- 4) Clovis Tradition
- 5) Desert Culture (e.g., Shoshone)
- 6) Mesoamerica
- 7) Teotihuacan
- 8) Aztec/Mexica
- 9) Maya
- 10) Pueblo (Anasazi)
- 11) Eastern Woodland Tribes
- 12) Five Iroquois Chiefdoms/Nations
- 13) Algonquin Confederacies (Powhatan)
- 14) Tainos/Arawak
- 15) Matrilineal and Patrilineal

## **European Exploration**

- 16) Christopher Columbus
- 17) Columbian Exchange
- 18) Ferdinand and Isabella
- 19) Treaty of Tordesillas
- 20) Civilized and Primitive
- 21) Hernan Cortes
- 22) Encomiendas and hacienda system
- 23) Conquistador
- 24) Francisco Pizarro
- 25) Jacques Cartier
- 26) Protestant Reformation

## **What essential questions will guide this unit and focus teaching and learning?**

1. What does it mean to be civilized? What are elements of a civilization?
2. Was Columbus a hero, a villain, both or neither?
3. Who—and/or what— was responsible for the decline of Native American populations?
4. How did Hernan Cortez and other conquistadors affect life in the Americas during the 1500s?
5. What were the **social, political, intellectual, cultural, economic and religious (SPICER)** structures of various Native American groups?
6. How did European ideas about the indigenous “other” influence the actions and attitudes of explorers, specifically Columbus?
7. What SPICER categories influenced European expansion?
8. What is the lasting impact of the Columbian exchange?

<p><b>Day 1</b></p>	<p><b>Objective: SWBAT</b> 1) analyze and define the terms <i>civilized</i> and <i>primitive</i>; and 2) evaluate elements of “great” civilizations.</p> <p><b>Agenda</b>  1. Do Now #1 (attached): Open response/free write: What does it mean to be “civilized?” Students will examine artifacts and images placed around the room and then fill out “Teaching Tolerance” handout (attached).  Images: Olmec head, Mayan calendar, Chichen Itza, Aztec calendar, Cahokia mounds, map of Iroquois confederation, map of conjectured continental trade routes in North America, map of the Powhatan confederacy, Diego Rivera’s mural of trading in Teotihuacan. NOTE: Most of these images can be found using Google. Others can be found in the <u>Out of Many</u> textbook. Pictures can be posted around the room for students to examine or placed in a PowerPoint.  2. Students share out and create a class list: elements of civilization.  3. Unit overview and Mini-lecture on Pre-Columbian life: What was life like before Columbus? Did he really “discover” America?  4. Watch a 3–5 minute clip of <i>Pocahontas</i> and <i>Last of the Mohicans</i>. Discuss stereotypes about Indian/indigenous/Native American people</p> <p><b>HW:</b> Read <i>Out of Many</i>, Ch.1, pgs 4–12. Take Notes: Main idea and Supporting evidence worksheet (attached).</p>
<p><b>Day 2</b></p>	<p><b>Objective: SWBAT</b> examine the diverse political, social, religious and economic structures of various indigenous groups.</p> <p><b>Agenda</b>  1. Do Now #2 quiz on last night’s reading (attached).  2. Go over Do Now #2.  3. Review notes from yesterday’s discussion. What were some of the stereotypes that Columbus and other European explorers had about native people?  4. Introduce mini-project (Native American Museum Project, instructions attached). Students work in groups.</p> <p><b>HW:</b> Read <i>Out of Many</i>, Ch.1, pgs 12–19. Take Notes worksheet.</p>
<p><b>Day 3</b></p>	<p><b>Objective: SWBAT</b> examine the diverse political, social, religious and economic structures of various indigenous groups.</p> <p><b>Agenda</b>  1. Do Now #3 quiz on last night’s reading (attached).  2. Go over Do Now #3.  3. Mini-lecture/discussion on research and citing sources.  4. Students continue researching.</p> <p><b>HW:</b> Read <i>Out of Many</i>, Ch.1, pgs 19–end. Take Notes and study multiple choice questions on pgs. 27–29.</p>
<p><b>Day 4</b></p>	<p><b>Objective: SWBAT</b> examine the diverse political, social, religious and economic structures of various indigenous groups.</p>

	<p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. Do Now #4 quiz on last night's reading (attached)</li> <li>2. Go over Do Now #4.</li> <li>3. Mini-lecture on Developing of Farming in Mexico, Southwest and Eastern Woodlands.</li> <li>4. Students continue researching.</li> </ol> <p><b>HW:</b> Students read article: <i>Were American Indians Really Environmentalists?</i> (attached)</p>
<b>Day 5</b>	<p><b>Objective: SWBAT</b> examine the diverse political, social, religious and economic structures of various indigenous groups.</p> <p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. Do Now #5 open response/free write based on article.</li> <li>2. Students share out. Brief discussion about "slash and burn."</li> <li>3. Students continue to work on project.</li> </ol>
<b>Day 6</b>	<p><b>Objective: SWBAT</b> examine the diverse political, social, religious and economic structures of various indigenous groups.</p> <p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. Go over presentation rubric (attached) and Do's and Don'ts of presenting.</li> <li>2. Last day for students to work on project and rehearse.</li> </ol>
<b>Day 7</b>	<p><b>Objective: SWBAT</b> examine the diverse political, social, religious and economic structures of various indigenous groups.</p> <p><b>Agenda</b></p> <p>Student presentations, part 1. Observing students take notes on worksheet (attached).</p> <p><b>HW:</b> Read Zinn, Ch. 1, pgs. 1–11.</p>
<b>Day 8</b>	<p><b>Objective: SWBAT</b> examine the diverse political, social, religious and economic structures of various indigenous groups.</p> <p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. Student presentations, part 2. Observing students take notes on worksheet.</li> <li>2. Debrief.</li> <li>3. Discuss Zinn.</li> <li>4. Students complete and discuss "Teaching Tolerance" worksheets.</li> </ol> <p><b>HW:</b> Zinn, Ch. 1, pgs. 11–21.</p>
<b>Day 9</b>	<p><b>Objective: SWBAT</b> examine the diverse political, social, religious and economic structures of various indigenous groups.</p> <p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. Do Now #6 Free response: What is Zinn's thesis? How does Zinn answer Essential Questions #1, 2 and 6?</li> <li>2. Student share out and discussion.</li> <li>3. Read "The Truth about Pre-Columbian Native America" (attached).</li> <li>3. Share my experience of visiting Mayan and Aztec ruins and observing indigenous cultures in</li> </ol>

	<p>Mexico.</p> <p>4. Review DBQ question.</p> <p><b>HW:</b> Students draft intro and thesis. Read chapter 2 in textbook on European exploration.</p>
<b>Day 10</b>	<p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. Do Now #7: Analyze thesis statements.</li> <li>2. Handout DBQ packet with document (attached). Break down and outline DBQ #1 response (see attached worksheets).</li> <li>3. Analyze documents.</li> </ol> <p><b>HW:</b> Unit Test Review (attached).</p>
<b>Day 11</b>	<p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. Students write DBQ in class</li> <li>2. Review Chapter 2, European exploration.</li> </ol>
<b>Day 12</b>	<p><b>Objective SWBAT</b> examine the SPICER factors that influenced European expansion and the lasting impact of the Columbian Exchange.</p> <p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. Students taste unsweetened chocolate from Mexico. Discuss the purpose of chocolate for many pre-Columbus cultures.</li> <li>2. Lecture: lasting effects of European exploration and the Columbian Exchange.</li> </ol>
<b>Day 13</b>	Review for test.
<b>Day 14</b>	Review for test. Take test (attached) on Day 15.

**Do Now #1: Student Worksheet**

Name \_\_\_\_\_

Date \_\_\_\_\_

1. In your own words, define the word “civilize.” What does it mean to be civilized?

2. What are elements of civilization?

3. List a few examples of civilizations.



## Teacher Notes

**Define the term *civilized*:** 1) having a high state of culture and social development; 2) easy to manage or control; well organized or ordered.

### Elements of Civilization:

- Developed cities and trading system
- Organized government
- Formalized religion
- Specialization of labor
- Social classes
- Record keeping
- Art and education
- Advanced technology

### Examples of Civilization



Roman Empire



Indus Valley Civilization



Mali Kingdom in West Africa



The city of Cahokia (Mississippians)



Pueblo Indian Dwelling



Mayan Ruins at Chichen Itza

## TEACHING TOLERANCE

### Primitive or Civilized?

**DIRECTIONS:** Place the word *primitive* or the word *civilized* next to each statement.

1. The ability to make sophisticated homes and other complex structures. \_\_\_\_\_
2. Ability to travel great distances using a sophisticated understanding of the stars, tides, and other natural wonders. \_\_\_\_\_
3. Ability to control the environment. For example, the ability to change the course of rivers, irrigate crops, domesticate animals, or control the movements of herds of animals. \_\_\_\_\_
4. Have a high rate of literacy. \_\_\_\_\_
5. Have a large level of respect for the elders in your society. \_\_\_\_\_
6. Use warfare for a narrowly specified purpose. \_\_\_\_\_
7. Use the natural resources available within the environment well and wisely. \_\_\_\_\_
8. Know their history well and have a sophisticated way of transmitting that knowledge to their children. \_\_\_\_\_
9. Have great knowledge of disease and how to cure many diseases. \_\_\_\_\_
10. Have the ability to complete sophisticated surgeries, even possibly performing brain surgery without an anaesthetic. \_\_\_\_\_
11. Create great works of art and as a society honor those great works of art. \_\_\_\_\_
12. Create elaborate economic trading networks that cross an entire continent. \_\_\_\_\_

## Homework: Take Notes

This week you will take notes by outlining Chapter 1 of *Out of Many* (AP textbook).

### Outlining for Main Idea and Supporting Evidence

Hint: Read the outline before each chapter!

**The purpose of outlining is to focus our reading upon the central messages of the text and to create a set of notes that can be later used for study and review. Outlining for MAIN IDEA and SUPPORTING EVIDENCE will help you not only on the MCAS and the SAT, but also throughout college.**

**As you read, think about these questions:**

**MAIN IDEA: What is the point? What message does the author want you to take away from the passage?**

**SUPPORTING EVIDENCE: What concrete details does the author use to support his or her main idea?**

**When you outline, you must write MAIN IDEAS and SUPPORTING EVIDENCE as *complete sentences in your own words!***

\* \* \*

**Do Now #2: Quiz, "A Continent of Villages," pgs. 4–12**

1. The urban complex of the city of Cahokia was located along the
  - a) Atlantic Coast
  - b) Pacific Coast
  - c) Mississippi Rivers
  - d) Malden River
  
2. Your textbook makes the claim that in the U.S., most of the descendants of the original inhabitants of North America refer to themselves as
  - a) Indios
  - b) Native American
  - c) Amerindians
  - d) Indian people
  
3. (True/False) Prior to the European encounter, all Indian people were hunters and gatherers.
  
4. (True/False) No single physical type characterized all the native peoples of the Americas.
  
5. Studies that compare DNA have revealed a close genetic relationship between American Indians and the people of
  - a) India
  - b) Asia
  - c) Australia
  - d) Europe
  - e) Africa
  
6. The third migration into North America occurred around
  - a) 3000 B.C.E
  - b) 5000 B.C.E
  - c) 30,000 years ago
  - d) 40,000 years ago
  
7. Scholarly research has lead to the conclusion that Clovis technology
  - a) Was limited to the area of eastern New Mexico and Texas
  - b) Was relatively primitive compared to similar artifacts found at European sites
  - c) Spread quickly and influenced people throughout North America
  - d) Did little to influence the development of society in prehistoric North America
  
8. A major event that occurred in North America during the Archaic period was
  - a) The end of the Ice Age and the retreat of the glaciers
  - b) Invention of horse-drawn, wheeled vehicles
  - c) The development of metal weapon and tools
  - d) The emergence of first settled farmland

## Native American Museum Exhibit Project

“The Indians, Las Casas says, have no religion, at least no temples...They lack all manner of commerce, neither buying nor selling, and rely exclusively on their natural environment for maintenance.”

—*A People’s History of a United States* by Howard Zinn

The **purpose** of this project is for you examine pre-Columbian cultures and to evaluate the above statement.



**Directions:** You’ve been hired as a curator of the Peabody Essex Museum to create a “Life before Columbus” exhibit. Your task is to research your assigned Native American identity group and create a presentation/exhibit that highlights the SPICER categories for your tribe. (See SPICER handout). Your presentation should also include paintings, drawing, graphs and other images to enhance your exhibit. Every image should have brief description that highlights the significance in helping us understand that particular group identity. **NOTE: your presentation can be in the form of a PowerPoint, poster presentation or classroom exhibit.**

**Groups and Sources:** The website(s) under each group is to get you started. You should have one to two other sources in addition to the one provided below. Please include a reference and bibliography at the end of your presentation.

**1. Mississippians**

[http://www.museum.state.il.us/muslink/nat\\_amer/pre/htmls/miss.html](http://www.museum.state.il.us/muslink/nat_amer/pre/htmls/miss.html)

**2. Eastern Woodland Tribes—Iroquois**

<http://www.encyclopedia.com/doc/1G2-3406400267.html>

<http://www.newworldencyclopedia.org/entry/Iroquois>

**3. Eastern Woodland Tribes—Algonquian/Algonquin**

<http://www.newworldencyclopedia.org/entry/Algonquin>

**4. Aztec/Mexica**

<http://www.indians.org/welker/aztec.htm>  
<http://en.wikipedia.org/wiki/Aztec>  
<http://www.newworldencyclopedia.org/entry/Aztec#Cannibalism>

**5. Incas**

<http://coe.fgcu.edu/students/webb/meso/inca.htm>  
<http://www.newworldencyclopedia.org/entry/Incas>

**6. Pueblo (Anasazi)**

[http://www.newworldencyclopedia.org/entry/Pueblo\\_Indians](http://www.newworldencyclopedia.org/entry/Pueblo_Indians)

**7. Powhatan's Confederacy**

[http://www.encyclopedia.com/topic/Powhatan\\_Confederacy.aspx](http://www.encyclopedia.com/topic/Powhatan_Confederacy.aspx)  
<http://www.newworldencyclopedia.org/entry/Powhatan>

**8. Taino/Arawak**

<http://www.newworldencyclopedia.org/entry/Tainos>

**9. Mayans**

<http://www.newworldencyclopedia.org/entry/Mayan>

**Additional Resources:**

Sharer, Robert J. Daily Life in Maya Civilization (The Greenwood Press Daily Life Through History Series). Greenwood Pub Group, Westport, Connecticut, 2011

Villegas, Daniel C. A Compact History of Mexico. El Colegio de Mexico, 2004

Breaking the Maya Code. Dir. David Lebrun. Night Fire Films, 2008.

[http://www.nightfirefilms.org/breakingthemayacode/the\\_production.htm](http://www.nightfirefilms.org/breakingthemayacode/the_production.htm)

Smithsonian National Museum of the American Indian, <http://nmai.si.edu/exhibitions/infinityofnations/>

El Instituto Nacional de Antropología e Historia, <http://www.inah.gob.mx/index.php/english>

Peabody Essex Museum (Native American Collection), <http://www.pem.org/>



## CATEGORIES USED BY HISTORIANS TO ORGANIZE INFORMATION

### **S**OCIAL

This primarily refers to relations between groups within some sort of community (a community can be as small as a neighborhood or as large as a country). This includes the classes or castes to which people belong (the working class, the aristocracy), the ethnicity or racial groups to which people associate themselves or others, and the attitudes people share towards other groups and institutions.

### **P**OLITICAL

Questions of how humans are governed, including such matters as the exercise of power in peace and war, the use of law, the formation of governments, the collection of taxes, and the establishment of public services.

### **I**NTELLECTUAL

This refers to the ideas, theories, and beliefs (non-religious) expressed by people in some organized way about topics thought to be important. This includes such matters as political theories, scientific ideas, social theories, and philosophies of life.

### **C**CULTURAL

This is perhaps the broadest category. This refers to what groups do and to all those things which surround us, both tangible and intangible (e.g., ideas and values). For those tangible things that surround you, think about your senses. It is what you see (architecture, paintings, movies, clothes), taste (food), hear (dialect and music), and smell (food and other aromas). It also encompasses what a society does with its time (e.g., taverns, gambling, sporting events, museums, etc). Further, it refers to the ideas, values, and expressions human beings hold, the customs people follow (marriage, eating), and the activities people engage in together (clubs, drinking).

### **E**ECONOMIC

This refers to the production and distribution of goods and services and the developments of new technology which aid the production of goods and services. On the production side, historians usually focus on agriculture, commerce, manufacturing, and finance. On the distribution side, they deal with who gets what and how much of what is produced (i.e., the distribution of wealth in a society). For example, how much and what kind of food is on the shelves at the grocery store and how much it costs for the consumer. This also includes what people do to earn a living and how much they make. In terms of technology it includes things like innovations and inventions in transportation (the car), farming equipment (the tractor), consumer goods (washing machine), public utilities (dams and nuclear energy)... just to name a few.

### **R**ELIGION

This refers to theories, beliefs and practices related to the supernatural or the unknown. This includes such matters as the growth of religious institutions, the formation of beliefs about the relation between human beings and God, and the practice of rituals and festivals.

**Do Now #3: Quiz, "A Continent of Villages," pgs. 12–19**

1. The practice of "forest efficiency" included all of the following **EXCEPT**
  - a) Burning woodland and prairies to stimulate growth
  - b) Hunting small game
  - c) Gathering seeds, nuts and roots
  - d) Using Clovis technology to hunt large game
  
2. The "miracle crops" that first emerged in North America were
  - a) Cotton and indigo
  - b) Maize and potatoes
  - c) Beans and squash
  - d) Barley and rye
  
3. A consequence of Native Americans' increasing reliance on agriculture was
  - a) A decrease in the needs of military forces
  - b) A new division of labor and, ultimately, the emergence of classes
  - c) Increased reliance on weather patterns
  - d) Higher levels of disease
  
4. A prominent example of an early urban civilization is the great city of
  - a) Mexico City
  - b) Teotihuacan
  - c) Veracruz
  - d) Merida
  
5. Which tribe built the first irrigation system in America north of Mexico?
  - a) Hohokam
  - b) Toltec
  - c) Iroquois
  - d) Algonquian
  
6. Much like the Mississippians, these people were notable for their tradition of mound building
  - a) Anasazis people
  - b) Desert people
  - c) Woodland peoples
  - d) Navajo people

7. The following image is an example of the work of which civilization?



- a) Iroquois
- b) Anasazi
- c) Mississippians
- d) Algonquians

8. The following image is an example of a monumental public work of which civilization?



- a) Iroquois
- b) Anasazi
- c) Mississippians
- d) Algonquians

**Do Now #4: Quiz, "A Continent of Villages," pgs. 19–End**

1. When Europeans arrived in North America at the beginning of the sixteenth century:
  - a) The native population was racially homogeneous
  - b) Indians had developed a variety of disparate cultures and languages
  - c) Indians considered themselves a homogeneous culture with common origins
  - d) Native population was limited to the warmer regions of Mesoamerica
  
2. Christopher Columbus
  - a) Discovered a truly new world
  - b) Had little real influence on history
  - c) Established contact between two old worlds
  - d) Helped Europeans understand Indian culture
  
3. The Iroquois Confederacy
  - a) Attempted to control social violence by prohibiting warfare among member nations
  - b) Constituted the most important of the Indian alliances in the western United States
  - c) Included the Mexica tribe, the largest tribe in North America
  - d) Included the Algonquian Indians, who were the largest tribe in North America
  
4. Indian agriculture flourished in the South because
  - a) Of mild, moist climate, and rich fertile soil
  - b) Northern tribes remained hunters rather than becoming farmers
  - c) Tribes there had superior technology
  - d) Many tribes in the region adopted Spanish farming techniques
  
5. The culture of Indian peoples was shaped primarily by these two traditions:
  - a) The practices of farming and intertribal warfare
  - b) The practice of foraging and farming
  - c) Folsom and Plano
  - d) Warfare and the development of clans
  
6. The first Europeans arriving in North American found
  - a) A few dominant native societies and a common Native American language
  - b) No areas densely settle by Indians
  - c) Homogeneous native societies
  - d) Hundreds of native societies speaking nearly as many distinct languages
  
7. (True/False) All Native American communities were patrilineal.
  
8. Which tribe was a member of the Five Nations of Iroquois?
  - a) Mohawks
  - b) Aztec
  - c) Anasazi
  - d) Incas

9. The oldest continuously inhabited communities in the United States are occupied by the
- a) Apaches
  - b) Cherokees
  - c) Pueblos
  - d) Shoshone

10. The following image depicts the city of



- a) Mexico
- b) Cahokia
- c) Ontario
- d) Oraibi

## Were American Indians Really Environmentalists?

By Thomas E. Woods, Jr.

July 19, 2007 <http://mises.org/daily/2642>

The traditional story is familiar to American schoolchildren: the American Indians possessed a profound spiritual kinship with nature, and were unusually solicitous of environmental welfare.

According to a popular book published by the Smithsonian Institution in 1991, “Pre-Columbian America was still the First Eden, a pristine natural kingdom. The native people were transparent in the landscape, living as natural elements of the ecosphere. Their world, the New World of Columbus, was a world of barely perceptible human disturbance.”

If we are to avert environmental catastrophe, the not-so-subtle lesson goes, we need to recapture this lost Indian wisdom.

As usual, the real story is more complicated, less cartoonish, and a lot more interesting.

In his 1992 book *Earth in the Balance*, then-Senator Al Gore cited a nineteenth-century speech from Chief Seattle, patriarch of the Duwamish and Suquamish Indians of Puget Sound, as evidence of the Indians’ concern for nature. This speech, which speaks of absolutely everything in the natural world, including every last insect and pine needle, as being sacred to Seattle and his people, has been made to bear an unusually heavy share of the burden in depicting the American Indians as the first environmentalists.

The trouble for Gore is that the version of the speech he cites is a fabrication, drawn up in the early 1970s by screenwriter Ted Perry. (Perry, to his credit, has tried without success to let people know that he made up the speech.) Still, it was influential enough to become the basis for *Brother Eagle, Sister Sky*, a children’s book that reached number five on the New York Times bestseller list in 1992.

Earlier versions of the speech, also cited by environmentalists, are suspect for reasons of their own. But experts say that the intention of Chief Seattle is clear enough, and that it wasn’t to say that every created thing, sentient and non-sentient, was “holy” to his people, or that all land everywhere had an equal claim upon their affection. “Seattle’s speech was made as part of an argument for the right of the Suquamish and Duamish peoples to continue to visit their traditional burial grounds following the sale of that land to white settlers,” explains Muhlenburg College’s William Abruzzi. “This specific land was sacred to Seattle and his people because his ancestors were buried there, not because land as an abstract concept was sacred to all Indians.” Writing in the *American Indian Quarterly*, Denise Low likewise explains that “the lavish descriptions of nature are secondary” to the purpose of Chief Seattle’s argument, and that he was saying only that “land is sacred because of religious ties to ancestors.”

Environmentalists who have cultivated the myth of the environmental Indian who left his surroundings in exquisitely pristine condition out of a deeply spiritual devotion to the natural world have done so not out of any particular interest in American Indians, the variations between them, or their real record of interaction with the environment. Instead, the intent is to showcase the environmentalist Indian for propaganda purposes and to use him as a foil against industrial society.

The Indians' real record on the environment was actually mixed, and I give the details in my new book, *33 Questions About American History You're Not Supposed to Ask*. Among other things, they engaged in slash-and-burn agriculture, destroyed forests and grasslands, and wiped out entire animal populations (on the assumption that animals felled in a hunt would be reanimated in even larger numbers).

On the other hand, the Indians often succeeded in being good stewards of the environment — but not in the way people generally suppose.

Although we often hear that the Indians knew nothing of private property, their actual views of property varied across time, place, and tribe. When land and game were plentiful, it is not surprising that people exerted little effort in defining and enforcing property rights. But as those things became more scarce, Indians appreciated the value of assigning property rights in (for example) hunting and fishing.

In other words, the American Indians were human beings who responded to the incentives they faced, not cardboard cutouts to be exploited on behalf of environmentalism or any other political program.

In some tribes, family- and clan-based groups were assigned exclusive areas for hunting, which meant they had a vested interest in not overhunting, and in making sure enough animals remained to reproduce for future years. They likewise had an incentive not to allow people from other families and clans to hunt on their land. In the Pacific Northwest, Indians assigned exclusive fishing rights that yielded a similar kind of stewardship: instead of catching all the salmon, some were left behind with an eye to the future. Whites who later established control over salmon resources unfortunately neglected this important Indian lesson.

Indians have not always recalled that lesson themselves. Consider the Arapahoes and Shoshones on Wyoming's Wind River Reservation, who in recent years (and with the help of all-terrain vehicles and high-powered rifles) have all but wiped out entire animal populations. Whatever happened to their spiritual kinship with nature?

In fact, this is the predictable result when wildlife is said to belong to everyone. There is no incentive to preserve any stocks for the future, since anything you might leave behind will simply be killed by someone else. Without property rights in hunting, there is no way (and no incentive) for anyone to prevent such short-term, predatory behavior. That's why Indian tribes assigned these exclusive rights — it was the best way to preserve animal species and provide for the future.

Say, doesn't *this* lost Indian wisdom bear repeating?

Group Name \_\_\_\_\_

## Group Presentation Rubric

Use this guide to help you plan your class presentation

CATEGORY	5	4	3	2
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
<b>Collaboration with Peers</b>	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a



	together.	"waves" in the group.	a good team member.	good team member.
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
<b>Stays on Topic</b>	Stays on topic all (100%) of the time.	Stays on topic most (99–90%) of the time.	Stays on topic some (89%–75%) of the time.	It was hard to tell what the topic was.
<b>Use of Images</b>	All images were documented, with a 2–3 sentence description and were used well to enhance the presentation and the understanding of SPICER categories	Most of the images included a 2–3 sentence description and were used to enhance the presentation	Images were scarce and most of them were lacking accurate sentence descriptions	Zero to one image was included in the presentation

TOTAL \_\_\_\_\_/40pts

**Take NOTES: Native American Civilization**

Name of Civilization:
Social/Cultural
Political/Economic
Intellectual/Religious
Name of Civilization:
Social/Cultural
Political/Economic

## The Truth About Pre-Colombian Native Americans

1. Native Americans constructed sophisticated homes and buildings, from wegiwa homes in the middle-western part of the United States to pyramids in Mexico and Central and South America. All were incredibly sophisticated in design and construction often times accommodating winter cold and summer heat, complete with fire pit arrangements and sun holes to shift with the movement of the sun.
2. Native Americans mapped and named the star systems and used them to scientifically plot travels on the land and on the sea. As part of their education youth in many native nations were taught to memorize tree types as well as other flora and fauna to understand seasonal change and shifts in what we would now call latitude and longitude.
3. Many Native Nations used sophisticated dams, dikes, and in some cases created and used early forms of piping to irrigate fields. They also used natural growth plants and other natural boundaries to move herds of animals they were hunting into boxed canyons and other places that made hunting them easier and more efficient.
4. While many North American Native Nations had a strong oral tradition rather than a written language, it is believed that the Aztec and Maya nations of present day Mexico and Central America had a written language and close to if not a 100% rate of literacy.
5. In almost all Native Nations, especially those that depended upon the oral tradition, the elder members of the nation were held in high esteem and treated with the utmost respect. It was the elder members who remembered the stories, historical, fictitious, and religious that were the cornerstones of the culture and life of the nation.
6. While Native Nations engaged in war and conflict and killed other natives, war was generally seen as a way for young warriors to prove they had skill rather than to destroy the enemy or take territory. In some native cultures there was a practice of “counting coup,” though it was known by many other names as well. “Counting coup” was the ability to get close enough to your enemy without killing them, but instead touching them or stealing something off their person.
7. When natives hunted whether they killed a badger, bear, or buffalo, they used every piece of it, from the meat, to the fat, to the sinews, to the bones, to the teeth. Nothing was wasted. Long before it became vogue to be conservation minded, natives never out used the amount of resources in an area, or caused a negative impact on the natural fruits in the surrounding environs. In short, natives never out ate, out built, the natural areas they lived in and used.
8. Within the tradition of many North American Native Nations, the oral tradition was used to educate and instruct the youth on the ways and traditions of their nation. These stories survive within the present oral tradition of many Native Nations to this day. Pictographs and art rendered on walls and animal hides were also used to educate and inform. In present day Mexico, it is believed that the Aztec and Maya people had a sophisticated writing system that was taught in schools. It is further believed that they had libraries filled with books detailing their history. These were all destroyed during the Spanish Conquest.
9. In North, Central, and South America there are surviving pictographs that indicate that native peoples completed surgeries on those who were suffering. One pictograph found in present day Mexico seems to indicate that a brain surgery was performed without anaesthetic.

10. There is a rich tradition throughout North, Central, and South American Native Nations to create art on animal hides, walls, and orally through poetry and stories. These artists were oftentimes the elders, the teachers, the storytellers held in great esteem by the nation as a whole.
11. In archaeological digs across the Americas, stones, rocks, and other precious stones have been found from great distances away. This is strong evidence that the Native Nations had sophisticated economic trading avenues and that they used them often.

### DBQ#1: Native American pre-Columbus

**Directions:** The following question requires you to construct a coherent essay that integrates your interpretation of Documents D-F and your knowledge of the period referred to in the question. In your essay, you should strive to support your assertions both by citing key pieces of evidence from the documents and by drawing on your knowledge of the period.

- Evaluate the following statements. The early inhabitants of the Americas had well established varied and diverse cultures and civilization.

#### *Alternative Question*

- Native American peoples that European explorers encountered in North America prior to 1500 were highly civilized and coordinated tribes. Defend or refute this statement.

#### Document A

Source: From the journals of Peter Martyr, an Italian-born historian of Spain and its discoveries and wrote the first accounts of explorations in Central and South America in a series of letters and reports during the 1500s.

“On this island and to this they gave the name of San Juan de Porta Latina. They counted six towns in this island, where the only drinking water is from pits or cisterns, for it is flat and there are no rivers. The island is forty-five leagues in circumference. The islanders, seized with terror, abandoned their towns and fled into the depths of the forests, and the Spaniards took possession of their empty houses and ate the supplies they contained. They found there a number of ornaments, tapestries, clothing, and beds of native cotton called hammocks. They even discovered many books.”

#### Document B

Source: From the Journals of Bartolome de las Casas, a young priest who participated in the conquest of Cuba. Once a plantation owner who later became a critic of Spanish cruelty

Marriage laws are non-existent: men and women alike choose their mates and leave them as they please, without offense, jealousy or anger. They multiply in great abundance; pregnant women work to the last minute and give birth almost painlessly; up the next day, they bathe in the river and are as clean and healthy as before giving birth. If they tire of their men, they give themselves abortions with herbs that force stillbirths, covering their shameful parts with leaves or cotton cloth; although on the whole, Indian men and women look upon total nakedness with as much casualness as we look upon a man's head or at his hands.

large communal bell-shaped buildings, housing up to 600 people at one time . . . made of very strong wood and roofed with palm leaves. . . . They prize bird feathers of various colors, beads made of fishbones, and green and white stones with which they adorn their ears and lips, but they put no value on gold and other precious things. They lack all manner of commerce, neither buying nor selling, and rely exclusively on their natural environment for maintenance. They are extremely generous with their possessions and by the same token covet the possessions of their friends and expect the same degree of liberality. . . .

Document C

Source: In *Red, White and Black*, historian Gary B. Nash discusses the cultural and social structure of Iroquois life.

No laws and ordinances, sheriffs and constables, judges and juries, or courts or jails—the apparatus of authority in European societies—were to be found in the northeast woodlands prior to European arrival. Yet boundaries of acceptable behavior were firmly set. Though priding themselves on the autonomous individual, the Iroquois maintained a strict sense of right and wrong. . . . He who stole another's food or acted invalourously in war was "shamed" by his people and ostracized from their company until he had atoned for his actions and demonstrated to their satisfaction that he had morally purified himself.

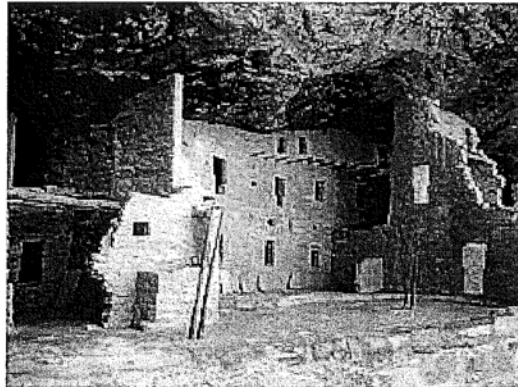
Document D

Source: Ariel shot of the Great Serpent Mound in Southern Ohio, *Out of Many*.



Document E

Source: Mesa Verde National Park



Document F

Source: In *Red, White and Black*, historian Gary B. Nash discusses the cultural and social structure of Native American life in Maryland.

Not only the Iroquois but other Indian tribes behaved the same way. In 1635, Maryland Indians responded to the governor's demand that if any of them killed an Englishman, the guilty one should be delivered up for punishment according to English law. The Indians said:

It is the manner amongst us Indians, that if any such accident happen, wee doe redeeme the life of a man that is so slaine, with a 100 armes length of Beades and since that you are heere strangers, and come into our Countrey, you should rather conform yourselves to the Customes of our Countrey, than impose yours upon us. . . .

DBQ Outline

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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Prompt:

*Thesis Paragraph*

Introduction

Thesis

*Body Paragraph 1:*

Claim 1/Topic Sentence (Introduce your body paragraph, which is based on a general claim linked to your thesis)

Write a complete sentence:



Evidence/Relevant Factual Information	Analysis (how and why evidence supports your argument)

*Clincher summarizes argument presented in body paragraph*

Clincher Sentence:

**Body Paragraph 2:**

Claim 2/Topic Sentence (Introduce your body paragraph, which is based on a general claim linked to your thesis)

Write a complete sentence:

Evidence

Analysis (how and why evidence supports your argument)

--

*Clincher summarizes argument presented in body paragraph*

Clincher Sentence:
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**Body Paragraph 3:**

Claim 3/Topic Sentence (Introduce your body paragraph, which is based on a general claim linked to your thesis)

Write a complete sentence:

Evidence

Analysis (how and why evidence supports your argument)

*Clincher summarizes argument presented in body paragraph*

Clincher Sentence:

**Conclusion**

**Revisit your thesis and leave the reader with something new**

## DBQ Rubric

### THESIS: Takes a position

<b>15</b>	Thesis clearly presents the author’s position, completely responds to the prompt, and displays sophistication and complexity
9	Thesis is not completely clear or simply restates prompt or does not fully respond to the prompt or is overly simplistic
0	Thesis is difficult to determine or is missing or does not respond to the task of the prompt

### Development of thesis paragraph

<b>10</b>	Thesis paragraph is well developed, body paragraphs (sub-arguments) are introduced with effective insight
7	Thesis paragraph is fairly well developed, but intros to body paragraphs are underdeveloped or simplistic or vague
4	Thesis paragraph has some development, but introduction of body paragraphs is difficult to follow or very limited
0	Thesis paragraph is not well developed

### Information is presented lucidly and appropriately

<b>5</b>	All information is appropriately used, clearly stated (not vague), written in a manner that is easy to follow
3	Some information is vague, limited in scope, hard to follow, or contains some errors
0	Minimal information is given or information presented is not appropriately used

### GENERAL CLAIM RELATED TO THESIS: Stated as a Topic Sentence for Body Paragraph 1

<b>10</b>	Topic sentence states a claim, provides analysis, and introduces body paragraph with insight, clarity, and complexity
7	Topic sentence is vague <b>or</b> not clear as to its meaning <b>or</b> simplistic <b>or</b> not insightful <b>or</b> not focused on the prompt
0	Topic sentence neither makes a claim <b>nor</b> effectively introduces body paragraph <b>nor</b> clearly links to the thesis

### GENERAL CLAIM RELATED TO THESIS: Stated as a Topic Sentence for Body Paragraph 2

<b>10</b>	Topic sentence states a claim, provides analysis, and introduces body paragraph with insight, clarity, and complexity
7	Topic sentence is vague <b>or</b> not clear as to its meaning <b>or</b> simplistic <b>or</b> not insightful <b>or</b> not focused on the prompt
0	Topic sentence neither makes a claim <b>nor</b> effectively introduces body paragraph <b>nor</b> clearly links to the thesis

### GENERAL CLAIM RELATED TO THESIS: Stated as a Topic Sentence for Body Paragraph 3

10	Topic sentence states a claim, provides analysis, and introduces body paragraph with insight, clarity, and complexity
7	Topic sentence is vague <b>or</b> not clear as to its meaning <b>or</b> simplistic <b>or</b> not insightful <b>or</b> not focused on the prompt
0	Topic sentence neither makes a claim <b>nor</b> effectively introduces body paragraph <b>nor</b> clearly links to the thesis

### BODY PARAGRAPHS (GENERAL): Evidence/Information/Examples in Body Paragraphs

15	Evidence/Information/Examples are abundant, comprehensive, presented with complexity and properly used
8	Evidence/Information/Examples are limited or sometimes inappropriately used or not relevant to task or presented simplistically (ie student uses words like “always”, “all,” , “everyone” instead of “most”, “many”, “often”, “usually”)
0	Evidence/Information/Examples are not present or not properly used

### Analysis in Body Paragraphs

15	Analysis is sophisticated, focused on the task of the prompt throughout essay, and links all discussion to the thesis
11	Analysis does not link all discussion to the thesis or is simplistic or is not always focused on the task of the prompt
7	Analysis is lacking or confusing or not focused on the task of the prompt or is not always linked to thesis paragraph
1	Analysis is inaccurate, missing, or ineffective

### USE OF DOCUMENTS

10	Majority documents are used and documents are appropriately analyzed for their significance in regards to the prompt
7	Majority documents are not used or documents are not analyzed well in respect to the prompt
1	Only 1 or 2 documents are referenced and documents are not analyzed for their significance in regards to the prompt

## UNIT TEST #1—REVIEW

1. (True/False) In the 1500s Native Americans possessed a wide range of complex cultures

Provide examples of Native American cultures

Describe how two civilizations differed socially and politically

2. The migration of peoples from Asia occurred in three stages

First migration occurred when

Second migration

Third migration

3. (True/False) Prior to the European encounter, all Indian people were hunters and gatherers.

4. The Iroquois Confederacy was made up of which five tribes

List the five tribes

Why was the confederacy created?

5. The “miracle crops” that first appeared in the Americas were the...

List the two crops

How did they affect Native American communities?

6. Which of the following best describes the way Europeans treated Native Americans

How did the Spanish interact with natives?

What was Columbus’s view of the Tainos

How did the French interact with natives?

7. The city of Cahokia is an example of what? [NOTE: You should look at and be familiar with the graphics and images in Chapter 1.]

Which civilization is credited for building the city?



Where was that civilization located?

8. The oldest continuously inhabited communities in the United States are occupied by the following tribe

(True/False) Apaches

(True/False) Cherokees

(True/False) Pueblos

(True/False) Iroquois

9. Mound builders refer to the following:

Define the term mound builder

Provide examples of mound building civilizations (at least 2)

10. Which of the following was the LEAST important factor behind European exploration?

List of a few facts for each of the following:

Social factors

Political factors

Intellectual factors

Cultural factors

Economic factors

Religious factors

11. Which European country dominated the Americas between the 1492 and 1825?

Identify on a map Spanish colonies and make a list

Where did France establish colonies and why?

Which colony did Portugal claim?

What is the significance of the Treaty of Tordesillas?

12. What was the result or what were some of the consequences of European exploration?

Positive

Negative

Columbian Exchange

13. European countries employed different approaches to establishing colonies.

Spanish [NOTE: talk about encomiendas/haciendas]

French

English

[NOTE: Re-read the end of Chapter 2.]

14. The intellectual and religious movements that had the most influence on European expansion were the following:

List two and describe their significance [NOTE: Key words include Protestantism, Martin Luther, John Calvin, and Catholicism.]

**Unit Test #1-“When Worlds Collide:” Pre-Columbian Civilizations and European Expansion**

**Directions: Use the scantron sheet to mark your answer.**

**Part I: Multiple Choice (72 pts)**

1. In what is now Mexico, the Mayas and Aztecs
  - a) Successfully resisted the Spanish invasion
  - b) Existed without any form of written language
  - c) Developed advanced cultures prior to European contact
  - d) Built earthen mounds
  
2. The purpose of the Treaty of Tordesillas was
  - a) To divide the non-European world between Spain and Portugal
  - b) To specify which part of North America should be French and which should be English
  - c) To exclude any Portuguese colonization from the Western Hemisphere
  - d) To divide the New World between France and Spain
  
3. The mound-building culture of Cahokia supported perhaps 40,000 people near what modern-day city?
  - a) New York City
  - b) Mexico City
  - c) St. Louis
  - d) Seattle
  
4. A people who dominated a large kingdom in the Andes Mountains of Peru when the first Europeans arrived were the
  - a) Incas
  - b) Mayas
  - c) Aztec
  - d) Pueblos
  
5. All of the following were New World crops that enhanced European diets EXCEPT
  - a) Tomatoes
  - b) Potatoes
  - c) Coffee
  - d) Maize (corn)
  - e) Chocolate
  
6. Which is true of the Mayans?
  - a) They created a writing system that used both syllables and written characters
  - b) They had no known religion

- c) They had no knowledge of astronomy
  - d) Their cultures survived and even thrived after Spanish contact
7. Which of the following is a feature of all Indian religions?
- a) Women can hold no leadership positions in the culture
  - b) A belief in many gods (polytheism)
  - c) A belief in just one god (monotheism)
  - d) Human sacrifice
8. The first humans to inhabit North America came
- a) By migrating from Asia across the Bering Strait
  - b) On rafts from Polynesia
  - c) In giant canoes from Africa
  - d) In sailing vessels from Scandinavia
9. Most of the decimation of the Indian population in the Americas during the sixteenth century (1500s) resulted from
- a) Tribal warfare
  - b) Famine
  - c) European diseases
  - d) Enslavement by the Europeans
10. Which of the following groups is NOT matched to its correct geographical region?
- a) Mohawk – Eastern Woodland
  - b) Aztec – Mexico City region
  - c) Maya – Yucatan peninsula (Mexico)
  - d) Pueblo – Florida region
11. The term “mound builders” refers to the
- a) Advanced pre-Columbian civilizations that built large temples in Mesoamerica
  - b) Native American civilization that constructed what is now known as Mesa Verde National Park in Colorado
  - c) Pre-Columbian civilizations that constructed various styles of earthen mounds for burial, residential and ceremonial purposes.
12. The enclosure movement which had been going on since the sixteenth century in England helped prepare the way for English colonization in North America by
- a) Improving the standard of living of the English factory worker
  - b) Displacing farmers and creating a class of unemployed who could migrate to the colonies
  - c) Encouraging religious tolerance between Catholics and Protestants
  - d) Increasing the demand for skilled farmers in England
13. During the seventeenth century, French settlements in North America were primarily
- a) Permanent fishing villages shipping fish to Catholic countries of Europe
  - b) Shipbuilding centers located near the sources of naval stores
  - c) Forts and trading station facilitating the fur trade
  - d) Encomiendas – plantations that utilized Native American slaves

14. Which of the following is true of Eastern Woodland tribes?
- a) No society had much in common with other societies
  - b) All had strict class systems with nobles and workers
  - c) All had kinship-based communities
  - d) All had women in complete religious and political authority
15. The first Europeans arriving in North America found
- a) A few dominant native societies and a common Native American language
  - b) No areas densely settled by Indians
  - c) A homogeneous native societies
  - d) Hundreds of native societies speaking nearly as many distinct languages
16. Christopher Columbus
- a) Discovered a truly new world
  - b) Had little real influence on history
  - c) Established contact between two old worlds
  - d) Helped European understand Indian culture
17. The Iroquois Confederacy
- a) Attempted to control social violence by prohibiting warfare among member nations
  - b) Constituted the most important of the Indian alliances in the western United States
  - c) Included the Mexica tribe, the largest tribe in North America
  - d) Included the Algonquian Indians, who were the largest tribe in North America
18. All of the following tribes were members of the Iroquois Confederacy **EXCEPT**
- a) Mohawks
  - b) Seneca
  - c) Oneida
  - d) Onondaga
  - e) Apache
19. All of the following tribes are examples of mound building civilizations **EXCEPT**
- a) Hopewell
  - b) Adena
  - c) Mississippi
  - d) Pueblo
20. The “miracle crops” that first emerged in North America were
- a) Cotton and indigo
  - b) Maize and potatoes
  - c) Beans and squash
  - d) Barley and rye
21. The first migration of pre-Columbian inhabitants into North America occurred around
- a) 3000 B.C.E
  - b) 5000 B.C.E

- c) 30,000 years ago
  - d) 40,000 years ago
22. The “Columbian Exchange” refers to
- a) The exchange of scientific knowledge
  - b) The expansion of global capitalism in the period
  - c) The control of the Caribbean basin by Christopher Columbus and his family.
  - d) Changes produced by the trade of peoples, plants, animals, ideas and diseases between the “Old” and “New” Worlds
23. Johan Calvin’s followers in France—the Huguenots—sought to establish colonies in the new world in order to
- a) Increase trade between the merchant class of France and the Algonquin
  - b) Establish a religious refuge in the New World
  - c) Look for silver and gold
  - d) Establish a new trade route for France
24. Which famous explorer is known for the destruction of the Aztec Empire sometime around 1519?
- a) Christopher Columbus
  - b) Amerigo Vespucci
  - c) Juan Ponce de Leon
  - d) Hernan Cortes
25. The phrase “God, gold and glory” best describes the motivations of which of the following groups during the Age of Exploration?
- a) Conquistadors
  - b) Native Americans
  - c) Pilgrims
  - d) Puritans

26. The following image depicts the work of which civilization?



- a) Maya
- b) Aztec
- c) Pueblo
- d) Taino

27. During the seventeenth century



- a) Each of the major European powers developed similar policies for creating American settlements
  - b) The English were able to establish the most powerful commercial empire in the Western Hemisphere
  - c) The Spanish, English and French employed different approaches to establishing colonies in America
  - d) French efforts in America failed while England and Spain enjoyed tremendous success in their colonies
28. Which famous explorer landed in the "New World" in 1492 and then returned on three more voyages?
- a) Christopher Columbus
  - b) Amerigo Vespucci
  - c) Juan Ponce de Leon
  - d) Hernan Cortes
29. The Native American civilization that Columbus first encountered in the Caribbeans was the
- a) Hopewell
  - b) Adena
  - c) Tainos
  - d) Iroquois
30. 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.
31. Which of the following was the LEAST important factor behind European exploration and settlement in the 16<sup>th</sup> century?
- a) Religious persecution
  - b) Population increase
  - c) Development of nation-states and merchant class
  - d) Competition for trade
  - e) Renaissance
32. French immigrants to the "New World" tended to inhabit which of the following regions?
- a) Canada
  - b) Mexico
  - c) Brazil
  - d) South Carolina
33. Native American peoples living prior to the first landing of Columbus could be characterized by
- a) uniformity in religious beliefs

- b) the absence of any spoken languages
- c) a remarkable diversity in customs and cultures
- d) a lack of knowledge about agricultural techniques

34. The following pictures depicts the work of which civilization?



- a) Pueblos
- b) Aztec
- c) Taino
- d) Mississippians

35. European explorers contributed the following items to the Columbian Exchange **EXCEPT**

- a) Pigs
- b) Horses
- c) Smallpox
- d) Turkey

36. The following image depicts the work of which civilization?



- a) Maya
- b) Pueblo
- c) Iroquois



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**Extra Credit (10 pts)**

Label the map using the following terms. The final product should resemble a 16<sup>th</sup> century map.

Russian colony

Spanish colonies

French colonies

Portuguese colony

English colonies

Aztec Empire

Mayan Empire

Incan Empire

Mississippi River (you should mark at least one city that the river flows through)

