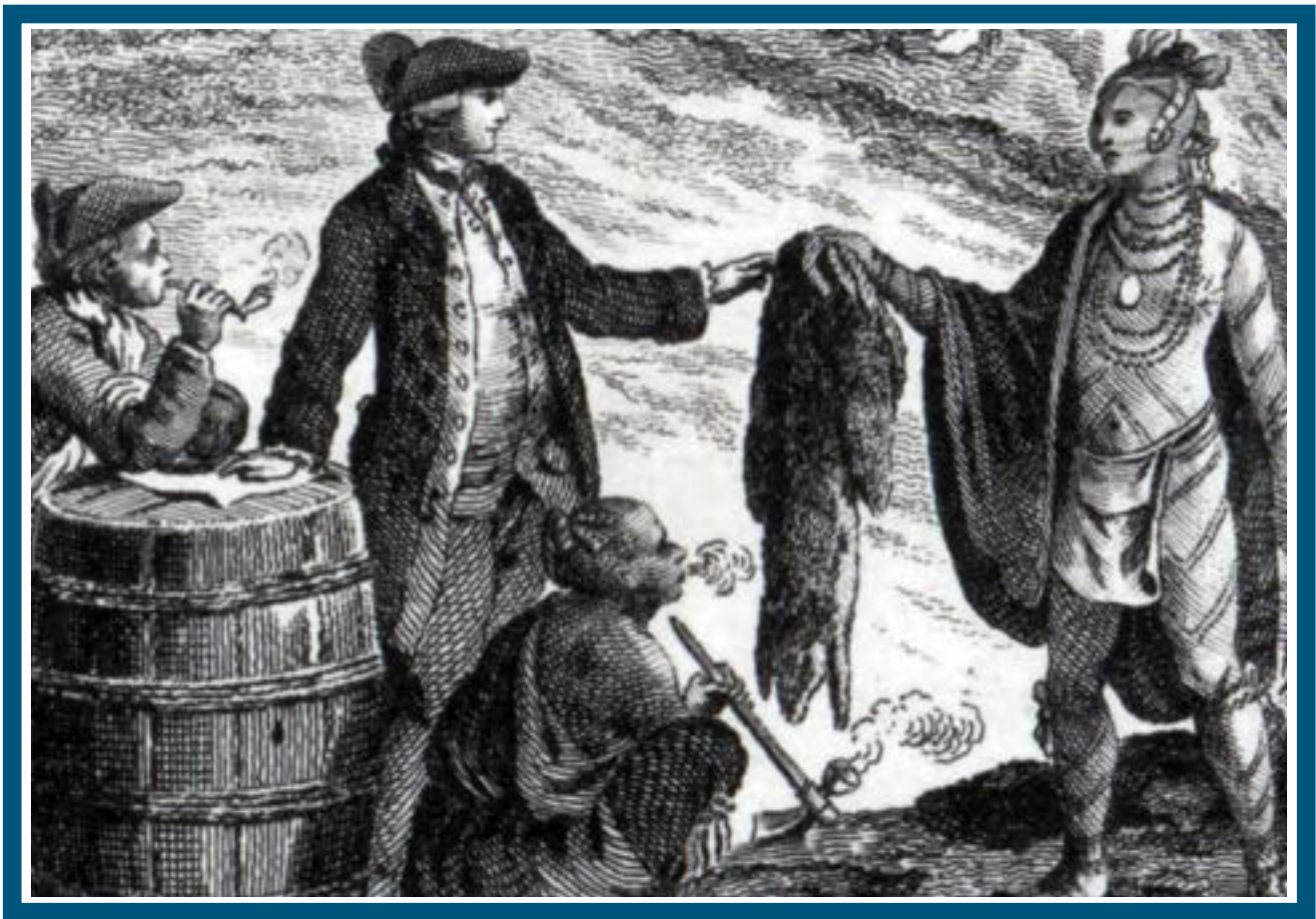

Did Colonization Of North America Level The Playing Field For Those Who Came From Their Home Countries?



Supporting Questions

1. What was life like for people prior to North American colonization?
2. Were some lives changed in a positive way by colonizing America in the 1600-1700s?
3. Were some lives changed in a negative way by colonizing America in the 1600-1700s?

Did colonization of North America level the playing field for those who came from their home countries?

Michigan Content Expectations:	5 – U2.2.2 Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies. 5 – U2.2.3 Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities.
Staging the Compelling Question:	Choose one of the images from the image bank and write a paragraph about what you think is happening.

Supporting Question 1

What was life like for people prior to North American colonization?

Formative Performance Task

Annotate a world map with what life was like for each group of people we have studied.

Featured Sources

- Source A: People of the Forest
- Source B: People of the Plains
- Source C: People of the Desert
- Source D: People of the NW Plains

Supporting Question 2

Were some lives changed in a positive way by colonizing America in the 1600-1700's?

Formative Performance Task

Write a journal entry from the perspective of a French fur trader. -OR- Write a letter home from the perspective of a Spanish Conquistador

Featured Sources

- Source A: Article from Ancestral Findings
- Source B: The New World: A Stage for Cultural Interaction
- Source C: Prezi Presentation
- Source D: European Colonization of America

Supporting Question 3

Were some lives changed in a negative way by colonizing America in the 1600-1700's?

Formative Performance Task

Write a journal entry from the perspective of either a Native American slave or an African slave. OR Create a Venn diagram comparing and contrasting the lives of a slave and a plantation owner.

Featured Sources

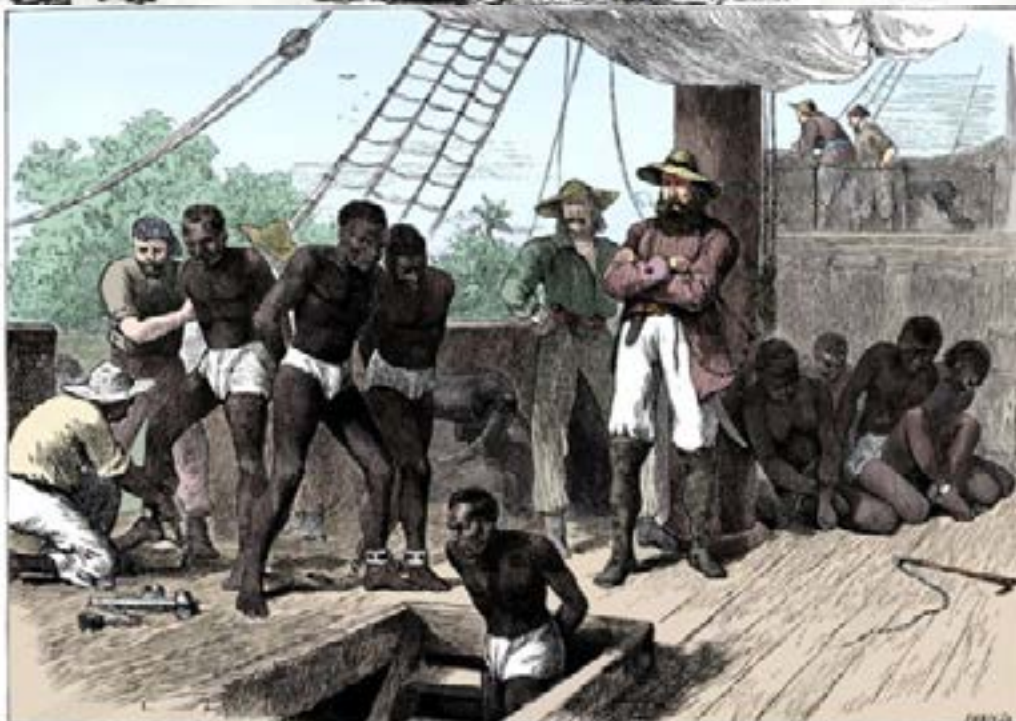
Summative Performance Task	<p>Argument: Did colonization of North America level the playing field for those who came from their home countries? In the Summative Performance Task, students address the issue of how colonization changed America, supporting their answers with evidence. Students may write an essay, create a multi-media presentation, etc. to craft a claim that is supported by evidence.</p> <p>Extension: Were there other groups of people besides those emphasized here that had a negative/positive consequence because of N. American colonization?</p>
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Overview

Did colonization of North America level the playing field for those who came from their home countries? This compelling question guides this upper-elementary based United States History inquiry. Students begin by exploring several visual sources and move into the supporting questions where they'll study some secondary sources, video clips, pictures and stories before finally moving into answering the compelling question for the unit.

Staging the Compelling Question

Choose one of the images below and write a paragraph about what you think is happening.



Supporting Question 1 Overview

“What was life like for people prior to North American colonization?” This question is set to help students have an overview of what life was like for Native Americans, Africans, and Europeans before first contact in 1492. After using these resources, students should be able to annotate a world map with where/how the people lived in N. America, West Africa, and Europe before Columbus’s landing in 1492.

Supporting Question 1 - Featured Source A

The Nobility

Early modern European society was a hierarchy. Most people identified closely with their social class. They knew where they stood in terms of social class and they lived accordingly, expecting and accepting inequalities as simply a part of life. At the top of the hierarchy stood the nobility. Nobles were titled, privileged, and usually wealthy and they owned much of Europe's land. Most nobles inherited their rank from generations of ancestors who had demonstrated their military prowess throughout the Middle Ages, impressing their monarchs and gaining their lands as a reward.

By the 16th century, however, most nobles had abandoned their military careers, focusing instead on political power. They were usually influential in their national governments and at home, on their own manors and estates, they exercised quite a bit of control over the people who worked their lands, collecting taxes and tributes of labor, serving as judges and pretty much running the show.

Peasants

The majority of Europeans, however, were not nobles; they were rural peasants, the people who worked the land. In fact, early modern Europe was very much a rural and agricultural society, for in the 16th century, about 90% of the population lived on farms or in small rural villages. By this time, most European peasants were free, rather than tied to the land on which they lived. But they still owed their local nobility taxes and labor. Some peasants rose to the rank of landowners, but most rented their homes and worked on land owned by others.

Peasant life was governed by agriculture and based on the cycle of the seasons. In Northern Europe, peasants grew winter wheat, rye, barley, peas, and beans. Closer to the Mediterranean Sea, farmers concentrated on grains, olives, and grapes. In mountainous areas, peasants raised animals and grew whatever crops they could. Most of them lived simple lives with few material possessions. Their homes usually consisted of one or two rooms, which they shared with their animals during bad weather. They might own a bed, a table, a storage chest, and some cooking utensils, but that was about it. They ate simple fare, mostly bread, beans, peas, and vegetables, but only rarely any meat or dairy products.

Every so often, peasants got fed up with their situation and revolted in protest of harsh and greedy nobles, economic downturns, bad harvests, and land enclosures that diminished their potential for agricultural productivity and increased their chances of starvation. Revolts broke out in Hungary in 1514, Germany in 1525, and England in 1549. In all three cases, the peasants were squashed like bugs.

Urban Life

Although rural life continued to dominate early modern Europe, urban life was on the rise. Cities grew fast and assumed an ever-increasing cultural and economic role. At the beginning of the 16th century, only Paris, Naples, Venice, and Istanbul had populations of over 100,000 people. By the end of the century, 12 cities had reached this level and they were joined by many smaller cities that were also busy and flourishing.

Some city dwellers concentrated on trade and finance. These merchants and bankers soon formed a new middle class, growing in status and political influence as they expanded their wealth. Other urban residents practiced trades and united into guilds, which were workers' organizations that regulated training, labor, wages, and product quality. The guilds were managed by master craftsmen, who had their own shops. Beneath them were journeymen, who had completed most of their training but still worked for the masters, and apprentices, who were learning a trade

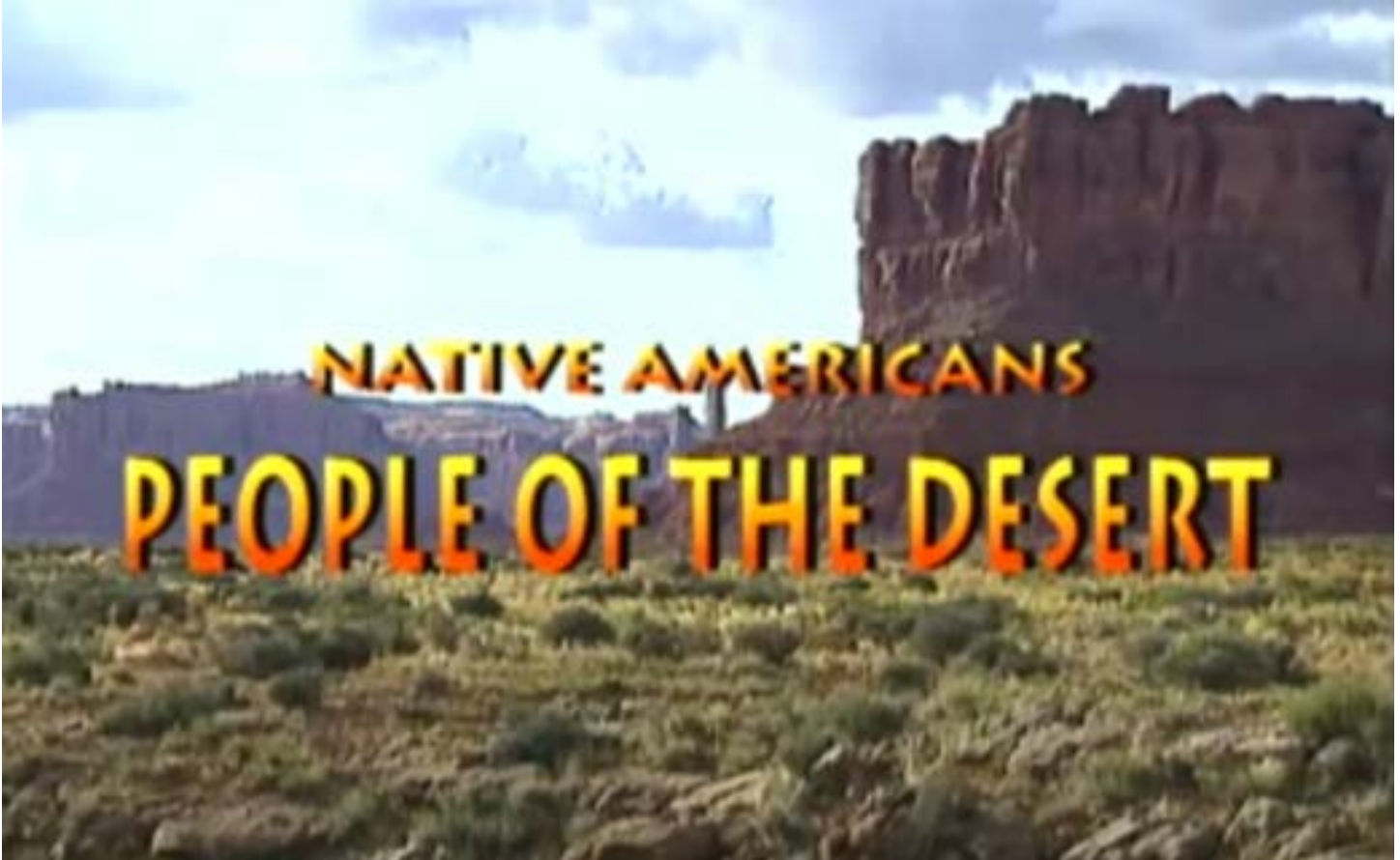
Supporting Question 1 - Featured Source B



Supporting Question 1 - Featured Source C



Supporting Question 1 - Featured Source D



Supporting Question 1 - Featured Source E



Supporting Question 2 Overview

“Were some lives changed in a positive way by colonizing North America in the 1600-1700’s?” This question should focus on WHO benefited most from European contact in North America. Using a journal entry, students will show they can see how contact did have a positive impact for some involved.

Supporting Question 2 - Featured Source A

There are all kinds of stories of hostilities between early American colonists and the Native people who were already there. However, these hostilities did not occur with every European group who came. The French are a notable exception to this, and in fact, enjoyed excellent relations with the Natives almost from the very beginning.

The French enjoyed much better relations with Native Americans than other European groups when they first came to American shores. Here are the reasons why.

The French enjoyed much better relations with Native Americans than other European groups when they first came to American shores.”

Why were the French different? The main reason is that they did not try to change the Natives. They also did not compete with the Natives for land. When the French first came to the Americas in the 1530’s and 1540’s to engage in seasonal fur trading, they immediately established strong trading ties with the local Natives they found there. The Natives already dealt extensively in furs.

The French quickly discovered they could go back to France in the winter months with ships laden with furs they had purchased from the Natives with European wares, such as metal cooking pots, weapons, horses, and other goods not accessible to the Natives at that time. The Natives also accompanied the French on hunting parties and showed them where the good fur animals could be found. The French made it a point to learn the Native languages and ways, and established good relations that were based on equality with all of the tribes in the area.

The French began to stay year-round in the early 1600’s, establishing their first permanent settlement at Quebec in 1608, one year after the English founded Jamestown in Virginia. They did not displace any Natives in the establishment of their settlement and continued to work closely with them in the fur trade. They respected Native territories, their ways, and treated them as the human beings they were. The Natives, in turn, treated the French as trusted friends. More intermarriages took place between French settlers and Native Americans than with any other European group.

This close alliance, which was based on mutual respect and good treatment from both sides, led the Natives to side with the French in their conflicts with the English settlers that came later in the 1600’s and into the mid-1700’s. Relations between the Natives and the English were not nearly as good.

The English treated the Natives as inferior, believed they stood in the way of their God-given right to the land in America and tried to subject the Natives to their laws as they established their colonies. The Spanish didn’t have any better relations with the Natives, as they tried to enslave them when they first came to America, and later established missions where they tried to force them to convert from their traditional religions to Catholicism. The Natives did not appreciate any of this.

The key to the friendly relations the French enjoyed with the Natives was all in the way they treated them when they first encountered them, and how they continued to treat them afterward. As long as the French maintained settlements in America, they enjoyed excellent relations with each other. For those who have early American French ancestry, or French settler ancestors who married Native Americans, the vast majority of those records can be found in the provincial archives of Quebec (some records there might lead back to France if the settler returned there with his Native American bride).

These records provide a fascinating look at relations between Natives and Europeans and show just how different things could have been if all the European people who came to America had been as progressive in their treatment of the Natives as the French were.

Supporting Question 2 - Featured Source B

The New World: A Stage for Cultural Interaction

Question: During European colonization, how did the French, Spanish, and Dutch view the Native Americans and how did their interaction differ? What affect did their interaction have on colonization?

Answer: Interactions among Europeans and Native Americans varied from place to place, and members of each nation forged relationships with Indians in very different ways, depending on a variety of economic, social and political factors. While we should be mindful of this diversity, we can still make certain generalizations. Few Europeans considered Native Americans their equals, because of differences in religion, agricultural practice, housing, dress, and other characteristics that—to Europeans—indicated Native American inferiority. However, the French, Spanish, and Dutch sought profit through trade and exploitation of New World resources, and they knew that the native people would be important to their success. Europeans also wanted to convert Native Americans to Christianity. Therefore, economic gain and religion were the two factors that most affected the dynamics of European and indigenous American relationships.

The Spanish:

Spain, the most powerful monarchy in Europe and the Americas, wished to enrich themselves with the New World's natural resources. After enslaving indigenous peoples in the Caribbean and the southern parts of the Americas to grow crops and mine for gold, silver, and other valuables, the Spanish moved into North America where they concentrated their efforts in what is now the southwestern and southeastern United States. In Florida, for example, Spain established a military post at San Agustín, (today called St. Augustine) but only a small number of Spaniards settled there. Catholic missionaries labored to convert the Indians to Christianity, and they experienced some success baptizing and transforming the Guale and Timucuan peoples into farmers. But even the most cooperative Indians continued to maintain their own religious and cultural traditions, and many priests concluded that the Indians were inferior and incapable of understanding Christianity. Indigenous populations declined over the seventeenth century as epidemics brought by the Spanish killed large numbers of natives. San Agustín remained a small outpost throughout the Spanish colonial period; a sort of multicultural crossroads where indigenous peoples came to trade with Spaniards and intermarriage between Spanish men and American Indian women was common.

The French:

Like the Spanish colonies in North America, New France did not attract many French settlers. Instead of enslaving Native Americans in farming and mining operations, the French exploited existing inter-tribal alliances and rivalries to establish trade relationships with the Huron, Montagnais, and Algonquins along the St. Lawrence River and further inland toward the Great Lakes. These Native Americans competed for exclusive status as intermediaries between other Indian traders and the French. Although Native Americans did most of the work, tracking, trapping, and skinning the animals and transporting the pelts to French traders, they drove hard bargains for their furs. French traders exchanged textiles, weapons, and metal goods for the furs of animals such as beavers, bears, and wolves. The trade strengthened traditional clan leaders' positions by allowing them to distribute these trade goods to their clan members as they saw fit. Jesuit (Catholic) missionaries managed to convert considerable numbers of Huron because the priests learned the local languages and exhibited bravery in the face of danger. French officials offered additional incentive for conversion by allowing Christian Hurons to purchase French muskets. In the eighteenth century, the Dutch and English competed with the French for trade and territory, which gave local Indians continued economic, diplomatic, and military leverage as Europeans competed for their trade and military alliances through the seventeenth century.

NORTHERN MICHIGAN INQUIRY HUB


The Dutch:

Unlike the French and Spanish, the Dutch did not emphasize religious conversion in their relationships with Native Americans. Instead, they focused on trade with American Indians in present-day New York and New Jersey. They established a fur trade alliance with the Iroquois confederacy, the most powerful Native American empire in 17th-century North America. Although smallpox and other European diseases drastically reduced the Iroquois population, the confederation remained strong because they negotiated an advantageous alliance with the Dutch. Dutch weapons helped the Iroquois to defeat the Huron, who were leaders of the other major pan-Indian confederacy in the area.

Native Americans:

As often as possible, Native Americans took advantage of rivalries among European powers to maintain or enhance their own political and economic positions. Wars between England and the Netherlands spilled into North America, and in 1664 during the Second Anglo-Dutch War, England seized control over New Netherland and renamed the colony New York. The Iroquois quickly signed an alliance and trade treaty with the English. However, they also maintained friendly relations with the French and welcomed Jesuit missionaries into their midst. The Iroquois were generally successful at playing the French and English off one another until the English drove the French out of North America at the end of the French and Indian War (1763).

Supporting Question 2 - Featured Source C



The effect of French and Dutch colonization on North American Indians

By Rachel Clark, Joey Trombetta, Juliana Collins, and Vivian Salvucci

Prezi

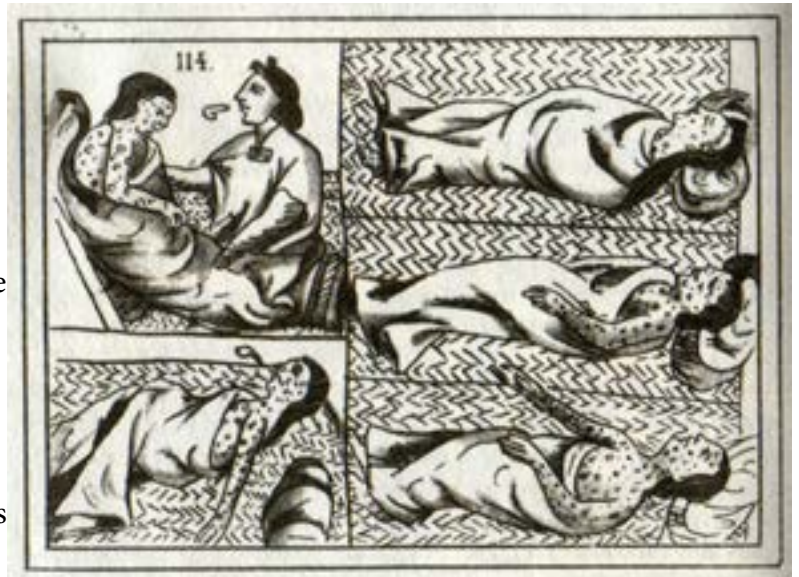
Supporting Question 2 - Featured Source D

From the beginning of Virginia's settlements in 1587 until the 1680s, the main source of labor and a large portion of the immigrants were indentured servants looking for new life in the overseas colonies. During the 17th century, indentured servants constituted three-quarters of all European immigrants to the Chesapeake region. Most of the indentured servants were teenagers from England with poor economic prospects at home. Their fathers signed the papers that gave them free passage to America and an unpaid job until they became of age. They were given food, clothing, housing and taught farming or household skills. American landowners were in need of laborers and were willing to pay for a laborer's passage to America if they served them for several years. By selling passage for five to seven years worth of work they could then start out on their own in America.[15

Disease and indigenous population loss

The European lifestyle included a long history of sharing close quarters with domesticated animals such as cows, pigs, sheep, goats, horses, dogs and various domesticated fowl, from which many diseases originally stemmed. Thus, in contrast to the indigenous people, Europeans had developed a richer endowment of antibodies. The large-scale contact with Europeans after 1492 introduced novel germs to the indigenous people of the Americas.

Epidemics of smallpox (1518, 1521, 1525, 1558, 1589), typhus (1546), influenza (1558), diphtheria (1614) and measles (1618) swept the Americas subsequent to European contact, killing between 10 million and 100 million people, up to 95% of the indigenous population of the Americas. The cultural and political instability attending these losses appears to have been of substantial aid in the efforts of various colonists in New England and Massachusetts to acquire control over the great wealth in land and resources of which indigenous societies had customarily made use.



Drawing accompanying text in Book XII of the 16th-century Florentine Codex (compiled 1540–1585)

Supporting Question 3 Overview

“Were some lives changed in a negative way by colonizing North America in the 1600-1700’s?” This question should help cement the student understanding that while some benefitted, there were some severe consequences to the colonization of North America for several groups of people.

Supporting Question 3 - Featured Source A

Source: Equiano, Olaudah. *The Interesting Narrative of the Life of Olaudah Equiano, Written by Himself*. Edited by Robert J. Allison. New York: W. Durell, 1791. Reprint, Boston: Bedford Books, 1995, 47-48. Annotated by Colleen A. Vasconcellos.

My father, besides many slaves, had a numerous family, of which seven lived to grow up, including myself and a sister, who was the only daughter. As I was the youngest of the sons, I became, of course, the greatest favourite of my mother, and was always with her; and she used to take particular pains to form my mind. I was trained up from my earliest years in the arts of agriculture and war; and my mother adorned me with emblems, after the manner of our greatest warriors. In this way I grew up till I was turned the age of eleven, when an end was put to my happiness in the following manner: Generally, when the grown people in the neighborhood were gone far in the fields to labor, the children assembled together in some of the neighboring premises to play; and commonly some of us used to get up a tree to look out for any assailant, or kidnapper, that might come upon us—for they sometimes took those opportunities of our parents' absence, to attack and carry off as many as they could seize. One day as I was watching at the top of a tree in our yard, I saw one of those people come into the yard of our next neighbor but one, to kidnap, there being many stout young people in it. Immediately on this I gave the alarm of the rogue, and he was surrounded by the stoutest of them, who entangled him with cords, so that he could not escape, till some of the grown people came and secured him. But, alas!, long it was my fate to be thus attacked, and to be carried off, when none of the grown people were nigh.

One day, when all our people were gone out to their works as usual, and only I and my dear sister were left to mind the house, two men and a woman got over our walls, and in a moment seized us both, and, without giving us time to cry out, or make resistance, they stopped our mouths, and ran off with us into the nearest wood. Here they tied our hands, and continued to carry us as far as they could, till night came on, when we reached a small house, where the robbers halted for refreshment, and spent the night. We were then unbound, but were unable to take any food; and, being quite overpowered by fatigue and grief, our only relief was some sleep, which allayed our misfortune for a short time. The next morning we left the house, and continued travelling all the day. For a long time we had kept the woods, but at last we came into a road which I believed I knew. I had now some hopes of being delivered; for we had advanced but a little way before I discovered some people at a distance, on which I began to cry out for their assistance; but my cries had no other effect than to make them tie me faster and stop my mouth, and then they put me into a large sack. They also stopped my sister's mouth, and tied her hands; and in this manner we proceeded till we were out of sight of these people. When we went to rest the following night, they offered us some victuals, but we refused it; and the only comfort we had was in being in one another's arms all that night, and bathing each other with our tears. But alas!, we were soon deprived of even the small comfort of weeping together.

The next day proved a day of greater sorrow than I had yet experienced; for my sister and I were then separated, while we lay clasped in each other's arms. It was in vain that we besought them not to part us; she was torn from me, and immediately carried away, while I was left in a state of distraction not to be described. I cried and grieved continually; and for several days did not eat anything but what they forced into my mouth.

Supporting Question 3 - Featured Source B

When the London Company sent out its first expedition to begin colonizing Virginia on December 20, 1606, it was by no means the first European attempt to exploit North America. In 1564, for example, French Protestants (Huguenots) built a colony near what is now Jacksonville, Florida. This intrusion did not go unnoticed by the Spanish, who had previously claimed the region. The next year, the Spanish established a military post at St. Augustine; Spanish troops soon wiped out the French interlopers residing but 40 miles away.

Meanwhile, Basque, English, and French fishing fleets became regular visitors to the coasts from Newfoundland to Cape Cod. Some of these fishing fleets even set up semi-permanent camps on the coasts to dry their catches and to trade with local Indians, exchanging furs for manufactured goods. For the next two decades, Europeans' presence in North America was limited to these semi-permanent incursions. Then in the 1580s, the English tried to plant a permanent colony on Roanoke Island (on the outer banks of present-day North Carolina), but their effort was short-lived.

In the early 1600s, in rapid succession, the English began a colony (Jamestown) in Chesapeake Bay in 1607, the French built Quebec in 1608, and the Dutch began their interest in the region that became present-day New York. Within another generation, the Plymouth Company (1620), the Massachusetts Bay Company (1629), the Company of New France (1627), and the Dutch West India Company (1621) began to send thousands of colonists, including families, to North America. Successful colonization was not inevitable. Rather, interest in North America was a halting, yet global, contest among European powers to exploit these lands.

There is another very important point to keep in mind: European colonization and settlement of North America (and other areas of the so-called "new world") was an invasion of territory controlled and settled for centuries by Native Americans. To be sure, Indian control and settlement of that land looked different to European, as compared to Indian, eyes. Nonetheless, Indian groups perceived the Europeans' arrival as an encroachment and they pursued any number of avenues to deal with that invasion. That the Indians were unsuccessful in the long run in resisting or in establishing a more favorable accommodation with the Europeans was as much the result of the impact on Indians of European diseases as superior force of arms. Moreover, to view the situation from Indian perspectives ("facing east from Indian country," in historian Daniel K. Richter's wonderful phrase) is essential in understanding the complex interaction of these very different peoples.

Finally, it is also important to keep in mind that yet a third group of people--in this case Africans--played an active role in the European invasion (or colonization) of the western hemisphere. From the very beginning, Europeans' attempts to establish colonies in the western hemisphere foundered on the lack of laborers to do the hard work of colony-building. The Spanish, for example, enslaved the Indians in regions under their control. The English struck upon the idea of indentured servitude to solve the labor problem in Virginia. Virtually all the European powers eventually turned to African slavery to provide labor on their islands in the West Indies. Slavery was eventually transferred to other colonies in both South and North America.

Because of the interactions of these very diverse peoples, the process of European colonization of the western hemisphere was a complex one, indeed. Individual members of each group confronted situations that were most often not of their own making or choosing. These individuals responded with the means available to them. For most, these means were not sufficient to prevail. Yet these people were not simply victims; they were active agents trying to shape their own destinies. That many of them failed should not detract from their efforts.

Supporting Question 3 - Featured Source C

Environmental and health effects of European contact with the New World

European arrival in the Americas decimated both native populations and previously flourishing ecosystems.

Overview

- Colonization ruptured many ecosystems, bringing in new organisms while eliminating others.
- The Europeans brought many diseases with them, which decimated Native American populations.
- Colonists and Native Americans alike looked to new plants as possible medicinal resources.

Environmental changes

The European presence in America spurred countless changes in the environment, negatively affecting native animals as well as people. The popularity of beaver-trimmed hats in Europe, coupled with Indians' desire for European weapons, led to the overhunting of beavers in the Northeast. Soon, beavers were extinct in New England, New York, and other areas. With their loss came the loss of beaver ponds, which had served as habitats for fish as well as water sources for deer, moose, and other animals. Furthermore, Europeans introduced pigs, which they allowed to forage in forests and other wildlands. Pigs consumed the foods on which deer and other indigenous species depended, resulting in scarcity of the game native peoples had traditionally hunted.

European ideas about owning land as private property clashed with natives' understanding of land use. Native peoples did not believe in private ownership of land; instead, they viewed land as a resource to be held in common for the benefit of the group. Colonizers erected fields, fences, and other means of demarcating private property. Native peoples who moved seasonally to take advantage of natural resources now found areas off limits, claimed by colonizers.

Introduction of disease

Perhaps the single greatest impact of European colonization on the North American environment was the introduction of disease. Microbes to which native inhabitants had no immunity caused sickness and death everywhere Europeans settled. Along the New England coast between 1616 and 1618, epidemics claimed the lives of 75 percent of the native people. In the 1630s, half of the Huron and Iroquois people living near the Great Lakes died of smallpox. The very young and the very old were the most vulnerable and had the highest mortality rates. The loss of the older generation



meant the loss of knowledge and tradition, while the death of children only compounded the trauma.

NORTHERN MICHIGAN INQUIRY HUB

Some native peoples perceived disease as a weapon used by hostile spiritual forces, and they went to war to exorcise the disease from their midst. These “mourning wars” in eastern North America were designed to gain captives who would either be adopted or ritually tortured and executed to assuage the anger and grief caused by loss.

New plants make new medicines

European expansion in the Americas led to an unprecedented movement of plants across the Atlantic. A prime example is tobacco, which became a valuable export as the habit of smoking took hold in Europe. Another example is sugar. Columbus brought sugarcane to the Caribbean on his second voyage from Spain in 1493, and thereafter a wide variety of other herbs, flowers, seeds, and roots.

Notably, Europeans traveled to America to discover new medicines. The task of cataloging the new plants found there led to the emergence of the science of botany. Early botanists included the English naturalist Sir Hans Sloane, who traveled to Jamaica in 1687 and there recorded hundreds of new plants.



What do you think?

1. How did the environment of the Americas suffer from European contact? How did it benefit?
2. Did the markets in Europe influence the development of botany and agriculture in the New World? How so?
3. How did the native people and colonists exchange both knowledge and materials to make new medicines?

Summative Performance Task Overview

In the Summative Performance Task, students address the issue of how colonization changed America, supporting their answers with evidence. Students may write an essay, create a multi-media presentation, etc. to craft a claim that is supported by evidence. Students can go above and beyond to include how this still has an impact today and/or if other groups not mentioned were impacted by North American colonization.