



EARLY AMERICAN HISTORY

MOST INDEPTH AMERICAN HISTORY TEXTBOOK - PART 1

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ALL YOU NEED TO KNOW ABOUT AMERICAN HISTORY

The HuntThePast.com guide through all things American
History

MIDDLE SCHOOL EDITION

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Dedicated to the many supporters of Historical
Conquest, including:

Caylee Edwards
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The Cummins Family
Kay and Trace Waldram
Lisa Imerman
Jonah Hosmer

Introduction:

This is not just any book about American History. You do not just read this book, you experience it. In this book, you will not just read words, but interact with the book, And you will find more information on each subject by visiting our website, www.HuntThePast.com.

Why connect a website and a book, you may ask? Because there are too many topics and too much information in each unit to fit it into a book. We want you to be caught up in this web of information, diving deeper into topics you may want to know more about. Think of it this way: most curriculum and textbooks give a bird's eye view of an event in history. They never really talk about what is most important, and the most interesting - the people and the moments. Why, you might think, do they not provide as much information as possible? Because it is extremely expensive to produce this content-rich material. Therefore, we are designing this book to entice you to go a little deeper, ask questions, and find out the truth for yourself, not just take the information you are given at face value. We provide you with a bird's eye view from this book, and then tell you what units in our library of historical topics are related to the topic, for you to search out.

For example, in our first chapter we will talk about Mesoamerica, diving deeper into the people who populated this land, including the Olmec, Maya, Inca, and Aztec people. You then get the opportunity to learn more about these groups by searching about these topics on our website. In those online units, you will find fun and thought-provoking text, amazing illustrations

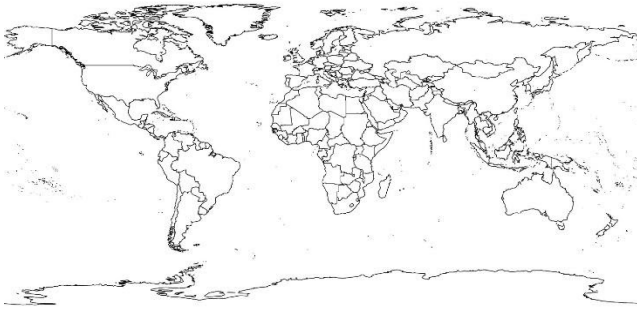
and historic images of the topic, fun videos, a map, and activities for each unit that help you remember what you learned. We will also tell you the most appropriate times to use the different games you will find on our Gaming Portal.

This is an experience like no other curriculum out there. We want you to have fun, enjoy what you are reading, be in charge of what you are learning, and thereby remember 70-80% of what you are learning.

So, to begin, start by reading the Chapter. Each unit is limited to just one page, even if there is too much information to share. That way, we don't burden you with too much information. On the following page, for each unit, you will find activities to help you critically think about the information you just read (which will help you remember 70-80% of what you read). When it tells you to look up someone on the HuntThePast website, do that as well. See what you can find out about each of these people and write it down in the space provided for you. Just know, if you do not want to write it down, you can always draw it out. Do not be afraid to write in the margins and doodle. This is your book on American History, and you can look back at it at any time, to remind you of what you learned, and your thoughts.

WHERE IN THE WORLD DID LIFE BEGIN?

Let us begin with the bigger picture. What are the earliest civilizations in the world? Looking at this map, it is said that there are five major cradles of civilization – in other words, these are the earliest, largest civilizations in the world. They include the Erlitou of ancient China, the Indus Valley of India, Egypt - in Africa, Sumerian of ancient Iraq, and the Olmec - in Central America. These are the greatest civilizations established, many thousands of years ago. Please mark them on this map:



What can you find about each of these civilizations?

Erlitou culture of China: _____

Indus Valley of India: _____

Ancient Egypt, in Africa: _____

Sumerian of ancient Iraq: _____

Olmec Civilization, in Central America: _____

WHERE DID AMERICA BEGIN?

Where did the story of America begin? Was it with Christopher Columbus discovering the New World, or was it the Norse (known today as Vikings) Leif Erickson? It started well before the Europeans. No one can say for certain when the Americas began. What can be said, is that those who began in America, before European explorers, most likely did not originate from there, either. Instead, they traveled there. Some archeologists believe they traveled over an ice bridge between Russia and Alaska; others believe they traveled across the Atlantic and Pacific Oceans, by ship; and yet others say there are those who lived here when all the continents were one, and stayed when the continents split. We will help you with this question in future chapters. First, label as much of this map as you know.



UNIT #1: MESOAMERICA

THE FIRST MAJOR CIVILIZATION (Week 1:Day 1)

(search the bold words at huntthepast.com to know more)

In a land not so far away, near the southern border of Mexico, lived a people of much mystery. The Olmecs are regarded as the first civilization to develop in **Mesoamerica**, one of five cradles of civilization.

The Olmec people were a civilization that began in the lower Mexico area, near 2500 BC, and ended abruptly by 400 BC. Without any known reason for their destruction, they were completely wiped out of existence. Some say it was a great battle that destroyed them; others claim it was a famine or disease in the land. These are two of the great mysteries of most ancient civilizations: where did they come from, and where did they go? Though their exact origin is unknown, some evidence shows that their DNA comes from Africa or the Middle East, and it is believed that they came by sea from an unknown African region.

Though not much is known about their origin, what is known, is that they were a rich and powerful people. They made large, colossal head sculptures of their greatest military leaders, that weighed 5-20 tons and were transported far distances. Now, only 17 exist.

There are small amounts of architecture that stand today - mostly ruins of large cities. There are only a few records found in all the Olmec civilization, written on stone tablets or on their architecture. Their writing looks like ancient hieroglyphs, like those in China and Egypt.

Their culture is based around religion, art, and family. Their leaders may have been both spiritual and military leaders, with a singular god, depicted in a sculpture represented as a feathery serpent, though believed to be in the form of a man. The small amounts of architecture, sculptures, writing, and artwork stand as the only record of what was to be believed to be one of the most powerful ancient civilizations.

Activity#2: Big heads - The Olmecs are best known for their large stone sculptures of heads representing their great rulers. This gave prestige to that leader, knowing that those stones would last for thousands of years.



Your task is to draw one of those big rock heads of your parent. To do this, they must sit in front of you while you draw, or use a picture to draw their big rock head. While drawing, have them tell you a story of their past.



AFTER THE OLMECS – Maya, Inca, and Aztec (W1:D2)
(search the bold words at huntthepast.com to know more)

The origin of other Mesoamerican cultures, including the **Inca**, **Maya**, and **Aztec** civilizations, is also not well known. Though there is an overlap in their existence, there is no record of interaction between the Olmec and the Maya; the Inca were in South America.

Activity #1: Where it all began – These four major civilizations lived all over Central and South America. As you learn about these four groups, come back to this map and mark where the Olmecs, Aztec, Inca, and Aztec lived:



After filling out the map, answer this question:
What can you learn from mapping out these groups?

The Maya began to develop their civilization around the same time (700 BC) that the Olmec were destroyed. They lived in southern Mexico and the Guatemala area.

Much like the Olmecs, they were immensely powerful in each of their subcultures. See, the Maya had many divisions and wars between their people. There was no unifying government or culture, but instead, they spread out throughout their land and developed cities around their families. These family units were the most important priority to them, more than their riches and power. Most would live as separate family units in their own villages, dividing themselves from the collective Maya body, to keep these families and their traditions unaffected by the other cities. The center of the Mayan civilization were the large cities spread throughout the country, connected where the people would gather to trade and conduct their religious duties. These cities were connected by dirt paths and roads, made out of hardened materials, like stones.

To the Maya, the government, their religion, and even science were one. They believed their leaders were guided by their god and that their god controlled the science around them. Maya customs were based on three ideas (religion, government, and science).

These larger cities were hubs to the outside world and were controlled by the most powerful families. In these centers, you would find a thriving marketplace of goods from all over. Here, the smaller cities would trade with each other, and those living in the larger cities. People would gather to worship their god(s) at the temples, the center of their Maya faith, and conduct very public

ceremonies and events. They were also not against those of other lands coming to visit and trade, even with their different languages and customs. They were very accepting of others visiting and doing business. Even when Europeans came to visit, the Maya allowed them to walk amongst them and trade.

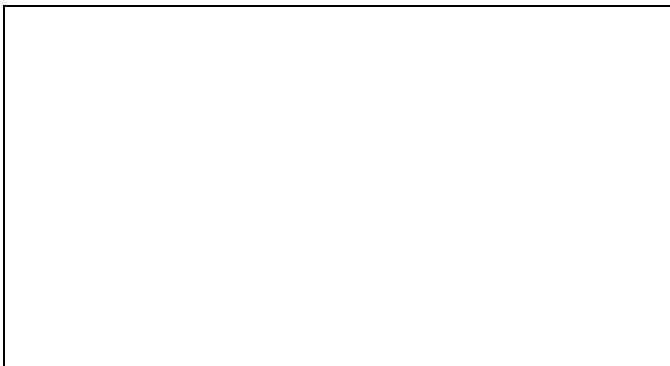
This division between cities, though, caused much strife in their own lands, so much, that they began to war against each other, and rebel against the larger bodies. When the Spanish arrived, though, only a fraction of what had once been a powerful nation was still intact.

How they died off is not known, but two ideas have become popular with historians. One thought is, that because they were only reliant on a small number of local foods, a drought could have slowly destroyed their civilization; or, that the warring nature of the people had them kill off one another, nearing 1400 AD. As for what truly occurred, we may never know, because of the lack of writing of their history. Oral traditions and storytelling became the best-known way to keep records. Like the Olmec, though, some of their writing can still be found in hieroglyphic-like writing, similar to Egypt and other ancient civilizations. Imagine that. You could write your story by doodling. Though back then, they had to carefully chisel out every inch with a sharp object and mallet, or something similar.

Activity: Your Calendar - The Maya are known for their calendar, a large stone tablet telling days of the year.



This calendar would track the seasons with different cycles. The actual calendar had 265 days, but combined with other rotations, it would account for nearly 365. Here are images from the Mayan calendar. If you were to draw a calendar, like the Maya calendar, but with 12 months and 365 days, how would yours look? Draw it here:



The Inca (W1:D3)- Well known for their great structure, even at high altitudes, the Incas became a powerful civilization that rivaled most, yet they had no written language. They did have a way of counting, using knots on cords, but the significance of the cords was lost when those who knew their system were either killed in the Incan Civil War, or finished off by the Spanish. Because their traditions and history were passed down by oral means and storytelling, historians cannot find much about their exact history. Instead, they have found most of their ancient information from their stories and archeology.

One of the greatest accomplishments of the Inca, besides their high and superior structures, was their network of roads that stretched across their kingdom - about 2,250 miles of roads. These would have been used to transport armies and messages, using runners, not used to transport goods to trade. Every man was a farmer, producing his own family's food and clothes, and then trading these resources with locals. Much like the Maya, their cities were places of worship and trade, while the smaller cities were those of families trying to separate themselves from the larger body.

The Inca were known for their religion and their belief in a god for each part of nature: The Sun god, Rain god, and more. They would also prepare and keep their dead leaders' bodies, to give guidance from the afterlife.

Their warlike nature, disease, and then the Spanish, finally ended the rule of their greater civilization.

Activity: Keeping a history by telling it to others was extremely difficult, without the ability to write it down. Ask your parents or guardian for a story of your family. Have them tell you the story at night. In the morning, try to write down what you remember about the story. After you have written the summary, ask that same adult to read your story and tell you, on a scale of 1-10, how close you were to telling the story they told you accurately.

On a scale from 1-10, how close was your writing to the story that was told? _____

The Aztec (W1:D4) - The Aztec were the last great civilization of Mesoamerica. It was started by three nomadic tribes, traveling throughout central Mexico, until they gathered as one body, in 1325. It is said that



their god picked this location: a great lake where a legend foretold of an eagle perched on a cactus, which symbolized that this was where they would build a greatest city - Tenochtitlan. The city was built on an island, surrounded by swamp, in Lake Texcoco. They irrigated the

swamp and used the dirt to expand their island, adding gardens and surrounding the city with water. This land became the foundation for the greatest city in all of Mesoamerica, with great dirt causeways. As the population grew, many sought their own city-states, where they could worship in their own way, causing a division among the people.

These other cities would still benefit the Aztecs, for they designed sophisticated irrigation and farming methods to produce crops like maize (corn), beans, squash, potatoes, avocados, and tomatoes, and trade them in Tenochtitlan. They would also hunt coyotes, armadillos, turkey, and other wildlife, and use them for trade. There were divisions, but they were still able to work together, most of the time.

This city-state order of the Aztec was formed by two means. First, families left the larger body to build smaller cities, to better control their culture and the

raising of their families. The second was more prevalent; they would take over cities that were already established before the Aztecs, and put them under their rule. To keep from endless wars and more lives taken, the cities created treaties and alliances with each other, including the smaller cities against the larger Aztec cities. Their god was very war-like, and the teachings of him pushed them into a constant war-like state.

The story of their god's arrival into the world, and how he ruled, is a tale for the most gruesome movie (see the Aztec unit on www.HuntThePast.com/topics), which gives you a greater understanding of why they are so well-known for their war-like nature, and even conducting of human sacrifices. They believed these two acts (war and sacrifices) satisfied their god's lust for blood. Though they were a war-like people, they also understood the nature of man, and not wanting to kill off their entire city in war, they would send out a group of warriors on either side to fight as if the entire army was with them. They would fight and, if they lost, their city would lose, making the winner's tribe the victor. Those surviving champions, from the losing side, would be sacrificed to their god. These battles were known as the "Flower Wars," and they happened throughout the civilization, to promote certain tribal dominance.

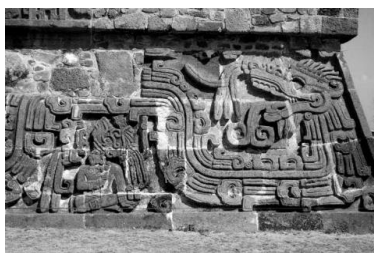
While being a civilization that fought each other, they also built great temples, and constructed dams, bridges, and other great structures that stood high into the air. Some of these structures still stand today. Much like the civilizations before them, their large cities were a hub for trade, worship, and cultural ceremonies.

Tenochtitlan, lacking land to farm, was sustained through its trade with smaller cities, and taxes - known as tributes - from those they conquered.

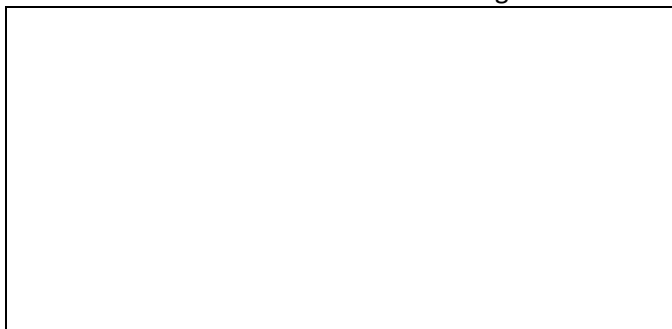
Beyond this, their early history is not well known, for their codex of history and all other writings were destroyed when Itzcoatl took power in 1427, starting a new reign with “new people,” as he saw it. All former writings were hunted down and destroyed, removing any thought of their past beyond that which could be passed down by oral tradition (storytelling). This is how some were able to preserve the record until the Spanish arrived. When the Spanish came, their friars learned their language and transcribed these stories, preserving them as well as possible, though some items were lost in translation and by being passed down by memory.

During Itzcoatl’s reign, he formed alliances between their three largest cities, **Tenochtitlan**, Texcoco, and Tlacopan, with other client city-states, in an effort to take on their greatest rival - the Tepanec - and conquer their capital. When a city or people were conquered, their ruler was replaced by someone who honored the greater alliance, who then forced them to pay tribute to the larger city-state. Because of these burdens, and the vengeance sought by those lesser cities (near 500), who lost the “Flower Wars,” a great divide had formed among the people. This anger was so high, that when the Spanish arrived, these rival cities and people (including the **Tlaxcala**, their greatest rivals to the east, and a Republic nonetheless) turned against Tenochtitlan and their newest ruler, **Montezuma**. Within three years, the great civilization of the Aztec fell.

Activity: Aztec god (Feathery Serpent) - Aztec respected and even worshiped the image and statues of snakes. This was due to the representation of Quetzalcoatl, their god. His name literally translates to “feathery serpent.” This is also seen as a representation of their god coming from the sky (feathery) and moving among the people (serpent). They even presented **Hernan Cortes** with a sculpture of the serpent, just before he attacked Tenochtitlan; this sculpture is now displayed in the British Museum.

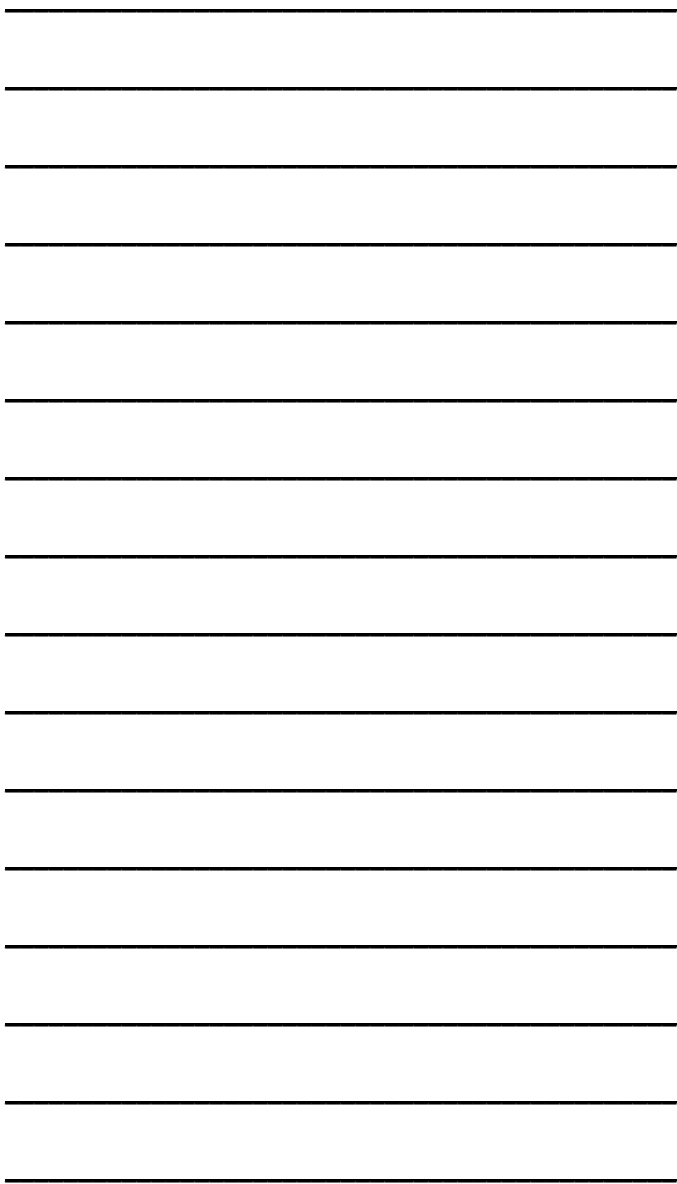


Your task today is to draw your representation of a serpent - one that the Aztecs could respect and honor. Design your image on a separate sheet of paper and then transfer that drawing to cardboard. With cut tissue paper, and other materials around the house, glue feathers onto the drawing to decorate it. Use other materials to make it stand out. Draw it again below:



Journal Entry: Critical Thinking - Now that you know the stories of the civilizations who once filled the lands of Central and South America, what are some of the issues and successes that you see in the telling of each of their stories? What can be learned from what they experienced, and what we experience today? In this journal entry, please answer these four questions:

1. What led to the destruction of the Olmecs, Mayans, Incas, and Aztec people?
2. What were similarities of where their civilizations may have gone wrong?
3. What do you see today that we as a people are experiencing, that mimics their behavior?
4. If we follow this path, seen in question 3, what do you think will happen to the United States?



UNIT #2 - DISCOVERY OF THE "NEW WORLD"

BREAKING THE MYTHS OF THE PAST (W2:D1)

(search bold words at huntthepast.com to know more)

Well before **Christopher Columbus**, there were people throughout North America. Many were nomadic people, who would travel with the changing of the seasons; others were able to build into their surroundings small cities throughout their territory. Many of these tribes worked together to trade or keep to their own areas, while some were war-like, and made their livelihood through attacking others.

Recent archeologists have studied the burial remains of these people and dated them back thousands of years, through a process called Carbon Dating (finding the age through the breakdown of its carbon molecules). DNA tests taken from these remains show many different origins, from Asia to Africa; some, like the **Cherokee**, have DNA markers found solely in Jewish DNA. Because there are very few records of the origin of these people (only oral tradition, by storytelling of their history), no one knows exactly how these people, throughout the Americas, came to live here.

Their means of arrival in the Americas is also not known. Some evidence points to an ice bridge that formed between Alaska and Russia, allowing people to follow the mammoth herds to this new land. Others believe in a Pangea, where all the continents were once one, and people moved around the sole continent freely. Evidence, in what records exist, DNA, and oral tradition, tell of them traveling to the Americas using small and great ships. For example, it is thought by

many in the Southeast Alaska tribe, the **Tlingit** people, that their stories of creation and culture are remarkably similar to those in Tonga, 9,600 miles from each other.

So, though we do not know how all the Indigenous people came to the Americas, we can learn of the tribes we already know. Note: the word “Indian” comes from the word “Indios” which may have come because Columbus thought he had found India, or as some linguistics experts have considered, Columbus was Italian and did not speak Spanish well. He may have called the people “Una gente in Dios” or “A people in God”, “in God”, “in Dios”, “indios”. The terms “Native American” and “Indigenous” came in the late 1970s. Native Americans have been calling themselves Indians for years, as you will find in the Federal Indian Laws, negotiated with North American tribes. For this reason, we will use all three terms. Also, those far in northern Canada, parts of Greenland, and Alaska, would be called ‘Inuit,’ or to their people, ‘Inuktitut.’ These people inhabited the arctic areas of North America.

Leif Erickson - How Europe found America

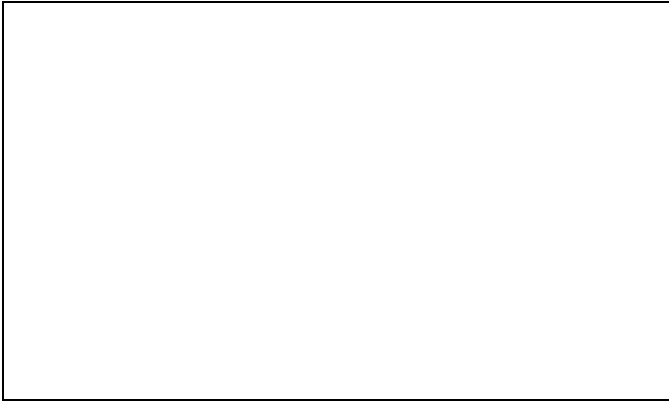
There were many explorers who arrived before Columbus in the Americas - many we have no record of. One of the first European visitors to settle in the Americas would have to be **Leif Erickson**, whose family was exiled from Norway, in Northern Europe, because of his grandfather, Thorvald Asvaldsson. Thorvald killed a local tribesman, while seeking vengeance for his kinsmen’s death, and was banished from the Scandinavian territories. Note: You may know these people as Vikings, but they never referred to themselves as Vikings, but rather Norseman, coming from Norway.

Any historical record who calls them Vikings should be questioned for accuracy. After being banished, Thorvald sailed west to find a land that had been discovered by another Norseman, by the name of Hrafna-Flóki. He came upon a great island, and when seeing a mountain full of glaciers, declared the land to be called Iceland. His son, Eric Thorvaldsson, or as you may know him, **Eric the Red**, followed in his father's footsteps and was exiled for more civil unrest, and killing another tribesman. He was exiled for three years, as punishment, and in his travels found Greenland. His son, Leif Erickson moved to Scotland for a time, and then, from the tales of another Norse explorer, learned of a land West of Greenland. So, he traveled there to find North America and began the first - but unsuccessful - European settlement in North America, and began to do missionary work to the indigenous people.

Long story short, Christopher Columbus was not the first European settler to visit North America, or settle in North America; Columbus did not even settle North America, since he spent all his time in the Caribbean and northern South America. You can read more about this and Columbus's story in the next few chapters. There were hundreds of tribes throughout North and South America, and we will share the stories of some of the largest and more impactful, in the story of North America, in future chapters. It is easier to remember when you weave them into the story and show how they were part of the founding of what is now America.

Activity: Boat Building - Have you ever made a paper boat? Well, you are going to have fun with today's activity! Today we will teach you to fold an origami paper boat, and then test its durability in different weather. Visit HuntThePast.com/SpanishExploration/

Part #2: Look at your origami ship and draw it in the space below. How would it look if it were real?



1. How well did your boat stay afloat? _____

2. How well did it do in bad weather? _____

3. What did you learn from folding your ship? _____

Christopher Columbus (Cristobal Colon) (W2:D2)
(search bold words at huntthepast.com to know more)

Have you heard of Christopher Columbus before? Why is he so important? From what you have learned, was he a cruel man, who imprisoned the natives, or a great man who cared about them? Whatever you heard is probably only partially true. Allow me to shine some light on the matter, and let you decide what you think.

Before his voyage – Born in Italy, he grew up working at his father's wool shop. To find independence, he enlisted as a sailor, later joining the Italian Navy and becoming an experienced seaman. The Venetian Navy controlled the Spice Trade in the Mediterranean Sea, while the Portuguese controlled the travel around the southern tip of Africa. Spain controlled neither, but after the war with the Moors (African Muslims, who conquered part of what was to become Spain), in Europe, they found themselves with extra ships and soldiers, and needed to find use for them.

During this time, the idea of the earth being spherical, instead of flat, began to gain popularity. The Catholic church, and their scientists and astronomers, were the first to promote this theory. Some scientists began to promote the theory that the easiest way to India and Asia would be by sailing West into the Atlantic unknown. Though this was only believed by a few, Columbus's friend and priest, Fra Fernan Martins, shared this idea with him. Columbus wanted to test the theory, but needed funding, a ship, and a crew. In 1484, he reached out to Portugal and was rejected, then to Genoa and Venice, and was rejected. He even reached

out to the English, and was again rejected. Those that did not believe this theory were numerous, and continued to spread the word that Columbus and those he worked with were wrong. He was very persistent, and in 1492, **Isabel of Castile and Ferdinand of Aragon**, joint rulers of what was to become Spain, decided to support his venture with their excess ships and soldiers.

First Voyage - Columbus guided the Nina, the Pinta, and the Santa Maria, and hired a full crew and all the provisions they believed necessary, then sailed West. Their calculated distance would be short 8,000 nautical miles and with two continents in their way, but what they found would change the world. His crew included the **Niño Brothers** - well trained sailors - whose father came from Africa. His sons were raised master sailors, and with the help of friends, joined Columbus's voyage.

As Columbus continued to sail through these uncharted waters, the men became restless and almost mutinous, but on October 12, 1492, they spotted land. When they reached the sandy shores, they honestly believed they had reached Asia. They planted a cross and dubbed the area San Salvador. They met with the **Taino**, whom Columbus called "Indios." Because of their hospitality and openness, he wrote in his journal that "a better race there cannot be." Columbus's first observation was that they seemed not to have the tools to protect themselves and had to fight in other ways. Due to their intellect and strong builds, Columbus believed the Taino people would be excellent help, and so enlisted - and paid - a few of them to join their efforts. That winter, with the help of some of the Taino, they built their fort. They also worked to convert them to Christianity. He

saw them as equals, and advocated for them having equal rights with the Spaniards.

Sailing around the islands of Cuba and Hispaniola, the Santa Maria ran aground. Columbus decided it was time to return to Spain, and restock supplies. He left a few dozen men in their settlement, with guidance to continue building their settlement, and sailed back to Spain. He brought with him goods from the new world, which began the **Columbian Exchange**, and natives as dignitaries, or Ambassadors, to present to the queen. When they arrived, he received a hero's welcome and was rewarded with more money, supplies, and help for his next journey. He was called Admiral, and was made Governor over the new land he had found.

Throughout his many voyages, his most notable creation was the first global trading system, called the Columbian Exchange, where they traded plants, spices, and crops from around the new world, with the European and African markets. This was the driving factor that changed the future of America forever.

But, when he returned to the new world, what he found would boil, and chill, a normal man or woman's blood, all at the same time. The horrors that he would find would cause a chain reaction in the new world...

Activity #1: Columbian Penny Trading Game – First, you need a penny. Go to a relative or a friend and ask them what they would give you for a penny. Then take that item and ask a neighbor or other friend what they would trade you for that new item? You can also trade one item for two, or two for one. You can then trade those items separately as well. What can you acquire after nine trades? Mark down what you would have paid for that item. Remember that you do not need to accept the trade they offer; ask for the biggest and best.

1. Starting with a penny...

2. Traded it for _____. Your value: \$ _____

3. Traded it for _____. Your value: \$ _____

4. Traded it for _____. Your value: \$ _____

5. Traded it for _____. Your value: \$ _____

6. Traded it for _____. Your value: \$ _____

7. Traded it for _____. Your value: \$ _____

8. Traded it for _____. Your value: \$ _____

9. Traded it for _____. Your value: \$ _____

Columbus's Second Voyage (W2:D3) - Returning to Hispaniola, he found that the men he left were slaughtered by another tribe, Caribs - who were recorded to be cannibals - and that they had abducted Taino women, and enslaved and harvested others. Dr. Diego Alvarez Canca, a physician who accompanied Columbus on this voyage, journaled their visit to a Carib village, likely on the island now known as St. Thomas. He wrote of the horrible things they did to the women and how they cannibalized the bodies of the fallen.

It was here that Columbus raised up arms against those tribes of other islands who would attack the Taino and his men. At this time, most of the tribes were going through a cultural revolution and beginning to speak the same language - Arawakan; even the Caribs of the local islands began learning the language of their captives. The Caribs themselves were a conquering people, who travelled north from mainland South America and began conquering the many Caribbean islands they came upon on their journey north. Note: up to 20% of the indigenous population were already enslaved by other tribes before Europeans arrived. From there, the relationship between the indigenous and the Spanish soured, from peace and help, to war and resistance. Columbus ordered that those who fought against the Spanish and were captured would not be killed, but imprisoned and shipped back to Spain, to be "civilized." Nearly 550 indigenous people, some captive, and some volunteers, traveled back to Spain when he returned from his second voyage. Beyond the Spanish taking up arms against the Caribs, the natives began to die by the dozens, due to diseases brought from Europe that the Spanish were accustomed to, but the natives were not.

Before leaving, Columbus completed three significant acts in the new world. First, he fortified the entire island of Hispaniola, building a second fort with soldiers and Taino working together. With their guns, horses, and other arms, they had subdued the tribes of the surrounding area. So, the second was to send Friar Ramón Pané to live among the tribes, learning their language and writing down their oral traditions, as the first anthropologist. The third was to begin the search for gold, ordering the Taino to do manual labor. Columbus returned to Spain and presented his findings.

Third Voyage - When he returned on his third voyage, things had turned for the worst. Columbus was commanded to bring back representatives of the crown who despised him. Quickly, Columbus's enemies turned his loyal men against him. One such enemy, Francisco de Bobadilla, was a judge that was to observe Columbus in the new world. He sailed on Columbus's third voyage as an Embassy of the Crown, and friend to the Queen. In 1500, soon after arriving, he charged Columbus with brutal treatment of the native people and tyrannical control over his men. Whether this is true, no one knows, because there are two opposing stories; Columbus's journals and detailed documents from supporters and observers give one side of the story, including that of Friar Ramón Pané, who spent two years writing the stories of most the natives, and a 42-page document written by Bobadilla, with statements of witnesses.

Columbus was quickly imprisoned and shipped back to Spain. The crown took control of the colony, which had been under the governance of Columbus and his

brothers. A few months later, all charges were dropped and Columbus was released, due to opposing evidence. He was then provided a fourth voyage.

Fourth Voyage – This is where most historians and textbooks stop, but the most interesting things occur in his fourth voyage. When Columbus returned to Hispaniola, they found that the Spanish had started slave raids and were enslaving the natives by the thousands. War had broken out among all the islands, and the indigenous people were dying by the hundreds. His replacement, Governor Francisco de Bobadilla, who accused Columbus of mistreating the indigenous people, was imprisoned by **Juan Ponce de Leon**, to be shipped back to Spain for misrepresenting Columbus, and for his mistreatment of the native people. The queen was not fond of slavery, or the mistreatment of natives. Columbus requested port in Hispaniola, because of a hurricane he was predicting, but was denied any help by the new Governor. At the same time, a fleet of 30 treasure ships left Hispaniola heading for Spain, not believing Columbus's prediction. 29 were lost at sea, with over 500 men - one being Bobadilla, without telling his side of the story to the Crown.

Columbus spent some time sailing among the islands of the Caribbean, possibly reaching even the coast of Honduras and Panama, and was stranded for a year in Jamaica. Winning favor of the natives, they paddled canoes to Hispaniola, asking the Spanish to rescue Columbus, but the new Governor, Nicolás de Ovando y Cáceres then, who despised Columbus, denied any help. Later, another ship found Columbus and his men. He returned to Spain, to live the rest of his life.

Activity #2: Thought Experiment: This experiment is to make you think and to be more reflective. Have you been accused of something that was not true? Tell us:

Have you ever been accused of something that was true? What was that instance? Tell the story:

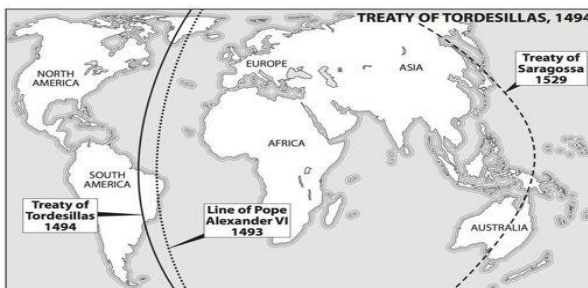
How were the feelings you felt different each time? How did you react differently?

When you look back, and you heard someone's side of their story, and you told your side, were they the same? How did they usually differ? Who was usually believed?

Things are not always what they seem, or there may be more to the story than you hear from one side. It is said that the "victor writes the history." Then the question becomes, who was right? Was Columbus a tyrannical dictator over his men and the Taino, like his enemies wrote, or did he respect the tribe? Think on this?

Treaty of Tordesillas (W2:D4) – On Columbus’s return from his first voyage, he stopped by Lisbon, Portugal, to report to King John II that there were more islands west of the Canary Islands. Portugal had no idea Columbus was traveling west and this set off the King, because the treaty they were currently under, he felt, was not being followed with Columbus’s new journey. The Treaty of Alcáçovas, signed in 1479 between Portugal and Castile (Spain), had ended their war and allowed Portugal to conduct all sea-based exploration over the Atlantic. King John II sent an angry letter to King Ferdinand and Queen Isabella to denounce what they had done, and to warn them that he was sending an Armada to take the land.

The Spanish fleet was much smaller than Portugal's, so they sought a diplomatic resolution and asked Pope Alexander for a solution, as both countries were Roman Catholic ruled. On May 4, 1493, the Pope decreed, in



the Treaty of Tordesillas, that all newly discovered land west of the Canary Islands, if they were made Christian lands, would be safe from any attacks by Portugal, and would give Spain the ability to explore. This created a latitudinal line down the middle of the Atlantic Ocean, dividing the non-European world between Spain and Portugal. John II was not happy, as he believed it gave

Spain more land to explore, but since everyone believed Columbus had found a few islands, it was not enough to go to war.

In 1500, during the Portuguese search for another route to India, Pedro Álvares Cabral sailed straight into Brazil and sent word to Manuel I, King of Portugal, that there was land inside the line. The king swiftly sent ships to conquer the land. This would later become the country of Brazil, which now speaks Portuguese as their official language, instead of Spanish.

Note: This separation did not apply when the two kingdoms of Portugal and Spain were joined under one crown, in 1580, until 1640. Afterwards, the lands were redivided under this previous treaty. The French, English, Dutch, and Swedes did not recognize this ownership of North and South America and continued to take unclaimed - and even Spanish claimed - lands.

Activity: Exploration Lines - How would you have divided exploration of the globe? In this activity, you are to divide the world into two areas, one part for a classmate or family member, and one for you. What would be fair? Next, ask them if that was a fair divide? Negotiate with them to come to an agreement that is acceptable to both, and draw it on the map below.

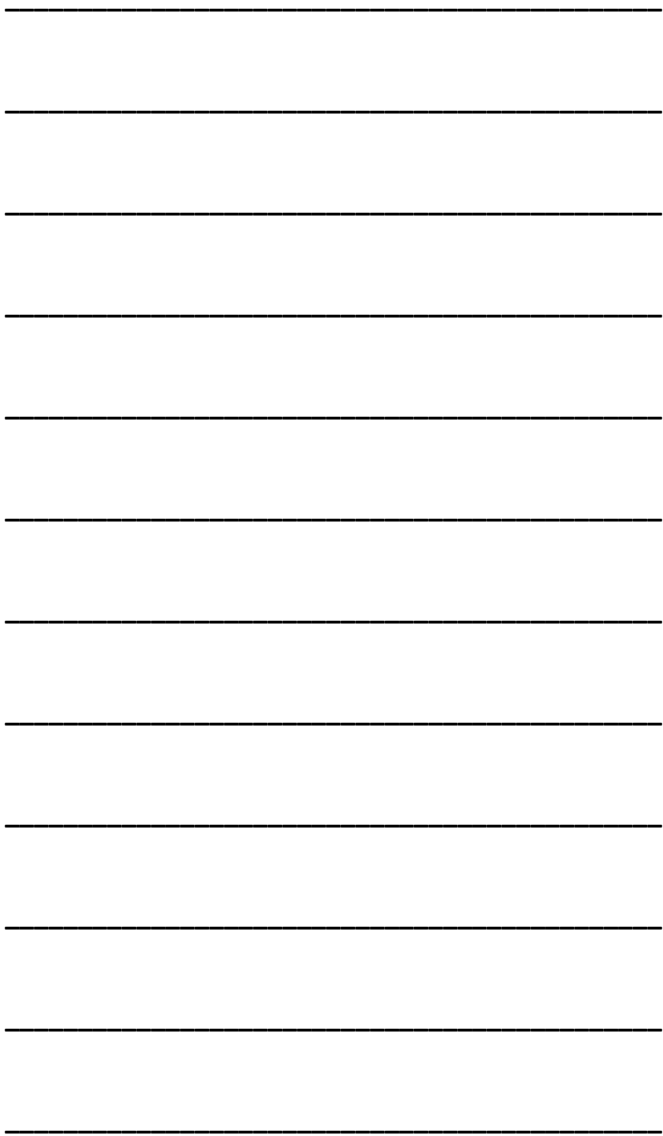
Divide the World Equally Between Two Kingdoms



Journal Entry: Was Exploration Morally Wrong? –

There is much controversy over the Spanish exploring the Americas and settling the areas they found, not to mention the other countries that will be soon mentioned. Was it right for Europeans to explore the Americas, conquer the indigenous people, and take over the American continent? If not them, then what would have happened to the Americas, if not touched by Europe? Take some time to think about it and write your thoughts in your journal. Tell us what you think:

Write your Journal Here:



UNIT #3: IGNORANCE - "Spanish Protectors" (W3:D1)

(search bold words at huntthepast.com to know more)

Finding a New Land - Imagine you were an explorer and came upon a land that, to the best of your knowledge, was a specific land you expected to be your destination. The ocean is so vast, and the islands are so spread apart, that - as far as you could see - there was no larger body of land. So you stay close to the land you know. Your ignorance does not stop there. You stumble upon a native tribe, never influenced or visited by someone like you before. It could have easily been, to the Spanish, that there were no American continents. Columbus had only found these few islands, full of resources, to show the people who paid for his voyage.

There was so much ignorance on the part of the Spanish, as they ventured into these new lands. Both the indigenous people and these explorers knew nothing of each other, and may have worried - on both sides - if they would be captured and taken as slaves. Because their languages were so vastly different, they struggled to understand each other. They worked together to build their first fortification. The Spanish paid the Taino who helped them with manufactured goods, like glass beads. Things were going well.

The worry of the Taino perhaps came to reality when Columbus left a small number of men to continue to build, and left to return to Spain. These men, who possibly had ill intentions, may have turned on the people, and begun to demand - and then plunder - the tribe's goods; and then possibly began abusing their people. There was nothing the Taino could do but defend themselves. Or, maybe... the men who were left

did not take anything, but another war-like tribe, like the Carib, came to attack them. The details are not clear, for the men were slaughtered when Columbus returned, and all he found was a broken fortification and bodies.

Now, since they spoke different languages, what was Columbus to think about what had happened? That his men were attacked, which then began a war with the Taino. Again, the Taino may not have had anything to do with it, but according to Columbus and the Spanish ignorance, there was only one group of indigenous people in the area. So, the Spanish could have begun to take up arms against anyone on the islands, and when war struck up against the islanders and the Spanish, they both were forced to defend themselves.

Of course, the claim of brutality would have come from the stronger of the two groups, so the Spanish were to be blamed for what would occur. So who really was at fault? Do we know, since no one today lived back then.

Remember, the native women were rescued from the Carib, by Columbus's men. Could it be that there were no ill feelings between the Taino and Columbus, but they communicated that another tribe had come and killed both of their people and stole their women? Most likely, this is what occurred because Columbus's physician reported back their rescue efforts against the Carib tribe, on what was to become St. Thomas Island, and what the women had communicated to them. It was at this time that Friar Ramón Pané began living among the tribe and learning their language.

There was one other issue that the Spanish were completely unaware of, that made things hard to

understand in the new world. They may have believed that all those that they came upon were of the same tribe. Some tribes spread out among many islands. The Taino people spoke Arawak, but so did the Carib, for there was a cultural shift happening at that time among those that lived among the Hispaniola and surrounding islands. The shift was caused by the Caribs traveling to the Taino's islands, attacking them, stealing their women, and marrying some. The Taino women spoke Arawak, so the Carib needed to learn to communicate with their wives, and so were taught Arawak. To the Spanish, those who spoke the same language were the same people, right?! That was how it was in Europe. So, there was no way for them to tell who was who, until years later, when the Catholic friars came to and began to learn all their languages and cultures.

These friars would live among the people of many different tribes, learn their languages, and work to preserve their history, writing down their oral stories. Combined with this writing, even sometimes ignorant of Columbus and the Spanish, we base what we know from the writings we have. You may not agree with everything or anything they said, but you cannot discount their words. They lived it; historians try to reconstruct it, and we hopefully seek to learn from it.

This is why primary sources, including journals, letters, logs, and other writings from the time, are important sources. A historian from today can only assume they understand what was going on hundreds of years ago, only through writings and small of archeological finds. They can only work with their assumptions.

Activity: Coming Upon a New Land – You have been sailing for two months straight, and you feel that you will never find land. Suddenly, a sailor from the crow’s nest – a platform at the top of the mast – yells “LAND HO!!!”. What would you have experienced in that moment? What would you have experienced when you stepped out of the row boat onto the gritty sand? What would you have experienced when you met the inhabitants of the island? Tell us how you imagine your experience would be, or the journal entry you would have written.

The Ignorance of the Tribes: Visitors Arrive (W3:D2)
(search bold words at huntthepast.com to know more)

You are going about your normal tasks, hunting or harvesting food for your family, when you look upon the horizon over the vast sea and spot clouds low upon the water, coming your way. These are not like any other clouds, but very solid and bright white clouds as the sun beats off them. As they come closer, you see a large canoe traveling underneath them and it is slowly coming closer. As they come close to the island, the clouds begin to shrink, and you see large trees on top of the canoe where the clouds have been put away. It takes hours, but soon the visitors from the canoes board smaller canoes, and begin to paddle into shore.

You are fascinated at this view, and as the visitors come closer, you see two distinct things about them. First, their dress is very strange to you - almost every part of their bodies is covered; and second, the visitors are all men. They beach their canoes and step out of them with clothing on their feet.

Your chief greets them, trying to communicate with them, though it is difficult. They use hand gestures and your chief understands a little from their movements. You feel fear of these new people, and at the same time, fascination to learn more of them; so, when they want to talk to you, you struggle to communicate with them. As a gesture of friendship, you share some of your crops and crafts. You know they are different, and until now, you see no danger from them, though you are cautious. You have seen tribes from other islands come and

attack, kill, and enslave the people of your tribes and wonder, will these visitors do the same?

They come in and ask for land, where they can set up a few huts, and this seems acceptable to your chief. How long they will stay is unknown to you, but to keep good will, when they ask for help building their huts, you decide to volunteer. They offer trades as payment: clear beads that sparkle in the light, along with other supplies that did not come from nature.

This seems to be a good relationship, so when the next visitors, much like the first, come to visit, you desire to help and trade with them. Yet, they are not as friendly as the first, and they - like the other tribes - begin to enslave your people.

Activity: How would you feel? – Now tell us your experience from the Taino's eyes? If they were to tell their story, what do you think they would have said?

You are Now a Young Archaeologist - Imagine you are an Archeologist. You have just come to the island of what was Hispaniola. You have read the records of the explorers, different friars who were there at the time, and those that came afterwards. Some wrote their story, others learned the native language and wrote their stories. What are you to expect, looking into these accounts? Where would you begin to look for more information, for further studies? You could find ruins of old forts or villages; ancient weapons that may have lasted, such as spear heads - if they even used heads on their wooden staffs; you could talk with those who still live today, but you know there would be an increased bias to one side. The Taino and Caribs were all extinct by that point. There is always going to be an ignorance of the past when there are competing records, and no written language from the Taino, who experienced it.

The best you can do is try to put all the pieces together, but as you go through the adventures of the Spanish through this new world, you will need to keep an open mind, that it is extremely hard to know what truly happened. It is said that in war, history is written by the victor, but there are always two sides of the story. Our task, as young archeologists (that's you), is to keep an open mind, and while learning these things, try to open your perspective to what happened, according to records, and what could have happened. If no one knows for certain, then an open mind is much more valuable than someone who says, "this is what happened and that is the only way." Do not trust that a human can recall anything exactly how it occurred.

Activity: Aliens Anthropologists - Since there are few places left to be explored on the earth, we will have to use our imagination for this experiment. Imagine you are an alien, coming to earth for the first time. You stumble upon your house, to find a perfectly preserved sample of what life was like here on earth when humans inhabited the planet (humans are now extinct). You are to act as an archeologist, to discover what life was like on this planet.

Example: You enter this inhabitation, and walk into a large gathering area. You see moderately sized structures in the middle of the room. Due to the indentations in the materials, it could only be places the inhabitants would have sat. These structures are encircling a box at the far end of the room, as if that was an object of worship. They must sit there every day and worship the box, for every house in the vicinity has one. All around the box, there are remnants of food scattered among these structures, even on top and within the crevices around where they would have sat. It must be accurate, from the wear on the cushions and the variety of food that has collected, that this was a common area of gathering and worship, maybe even sacrificing the food to the box at the focus of the room.

Now, what items would you have found around your house? And what would you have assumed, as an archeologist, if you would have found them hundreds of years in the future?

Item #1 (describe the item) _____

and it must have been used for (make up a possible use)

Item #2 _____ and it must have

been used for _____

Item #3 _____ and it must have

been used for _____

Item #4 _____ and it must have

been used for _____

What would this have told you about the people who

lived in your house? _____

The Spanish Protectors of America (W3:D3) - Queen Isabel recognized all those among the islands as subjects - people under her rule - of her country Castille. She believed that they must be treated with care, and not cruelty, and not enslaved, unless criminal conduct had occurred. She believed also that they should be taught Christian ways, but they should not be forced upon them. She sent protectors - friars, to teach the people, and to report back any instances of mistreatment towards the indigenous. After Columbus's first voyage, the Pope also recognized Columbus as the Governor and entrusted him with friars.

In 1515, well after Columbus's death, one Spanish noble, **Bartolome de las Casas**, gave up slavery and became a Dominican friar. He began to write down his view of the treatment of the native people and cruelties that may or may not have occurred. He was accused of overly dramatizing events to push his anti-slavery agenda. He provided more sources of information about the early Americas - a **historiography** (written understanding), though his writings of Columbus were not by observation, but from others' accounts, making this close, but not a primary source. He disdained the treatment of the native people and wrote adamantly against it, requesting to switch African slaves for natives.

Francisco de Vitoria, on the other hand, never visited the Americas and relied upon the writings of other friars to obtain his stance on the people of the Americas. His importance is found in his lectures at the University of Salamanca, and in statements made to the Crown. With Las Casas's help, they created "**The Nueva Laws of 1542**," regulating the treatment of the indigenous.

Activity: You Make the Laws – What are some of the rules you would have made during this time of exploration? Remember that your people, the Spanish, English, or French, needed to expand (in their eyes). How would you satisfy their need to explore, and yet be just to the indigenous people?

1. _____

2. _____

3. _____

4. _____

Put yourself in the place of the explorers or settlers;

would your rules seem fair to you?

Put yourself in the place of the indigenous people;

would your rules seem fair to you?

Amerigo Vespucci and the Naming of America (W3:D4)
(search bold words at huntthepast.com to know more)

Did you know that America was named after a procurer of wine, women, and tax collecting? Amerigo was born in Florence and grew up in mere poverty, yet found employment with the wealthy banker, Lorenzo di Pierfrancesco de **Medici**. Medici used Vespucci to get things that he wanted, whether it was payments by someone, or goods for entertainment. With this experience, Vespucci became a small-time, but successful, businessman, though he knew that his love was the sea. He changed his focus towards ships, as a pilot, navigator, explorer, and cartographer – or map maker. He made his way to Spain and made friends with the man who was in charge of the finances and supplying for Columbus's voyages.

Here, his love for the sea grew. But, being inexperienced, he had to learn quickly, by writing down his observations. He would sell his writings each time he returned to land. One of his responsibilities was cartographer, or map maker. He would use his ability of observation and star-based navigation to create very accurate maps of the New World.

His writings became so widespread throughout Europe, that he was just as well-known as Columbus himself. He made the claim of this being a "New World" and it began to stick - the idea that this was not Asia, but a new continent, instead. Working for both the King and Queen of Spain, and their rival Portugal, he was able to take two long voyages and travel most of the eastern coast of South and Central America. His maps were to become so well-known, that a German cosmographer

created the first world map, '*Cosmographia Waldseemuller*,' published the year after Columbus's death, naming the new continent America (after Amerigo Vesupucci, who died before the name stuck).

Activity: Recognition - If you could name something after yourself, what would it be? Remember that, to name something after yourself, you have to have influence over it, and others must recognize that. With that recognition, what would you give your name to?

1. _____
2. _____
3. _____
4. _____

Part 2 – If you were to name the new world of the American Continent, what would you name it? Allow at least two of those names to be named after you. What would the name be?

1. _____
2. _____
3. _____
4. _____

Journal Entry: Who is at Fault if anyone? – The world was changing quickly at this point in history, and someone is the first to do almost everything that occurred during this time. Who's fault is it? This can be on any topic mentioned in the last week. Whose fault was it for strife in indigenous society, Spanish or other native tribes? How about death and disease; if it wasn't the Spanish, would it have been another country? Take some time to think about it and then write down your thoughts in your journal. Tell us what you think:

Write your Journal Here:
