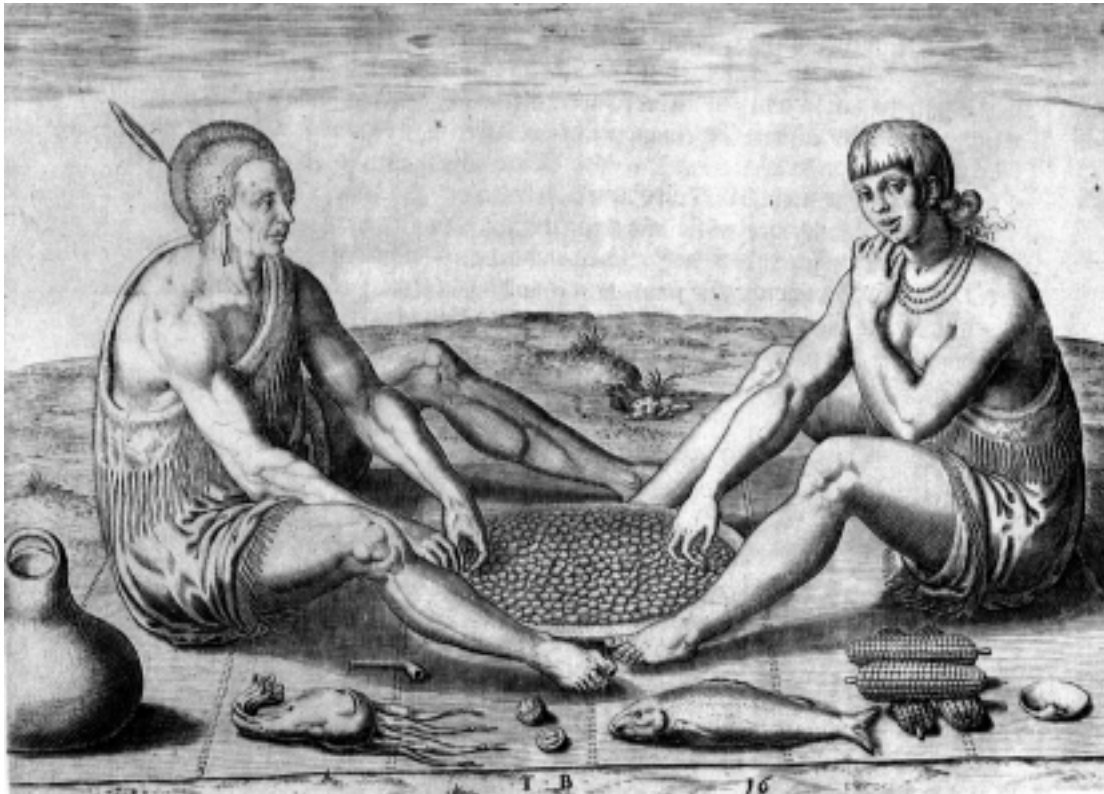


Missions to America



A Teacher's Guide with
Historical Background and
Lesson Plans

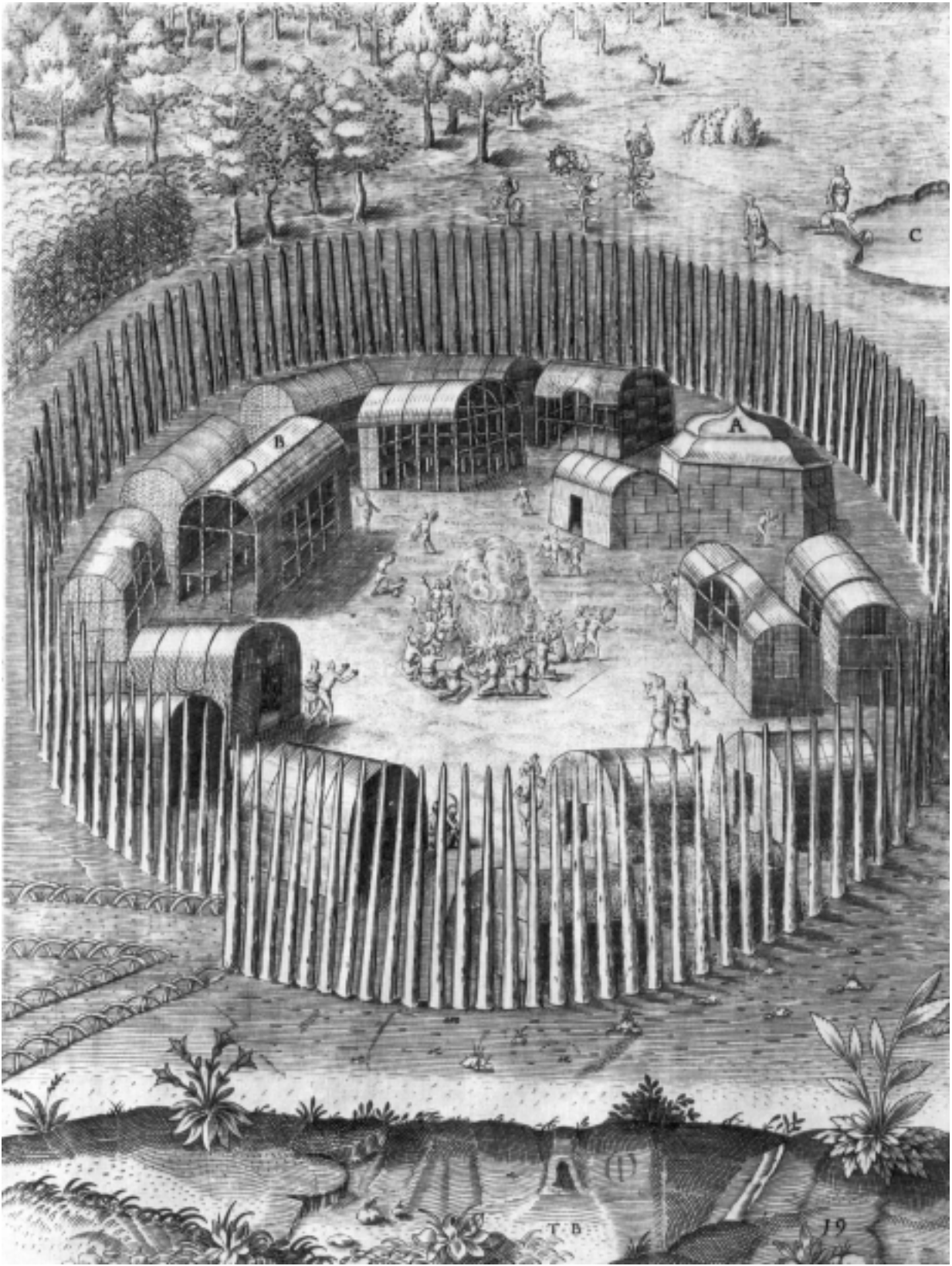
Colonial Williamsburg



Jamestown-Yorktown Foundation



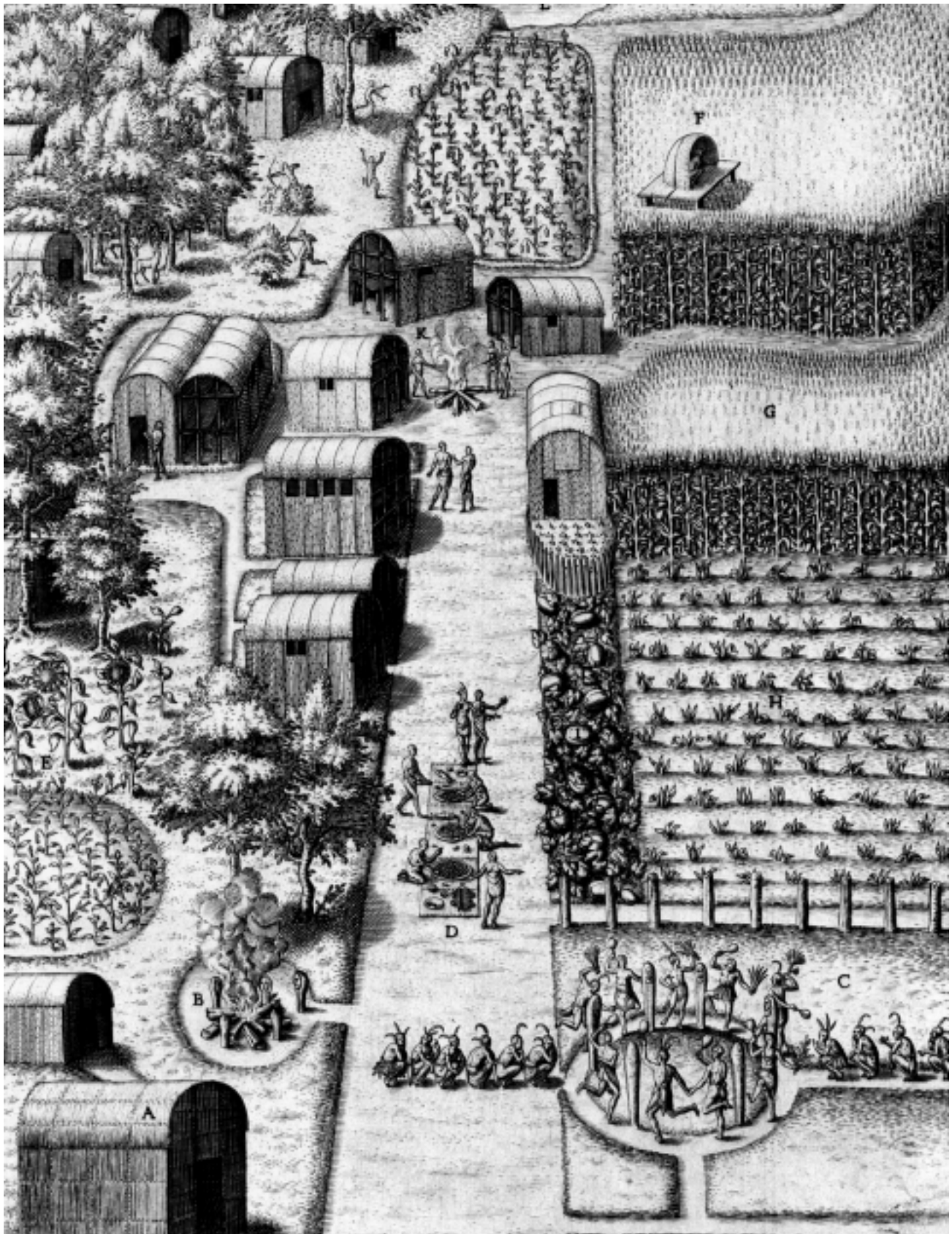
Sainte-Marie
among the Hurons



“Towne of Pomeiock,” by Theodor deBry from “A Briefe and True Report of the New Foundland of Virginia...,” 1590.

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"Towne of Secota," by Theodor deBry from "A Briefe and True Report of the New Foundland of Virginia...", 1590.

Missions to America *Historical Background*

America before 1492. The arrival of **Christopher Columbus** on October 12, 1492, began the European occupation of the New World and transformed both the eastern and western hemispheres. The world that Columbus “discovered” had been occupied for thousands of years. Human beings first crossed the **Bering Land Bridge** approximately 12,000 years ago after the last Ice Age. Recent archaeological evidence and Native American oral traditions indicate that people may have arrived in the Americas even earlier.

Population estimates for the New World in 1492 vary greatly, but clearly a wide range of cultural groups lived in South and North America. In **Mesoamerica**, the **Olmecs**, **Mayas**, **Toltecs**, and **Aztecs** lived in large population centers with temples, palaces, schools, marketplaces, public buildings, and houses built along well-planned streets and alleys. They developed sophisticated social, economic, and political organizations and religious beliefs and practices. These cultures created extremely precise calendars, writing systems, agriculture, and guilds of merchants and artisans.

In central North America stood **Cahokia** (site of present-day East St. Louis), capital of the highly sophisticated **Mississippian** society (700s to 1500s), and the largest metropolis north of Mexico. Its refined artistic production, hierarchical social and political organization, and effective economic structure flourished in a river habitat. From the central region of the Mississippi River, the culture spread along river systems to most parts of the Southeast.

Spanish Settlement in the New World. Columbus embodied late medieval Europe’s interest in religion, worldly gain, and power. After the introduction of silks, spices, and other riches from the East, European countries vied to control this trade. Columbus was obsessed with finding a short route to the fabled Orient. Believing he had landed on an island off the coast of Cathay (China), Columbus named the inhabitants Indians.

Columbus’s second voyage to the Caribbean in 1493 brought great changes for Native Americans. He now commanded 1,500 men on 17 ships, whose decks were laden with supplies and live-stock, including the horses that were to revolutionize life for many tribes.

The Europeans arriving in the New World inadvertently introduced virulent diseases. The germs they carried devastated America’s indigenous inhabitants, who had no **immunity**. Before European contact, the native population of the Americas was remarkably healthy. They lived an open, uncrowded life and practiced herbal remedies and medications sufficient to deal with most common illnesses. But this way of life proved no match for the germs exported from European cities and ports. **Epidemics** of smallpox, measles, and other common European diseases wiped out entire communities. Whole regions were depopulated.

Spain’s monarchs in the sixteenth century saw exploration, conquest, Christianization, and settlement as inseparable parts of a single process. The Spanish conquest of the New World was a moral crusade to spread Spanish culture and Catholicism to nonbelievers. One Spanish soldier described the conquest of Mexico as an expedition “to serve god and his Majesty, to give light to those who were in the darkness and to grow rich as all men desire to do.”

In the early 1500s, Spain subdued the large native populations on the islands of the Caribbean from its base in Hispaniola. Within a few decades, most of the inhabitants of these islands were dead from disease and warfare. By the early sixteenth century, the Spanish were **enslaving** Africans to provide a labor source for the New World. In 1513, **Ponce de León** began to explore Florida, searching for gold, slaves, and possibly “the fountain of youth.” By 1521, **Hernán Cortés** had con-

quered the Aztecs in central Mexico, gaining for Spain large quantities of gold and silver. The search for precious metals fueled Spanish exploration into South and North America. Toward the end of the sixteenth century, Spain had begun to settle North America. In 1565, the Spanish founded Saint Augustine in Florida, and in 1595 Juan de Onate led a group of 400 into the Rio Grande country. But the settlement of North America did not bring a significant influx of new Spanish colonists. It was missionaries who played the most dynamic role on Spain's seventeenth-century North American frontiers. Although some Spaniards doubted that Indians were human beings with souls, Pope Paul III declared in 1537 that "Indians are truly men capable of understanding the catholic faith." **Franciscans** hoped to save souls and reshape the native culture. At first, many Franciscans regarded Indians as pliable, childlike innocents. Uncorrupted by Europeans, they were seen as clay to be molded into ideal Christian communities. With communally owned property, communal labor, and representative government, these Indian communities would be heavenly cities of God on earth.

A generation before the Franciscans began ministering to the **Pueblos** of New Mexico, friars had already established themselves in southeastern America. They reported rapid success building **missions** and continued expanding their operations in Florida long after the New Mexico enterprise had reached its peak. Before the first Franciscans arrived in Florida in 1573, **Jesuits**, between 1566 and 1572, built ten missions from Virginia to present-day Miami, and as far as Tampa on the Gulf Coast of Florida. By 1675, Spanish Florida was divided into four mission provinces: Guale, Timucua, Apalachee, and the short-lived Apalachicola.

On the southern coasts of seventeenth-century North America, then, a few Spanish missionaries—seldom exceeding fifty at a time in either Florida or New Mexico—made rapid inroads into the communal and individual lives of natives. Alone, or in pairs with the aid of small military escorts, Franciscans moved into Indian communities and persuaded the residents to construct churches, participate in Christian rituals, and take on some external attributes of Spanish Christians. Adults and children learned the rudiments of Catholic doctrine at mission schools.

Franciscans also altered native societies in ways that had nothing to do with Christianity. Christian doctrine and social behavior were inextricably linked in the minds of Spaniards. Indians were taught "to live in a civilized manner, clothed and wearing shoes . . . given the use of bread and wine and oil and many other essentials of life—bread, silk, linen, horses, cattle, tools, and weapons, and all the rest that Spain has had. Instructed in the trades and skills with which they might live richly."

Initially, Franciscans dazzled natives with showy clothing, music, paintings, sacred images, and ceremonies. They often won native people over with gifts. In many Indian societies, the acceptance of gifts established a sense of obligation. Once they won the confidence of the natives, Franciscans worked to bring about conversions. In seventeenth-century Florida and New Mexico, friars employed the time-honored strategy of living among the natives. Franciscans made a special effort to win the allegiance of native leaders, assuming that if they won over the leader of a native group, they would also gain the loyalty of his people. They also concentrated on the conversion of children, whom they believed to be more pliable than adults.

The Spanish Crown provided the friars with resources and military support to ensure their safety, and used the church as an instrument of conquest and consolidation. Once natives consented to receive baptism of their own free will, Franciscans commonly relied on military force to prevent them from abandoning their newly adopted Christianity.

Whatever skill, resources, and force the Franciscans brought to their North American mission, they did not succeed unless Indians cooperated. Indians cooperated only when they believed they had something to gain from the new religion and the material benefits that accompanied it, or too much to lose from resisting it. Still, the friars seldom eradicated native religious beliefs or cultural values. Some individuals—and occasionally entire communities—fled. Others harassed or murdered priests.

Natives rebelled on a large scale at least once in each of the four Florida mission provinces and in New Mexico on a number of occasions. In each **rebellion**, Spaniards lost property and lives. Missions were destroyed and the growth of the entire Spanish frontier was adversely affected. By the end of the seventeenth century, the Crown had begun to abandon its dependence on missions for frontier defense and was relying more heavily on soldiers to advance and hold new Spanish territory in North America.

French Settlement in the New World. Other European countries financed explorations to discover the fastest and easiest route to the Orient. On his 1519 voyage, **Ferdinand Magellan** charted a route around the southern tip of South America. Explorers also began looking for a way through the American landmass. One of the first explorers to sail for the French was **Giovanni Da Verrazano**, who in 1524 explored the coast of North America from South Carolina to Nova Scotia. In 1534 and 1536, **Jacques Cartier** explored the Gaspé Peninsula and the Saint Lawrence River as far as the Lachine Rapids (site of present-day Montreal). Cartier claimed a large area of North America for France and called it New France.

By 1600, France was a powerful and united nation with a population of sixteen million, much larger than Spain's eight million and England's five and one-half million. The French King, Henry IV, saw the advantage of establishing North American colonies and offered investors a monopoly on the beaver fur trade. Investors, who kept 90 percent of their profits and gave 10 percent to the Crown, founded the Company of New France and financed an expedition. In 1603, **Samuel de Champlain**, an experienced navigator, explored New France. He spent the next 32 years commuting almost annually between Canada and France, crossing the Atlantic 29 times and logging over 100,000 miles.

In the preface to his 1613 journal, Champlain stated the motives for the French exploration and **colonization** of North America: to establish commercial bases, missionary outposts, and, eventually, permanent **settlements**. "Through this art [of **navigation**] we gain knowledge of different countries, regions and kingdoms; through it we attract and bring into our countries all kinds of riches; through it the idolatry of paganism is overthrown and Christianity proclaimed in all parts of the earth."

The main gateway to the Canadian frontier was Montreal. The upper Saint Lawrence River, Ottawa River, and Great Lakes provided easy and direct access to the interior of the continent.

During the second half of the sixteenth century, the area between present-day Quebec City and Montreal was an unoccupied buffer zone between the Iroquois and Algonquin nations. Thus, when the French established settlements in the Saint Lawrence Valley, they did not dispossess the aboriginal peoples. The northern Algonquin nations welcomed the French, who supplied them with European weapons for use against their Iroquois enemies to the south and the **Sioux** to the west. In exchange, the Algonquins gave the French furs, which brought substantial profits on the European market. By the early seventeenth century, the French had established a close commercial and military alliance with the Algonquin nations and their allies, the **Hurons**.

Whereas the Spanish found gold and silver in America, the French found beaver fur. Easily packed and transported, beaver fur, when made into fashionable felt hats, was highly profitable in the initial years of the trade. The Indians trapped the animals, processed the furs, and traded them to the French for European goods. French traders required only a small investment: a ship and crew and a supply of trade goods that appealed to the Indians. Knowledge of the Indians' language and tribal customs was a distinct advantage. The fur trade was based on an economic partnership between Europeans and Indians; consequently, good relations with Native Americans were extremely important to the Frenchmen of the Saint Lawrence Valley.

Commerce was not the only motive; religion was also an important factor. Shortly after the establishment of Quebec in 1608, French Jesuit missionaries began their work far in the interior among the Hurons at Georgian Bay. Their only aim was to save souls. Living among native people,

the missionaries learned native languages. But despite such efforts, they were not always welcomed and were occasionally killed.

Together, French fur traders and Jesuit missionaries pushed westward into the interior of Canada and the Great Lakes region. Wherever the missionaries established their chapels, French fur traders also set up trading posts. By the 1680s, military troops were also stationed at the outposts to control both the Indian allies and the French traders.

In May 1663, Canada became a royal province governed by a lieutenant-general residing in Quebec. Several expeditions explored and claimed the lands south and west of New France. The most successful were conducted by **Louis Joliet** and **Father Jacques Marquette**, a Jesuit. Traveling from the Great Lakes to the Mississippi in 1673, they explored the river as far south as the Arkansas River. In 1682, **La Salle** journeyed to the mouth of the Mississippi River and claimed the Mississippi Valley and all of its tributaries for France. By the beginning of the eighteenth century, French settlements had been established at Iberville in Louisiana, Cahokia and Kaskaskia on the Illinois River, Detroit, and Mobile.

British Settlement in the New World. In 1497 **John Cabot**, a Venetian sailor who settled in Bristol, England, sailed on behalf of the English Crown searching for the westward route to the Orient. He made landfall somewhere near Cape Breton and claimed the area for England. Between 1576 and 1587, **Sir Martin Frobisher** and John Davis searched for the **Northwest Passage** through the New World. By the 1580s, England was interested in establishing North American settlements. In 1584, **Sir Walter Raleigh** obtained a royal grant to settle “lands and territories not actually possessed by a Christian prince,” and sent out two ships under Philip Amadas and Arthur Barlow. Entering an inlet on the Outer Banks of North Carolina, they encountered the local Indians, taking two men back to England. The next year, 107 settlers landed on **Roanoke Island** but they returned home a year later. A second attempt to settle Roanoke Island in 1587 ended in disaster. By the time a relief ship arrived in 1590, the settlers had all disappeared, and their fate is still a mystery.

In 1606, the Virginia Company was founded to promote settlement and make a profit. In April 1607, three Virginia Company ships carrying 120 settlers sailed into the Chesapeake Bay and up the James River to an area they named Jamestown. The settlement nearly failed in its initial years, but the settlers traded with the **Powhatan** Indians for food and eventually learned from them to grow corn for subsistence. Captain John Smith explored much of the Chesapeake Bay and the major rivers that flow into it.

English settlers were unsuccessful in their quest to find significant quantities of gold and silver in Virginia. But the introduction by John Rolfe of a South American variety of tobacco provided Virginians with a commercially viable crop. Tobacco depletes the soil of nutrients, and after two or three years, the quality of a field's tobacco declines forcing the planters to seek out new fields. During the seventeenth century, Virginians relentlessly pushed westward opening up new land for tobacco production. This brought them into direct conflict with Native Americans who also favored the rich soil of **tidewater** Virginia. Through accommodations, negotiations, conflicts, and treaties, much of land was taken away from Indians. By 1700, war and disease had greatly reduced the population of the Powhatans, many of whom had been relocated on reservation lands. Relations with the Native Americans were based on a policy of land concessions, trade relationships (when they did not interfere with land concessions), a little missionary work, and education in English language and dress.

As early as the 1650s, Virginians began to explore the interior regions of southern Virginia and southward into the Carolinas. By the 1670s, explorers had pushed southwest into the mountains, opening up a deerskin trade with the **Cherokees** and Catawbas. By the mid-eighteenth century, Virginians were poised to settle the tributaries of the upper Ohio River, which would bring them into direct conflict with Native Americans and the French.

The Spanish, French, and English traveled to America in search of riches. One country found gold, another the fur trade, and the third tobacco, but European settlement was more than economic. The European migration had a devastating effect on the native peoples in the Americas. War and disease killed many, and the continuing pressure of Europeans encroached on Indian lands and culture. Each of the European colonies—New Spain, New France, and Virginia—developed differently and had distinctive ways of dealing with the indigenous peoples. All hoped to spread Christianity and their brand of European culture throughout the New World. Those ambitions brought the Spanish, French, and English into conflict with each other and with Indian peoples, and they shaped the character of the world.



Virginia, by Captain John Smith, London, 1612. Europeans' knowledge of the New World was limited to the coastline. Information about the interior came from Native Americans.

Glossary

ANASAZIS (about A.D. 100 to 1300)—A Native American group, noted for their cliff dwellings, that lived in the Four Corners region where the present-day states of Arizona, New Mexico, Colorado, and Utah meet.

APACHES—A group of six culturally related Native American tribes living in the New Mexico and Arizona areas of the Southwest.

AZTECS—A Native American people that settled in central Mexico in the 1200s and later developed a powerful empire. In 1519, Cortés captured the Aztec king **Montezuma** and destroyed the capital city of Tenochtitlan.

BERING LAND BRIDGE—A strip of land connecting Siberia and Alaska exposed during the last Ice Age (about 12,000 years ago) that is believed to have existed where the Bering Strait is today.

JOHN CABOT (1450–1499)—English explorer who sailed west from Bristol, England, in 1497, probably seeking a route to East Asia and the Indies. He landed on the North American coast. A second expedition in 1498 disappeared. English claims in North America were based on Cabot's discoveries.

CAHOKIA—Capital of a highly sophisticated society known by archaeologists as the Mississippians (Mound Builders) located at the site of present-day East St. Louis. Built between A.D. 900 and 1200, Cahokia was the largest metropolis north of Mexico.

JACQUES CARTIER (1491–1557)—French explorer in Canada who discovered the Saint Lawrence River. In three voyages between 1534 and 1542, he discovered Prince Edward Island and explored the Saint Lawrence as far inland as the modern sites of Quebec and Montreal. French claims to the Saint Lawrence Valley were based on Cartier's explorations.

SAMUEL DE CHAMPLAIN (1567–1635)—French explorer and founder of New France. In 1605, he established Port Royal, Nova Scotia, and brought colonists to Quebec in 1608. Champlain explored west to Lakes Huron and Ontario, and south to Lake Champlain. He extended French claims as far west as present-day Wisconsin.

CHEROKEES—A Native American people living in what would become eastern Tennessee, western North Carolina, and northern Georgia at the time the English arrived.

CIRCUMNAVIGATE—To sail around the world.

COLONIZATION—The establishment of outlying settlements by a parent country.

CHRISTOPHER COLUMBUS (1451–1506)—European explorer who was determined to reach India and China by sailing west from Europe. With the financial backing of Ferdinand V and Isabella I of Spain, his ships the *Niña*, *Pinta*, and *Santa María* reached the present-day Bahamas in October 1492. Later that same year, Columbus sailed to Cuba and Hispaniola. He explored Venezuela in 1498. On his last voyage, in 1502, Columbus reached Central America.

CONQUISTADORS—Sixteenth-century Spanish explorers and conquerors in the Americas.

FRANCISCO VÁSQUEZ DE CORONADO (ca. 1510–1554)—Spanish explorer and first European to explore modern-day Arizona and New Mexico. He acquainted the Spanish with the Pueblo peoples and opened the Southwest to colonization.

HERNÁN CORTÉS (1485–1587)—Spanish conquistador and conqueror of Mexico. Under a commission from the governor, he sailed from Cuba in 1519 to conquer the Aztec Empire of Montezuma.

ENSLAVE—To force someone to be a slave.

EPIDEMIC—An outbreak of a disease; sudden rapid spread, growth, or development of a disease.

FRANCISCANS—A Roman Catholic order of friars founded by Saint Francis of Assisi in 1209 dedicated especially to preaching, missions, and charities.

SIR MARTIN FROBISHER (1535–1594)—English mariner who was licensed by Queen Elizabeth I to conduct three expeditions in search of the Northwest Passage.

HURON—A confederation of four Native American tribes of the Iroquoian family, living in the region between Lakes Huron, Erie, and Ontario.

IMMUNITY—The ability of the body to resist a disease.

INCAS—A Native American people that around 1400 created an empire extending nearly 2,500 miles along the west coast of South America.

INVASION—A hostile entrance into a territory for plunder or conquest.

IROQUOIS CONFEDERACY—A confederation of five Native American peoples, or nations—Mohawks, Oneidas, Onondagas, Cayugas, and Senecas—founded about 1570. After the Tuscaroras joined, about 1722, the group became known collectively as the Six Nations. Throughout the seventeenth century and most of the eighteenth century, the Iroquois inhabited central New York west of the Hudson River.

JESUITS—Members of the Roman Catholic Society of Jesus, founded by Saint Ignatius Loyola in 1534 and devoted to missionary and educational work.

LOUIS JOLIET (1645–1700)—French explorer who, with Jacques Marquette, discovered the upper Mississippi River in 1673.

ROBERT CAVELIER SIEUR DE LA SALLE (1643–1687)—French explorer in North America who descended the Mississippi River to the Gulf of Mexico in 1682. La Salle took possession of the whole region, naming it Louisiana.

LENI-LENAPES (DELAWARES)—A group of culturally similar Native American people living in the Delaware River region. Known by the English as the Delawares, they made a treaty of friendship with William Penn in 1682. By the 1720s and 1730s, continuing colonial expansion forced the Leni-Lenapes westward. By the 1750s, they were settled in the Ohio country.

FERDINAND MAGELLAN (ca. 1480–1521)—Portuguese navigator and the first to **circumnavigate** the globe. His voyage proved the earth was larger than Columbus believed it to be and revealed North and South America as separate continents.

JACQUES MARQUETTE (1637–75)—French Jesuit missionary and explorer. In 1673, he accompanied Louis Joliet on a journey down the Mississippi River.

MAYAS (250–900)—A Native American people whose civilization flourished in Guatemala and the Yucatan Peninsula of Mexico. Among indigenous American cultures, the Mayas emerged as undisputed masters of knowledge, with systems of hieroglyphic writing and mathematics and an accurate 365-day calendar.

MESOAMERICA—Central America; more specifically, the area from central Mexico to Guatemala and the Yucatan Peninsula.

MESTIZOS—People of mixed Spanish and Native American ancestry.

MISSION—A missionary settlement created with the intent of spreading the Christian religion; a political and economic entity including Indian residences and agricultural fields.

MISSISSIPPIAN (700–1500s)—The last and most complex of the Mound Builder societies, inhabiting the Ohio and Mississippi Valleys.

MONTEZUMA (1480?–1520)—Aztec emperor during the Spanish conquest of Mexico.

NAVIGATION—The science of planning, controlling, and recording the progress of one's travel.

NORTHWEST PASSAGE—A water route to Asia through North America sought by European explorers.

OLMECS (1200–400 B.C.)—A Native American people whose civilization flourished in what is now southern Mexico. They are often regarded as the mother culture of later Middle American civilizations.

PLANTATION—A farm where staple (cash) crops are grown. In colonial Virginia, a plantation could be of any size. A “farm” was a place where diverse, mixed crops were grown.

JUAN PONCE DE LEÓN (1460–1521)—Spanish explorer who discovered Florida in 1513. According to legend, he was seeking a “fountain of youth.” He returned in 1521, settled near Tampa Bay, and was mortally wounded in a Native American attack.

POWHATAN CONFEDERACY—A group of 30 Native American tribes who lived in 200 palisaded settlements along the coasts of Virginia and the Chesapeake Bay. Chief Powhatan was head of the confederacy when the English settled Jamestown, Virginia, in 1607.

PUEBLOS—Groups of Native American people living in distinctive towns along the upper Rio Grande area of the Southwest. Descendants of the **Anasazi** are among these Native American groups.

SIR WALTER RALEIGH (1554–1618)—English soldier, explorer, and courtier. A favorite of Queen Elizabeth I, he conceived and organized the colonizing expeditions to America in 1585 that ended tragically with the lost colony on Roanoke Island, North Carolina.

REBELLION—Open armed resistance to any authority.

ROANOKE ISLAND—An island off the coast of North Carolina, and the site of the earliest English settlement (1585) in North America. A second group of settlers arrived in 1587. They had disappeared by the time additional supplies were brought from England in 1591.

SETTLEMENT—A small community of people established in a frontier region.

SHOSHONE—A confederation of seven Native American tribes who inhabited the northern Great Plains and the eastern prairies in the mid-eighteenth century.

HERNANDO DE SOTO (about 1500–1542)—Spanish explorer who set out in 1539 to conquer Florida. In search of treasure, his group explored much of present-day Georgia, the Carolinas, Tennessee, Alabama, and Oklahoma.

TIDEWATER—Water affected by the ebb and flow of the tide. In Virginia, the tidewater is the geographical area from Richmond east to the Atlantic Ocean.

TOLTECS (about A.D. 900–1200)—A civilization indigenous to Mexico, noted for its warrior aristocracy, architecture and arts, and advanced stone and metal work.

GIOVANNI DA VERRAZANO (ca. 1480–1527)—Italian navigator and explorer who explored the coast of North America for France. He may have been the first European to enter New York Bay.



“Three Cherokees, Came over from the Head of the River Savanna to London 1762,”
by George Bickham, London, England.

Time Line of Events

- 1300s** The Aztecs build an empire in Mexico.
- 1400s** The **Inca** empire arises in present-day Peru.
- 1492** Columbus lands in the Americas, first in the Bahamas, then on Cuba and Hispaniola. He encounters people he calls “Indians.”
- 1497** John Cabot lands in Newfoundland. Accompanied by his three sons, he sails with two ships. They sight Cape Breton Island and Nova Scotia on June 24.
- 1513** **Ponce De León** lands in Florida and claims it for Spain.
- 1519** **Hernán Cortés** lands in Mexico. He finds the settlement of Vera Cruz, then goes to Tlaxcala and makes allies of the natives. He captures Tenochtitlan (now Mexico City), capital of the Aztec empire, and imprisons Montezuma, the Aztec king.
- Ferdinand Magellan attempts to sail around the world. He is killed in the Philippines. One of his ships, under Juan Sebastian del Cano, reaches Spain in 1522, completing the first circumnavigation of the globe.
- 1524** Giovanni da Verrazano explores the east coast of North America from Maine to North Carolina. He sails into New York Bay and discovers the Hudson River.
- 1535** Jacques Cartier sails up the Saint Lawrence River and surveys the eastern coast of Canada. As a result of this exploration, France lays claim to Canada.
- 1540** **Francisco Vásquez de Coronado** leads an expedition from Mexico into the Southwest. His party discovers the Grand Canyon and explores parts of New Mexico.
- 1541** **De Soto** crosses the Mississippi. The expedition discovers the remnants of Mississippian culture. De Soto dies of a fever and is buried on the bank of the river.
- 1542** Juan Rodriguez Cabrillo explores the California coast, particularly San Diego Bay, and claims the region for Spain.
- 1550–1600** Spain is at the peak of its political and economic power.
- 1562** French colonies are established in South Carolina and Florida.
- 1565** Don Pedro Menendez de Avilés arrives at the Florida coast on August 28, the Feast Day of Saint Augustine. He establishes the colony of Saint Augustine, the oldest permanent city in the United States.
- 1578** Sir Francis Drake lands on the California coast and claims the region for England.
- 1585** English colonists sent by Sir Walter Raleigh establish a settlement on Roanoke Island, North Carolina.
- 1587** Virginia Dare is born on Roanoke Island to English parents.
- 1598** Don Juan Onate establishes the first Spanish colony in what is now New Mexico.

Late 16th century

Enslaved Africans are imported into the New World for the first time to provide labor for sugar **plantations** in the Portuguese colony of Brazil.

- 1602** An English expedition explores New England.
- 1607** English settlers establish the first permanent settlement at Jamestown, Virginia. They encounter a Native American confederation known as the Powhatans.
- 1608** Champlain founds Quebec. He serves as governor and makes alliances with Native American groups he encounters.
- 1610** The village of Santa Fe, New Mexico, is established by Don Pedro de Peralta, governor and capitan general of New Mexico.
- 1619** Approximately two dozen Africans arrive in Virginia.
- 1620** Pilgrims land at present-day Plymouth, Massachusetts. The 99 Pilgrims are English religious reformers seeking a place to practice their religion.
- 1634** Jean Nicolet of France explores areas around Lake Michigan and in present-day Wisconsin.
- 1640s** Sugar plantations and a large-scale slave labor system are established in the English West Indies.
- 1673** Jacques Marquette and Louis Joliet explore the Mississippi River. They travel as far south as the mouth of the Arkansas River. Marquette serves as a missionary to the Illinois Indians in 1674 and 1675.
- 1680** Quakers settle Pennsylvania.
- 1682** LaSalle claims the Mississippi River Valley for France.

LESSON ONE

Peopling North America

INTRODUCTION

The English, French, and Spanish established settlements in North America to enrich their own countries. Each group dramatically affected the native population already present there.

OBJECTIVES

As a result of this lesson, students will be able to examine information on colonization by different countries by:

1. Reading and interpreting information on a time line.
2. Recording data on a line graph.
3. Analyzing information and answering specific questions.
4. Transferring information to maps.

STANDARDS OF LEARNING

This lesson meets the National Standards of Learning for chronological thinking, historical comprehension, and historical research capabilities.

MATERIALS

Time Line of the Colonization of North America
Colonization of North America Graphing Sheet
Maps of North America 1 and 2
Graphing Questions

SETTING THE STAGE

Lead a class discussion regarding who the students think were present in the Americas in 1492. Record each answer on an overhead or flip chart paper. Students should be able to explain or support their answers.

STRATEGY

Day one

1. Distribute the Time Line of the Colonization of North America to each student. Ask the class:
 - What does the title of this time line tell you?
 - What other information do you think the time line will tell you?
 - How do we determine the earliest group of people in North America?
2. Have students work in pairs or small groups. Cooperative learning is strongly suggested. Distribute a copy of the Colonization of North America Graphing Sheet to each group. Explain to students that they will be using the information from the time line to complete the line graph. Each group should complete its graph by placing a dot in the appropriate column indicating the date each group (Spanish, French, English, and Native American) is mentioned in the time line.
3. Allow students time to complete the graph and then discuss the results. Students should make any corrections at this time. Have them share any conclusions they may have drawn regarding the information gleaned from the time line.
4. Save all work for use on day two.

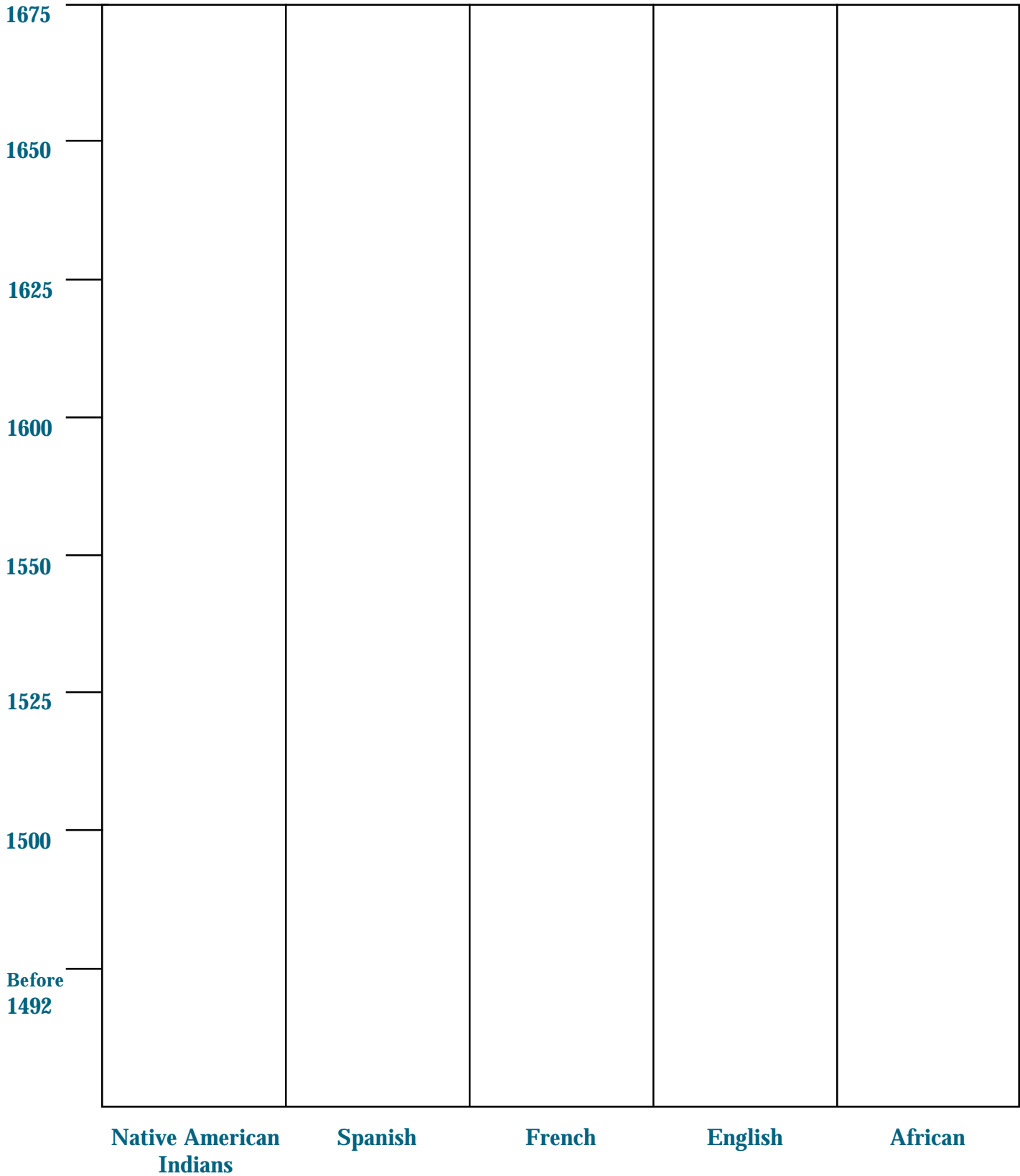
Day two

1. Review yesterday's lesson and explain that today will be a continuation of day one.
2. Distribute the Graphing Questions and direct the students to use their chart to complete the questions. Students may also wish to develop questions of their own. Allow time to complete this sheet and then discuss and correct each one. Encourage discussion.
3. Distribute copies of Maps of North America 1 and 2. Direct each student to color-code the populated areas as follows:
 - English = red
 - French = green
 - Spanish = orange
 - African-American = blue
 - Native American = purpleInstruct students to color-code the maps and indicate where they think each population lived at a particular time in history—1490, 1565, 1607, 1650, and 1680. Allow students time to complete each map.
4. Have the students share their maps in groups of four or five. They should give reasons why they placed each group in a particular place on the maps.
5. Teachers may wish to encourage a class discussion of whether there are still influences from these cultures in the twenty-first century.

OPTION

Divide the class into five cooperative learning groups. Assign each group a specific time period and give them an outline map on an overhead transparency. Allow class time for each group to share its findings with the class.

Colonization of North America Graphing Sheet



Maps of North America 1

1490



1565



Using a color key, fill in where you think each population belongs in the corresponding year.

ENGLISH = RED

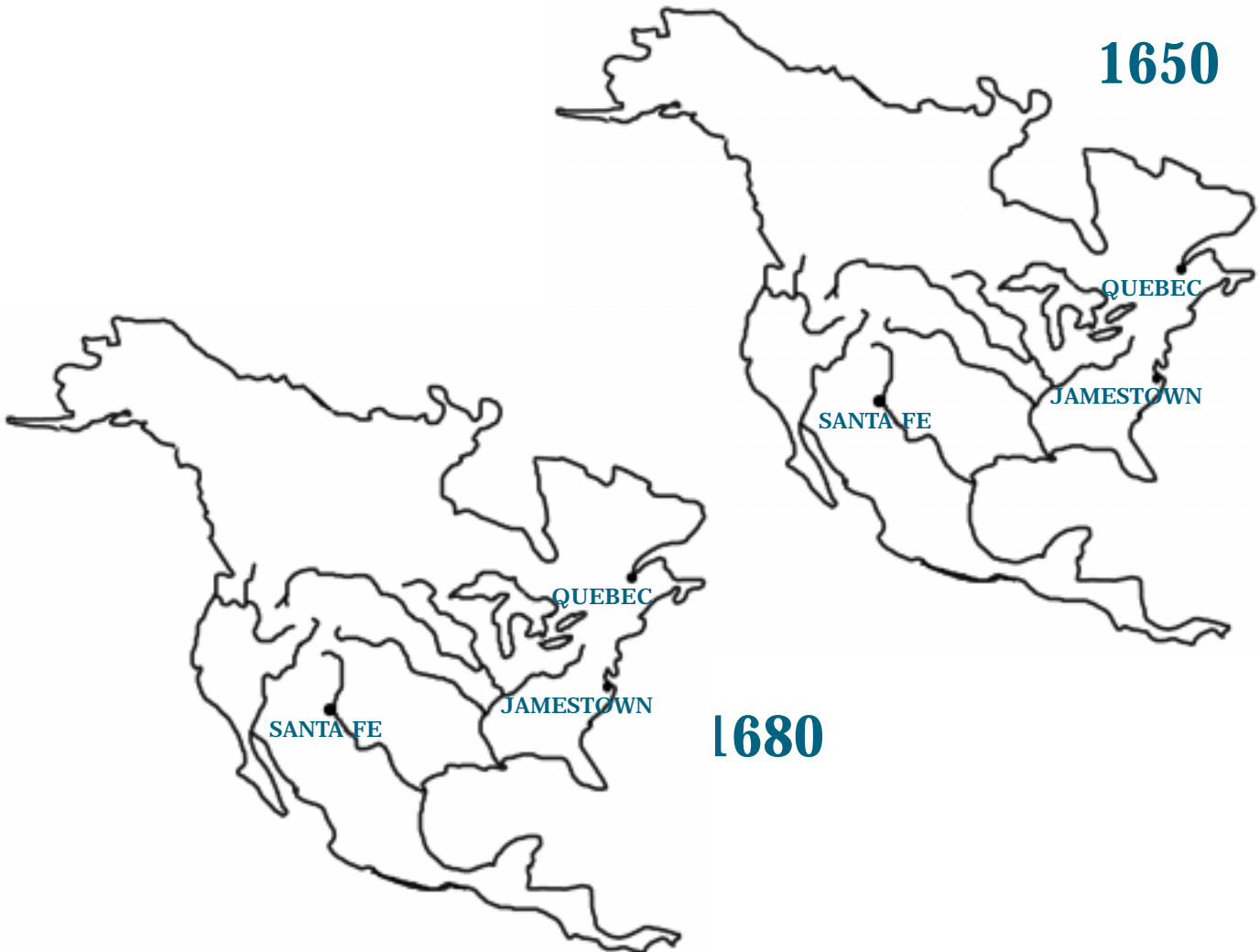
FRENCH = GREEN

SPANISH = ORANGE

AFRICAN-AMERICAN = BLUE

NATIVE AMERICAN = PURPLE

Maps of North America 2



Graphing Questions

1. Which group of people had a presence in North America in 1490?
2. Which group of people began migrating to North America in the 1500s and 1600s?
3. Which group of people declined in population the most in the Americas? Which population grew the most?

Make up some questions of your own and provide answers to them.

LESSON TWO

Missions to America

INTRODUCTION

English, French, and Spanish explorers came to North America for political, economic, and religious reasons. There was fear and competition among the three powers.

By conducting research, students will gain an understanding of the similarities and differences among the three colonizing countries.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Read and understand a variety of text information on European colonization.
2. Extrapolate information and record it onto a graphic organizer.
3. Organize shared data with other students to complete the graphic organizer.
4. Discuss the similarities and differences among the three countries in politics, economy, religion, and relations with Native Americans.

STANDARDS OF LEARNING

This lesson meets the National Standards of Learning for chronological thinking, historical comprehension, analysis, and historical research capabilities.

MATERIALS

Background Information
Graphic Organizer: European Colonization
Overhead of Graphic Organizer
Research Resources (for teacher reference)

SETTING THE STAGE

Explain to students that they will be discovering the similarities and differences among the three European countries that established colonies in North America—England, France, and Spain. Ask students what they already know about the topic. List the responses on an overhead or flip chart paper.

STRATEGY

1. Tell the students that they will be assigned a country—England, Spain, or France. They will be expected to research their country's exploration and settlement of North America and extract information to complete the graphic organizer. The information may be spelled out directly or it may be implied in the text.
2. Show students an overhead transparency of Graphic Organizer: European Colonization and explain that they will be responsible only for finding the information for their particular country. They will receive the rest of the information from their fellow students.
3. Discuss strategies students might use to find the information in the resources they locate in the library, textbook, and background information from this teacher guide. (You may also wish to include Internet resources.) Write those strategies on the overhead. Some examples might be:
 - Skim and scan
 - Read the first sentence of the paragraph

Read the titles, subtitles, and bold words

Read captions on pictures and graphics

Partner read

Reassure students that there will be a variety of sources for the information on their country, and they will most likely not find all the information they need from one source or article.

4. Divide students into pairs. Assign each pair a country and give each student a copy of Graphic Organizer.
5. Allow all groups time to research, read, and record information.
6. When all student pairs have completed their research, gather students into three larger groups according to country. Have the students share their information and fill out Graphic Organizer to the best of their ability.
7. Using the overhead transparency of Graphic Organizer, ask each group to help you fill in the graphic organizer with the information they learned from their research.
8. Discuss the similarities and differences among the English, French, and Spanish.
9. Instruct students to write a paragraph explaining which group they would have preferred to be a part of and why.

Graphic Organizer

EUROPEAN COLONIZATION



ENGLISH

FRENCH

SPANISH

Research Resources

In addition to textbook materials and reference encyclopedias, the following may be available in your school or local library. This brief listing is by no means meant to be exhaustive.

Bednarz, Sarah, et. al. *Build Our Nation*. Boston: Houghton Mifflin, 1997.

Fuentes, Carlos. *The Buried Mirror*. Boston: Houghton Mifflin, 1992. Spain's influence in the New World.

Hoxie, Frederick E., ed. *Encyclopedia of North American Indians*. New York: Houghton Mifflin Co., 1996.

Hakim, Joy. *A History of US: The First Americans*. New York: Oxford University Press, 1993.

_____. *A History of US: Making Thirteen Colonies*. New York: Oxford University Press, 1993.

Jennings, Francis. *The Founders of America*. New York: Norton, 1993. Native Americans.

Nobles, Gregory. *American Frontiers: Cultural Encounters and Continental Conquest*. New York: Hill and Wang, 1997.

Quinn, Arthur. *A New World*. New York: Berkley, 1994.

Sattler, Helen Roney. *The Earliest Americans*. New York: Clarion Books, 1993. Chapter 2.

Schouweiler, Tom. *The Lost Colony of Roanoke*. San Diego: Greenhaven, 1991.

Scott, John Anthony. *The British Colonies in North America*. New York: Facts on File, 1992.

Waldman, Carl. *Atlas of the North American Indian*. New York: Facts on File, 1985.

Weber, David J. *The Spanish Frontier in North America*. New Haven: Yale University Press, 1992.

Wilbur, C. Keith. *Early Explorers of North America*. Old Sagbrook, Conn.: Globe Pequot Press, 1996.

Final Evaluation Activity

INTRODUCTION

This lesson will give the students the opportunity to demonstrate their acquired knowledge by participating in a game called “Hot Seat.”

OBJECTIVE

As a result of this activity, students will be able to recall facts about European colonization.

MATERIALS

Index cards
Information from previous lessons

STRATEGY

Have students individually or in groups write five to eight questions on the economics, politics, religion, or Native American relations with European colonizers. These questions should be taken from information in the previous lessons and should show the perspective of a French, Spanish, or English colonist.

Sample questions:

1. What problems have you encountered with the Native Americans or Europeans?
2. What problems do you think you have caused the Native Americans or Europeans?
3. What new foods have you been introduced to?
4. How has your daily life changed?
5. Have the Native Americans or Europeans helped you or hurt you?
6. How do you think the Native Americans or Europeans view you?
7. How has religion been important to you in the New World?

After students finish writing the questions, begin the game.

HOT SEAT

An individual or a group from the English, Spanish, and French exploration comes to the front of the room and assumes the position of Hot Seat.

From the audience, one at a time, students direct a question to someone on the Hot Seat. The group gains one point for every correct answer and loses one for every incorrect answer. The person asking the question needs to confirm the answer or give the correct answer.

Each group should get the same amount of time to be on the Hot Seat.

When the game ends, the entire class can ask clarifying questions of students or the teacher.

Have the students write two or three paragraphs on the following prompt: “What do you think the Europeans could have done differently so that they could have lived more peacefully with the Native Americans?”

Take-Home Lesson

Send this lesson home with students as a follow-up to the Electronic Field Trip “Missions to America.”

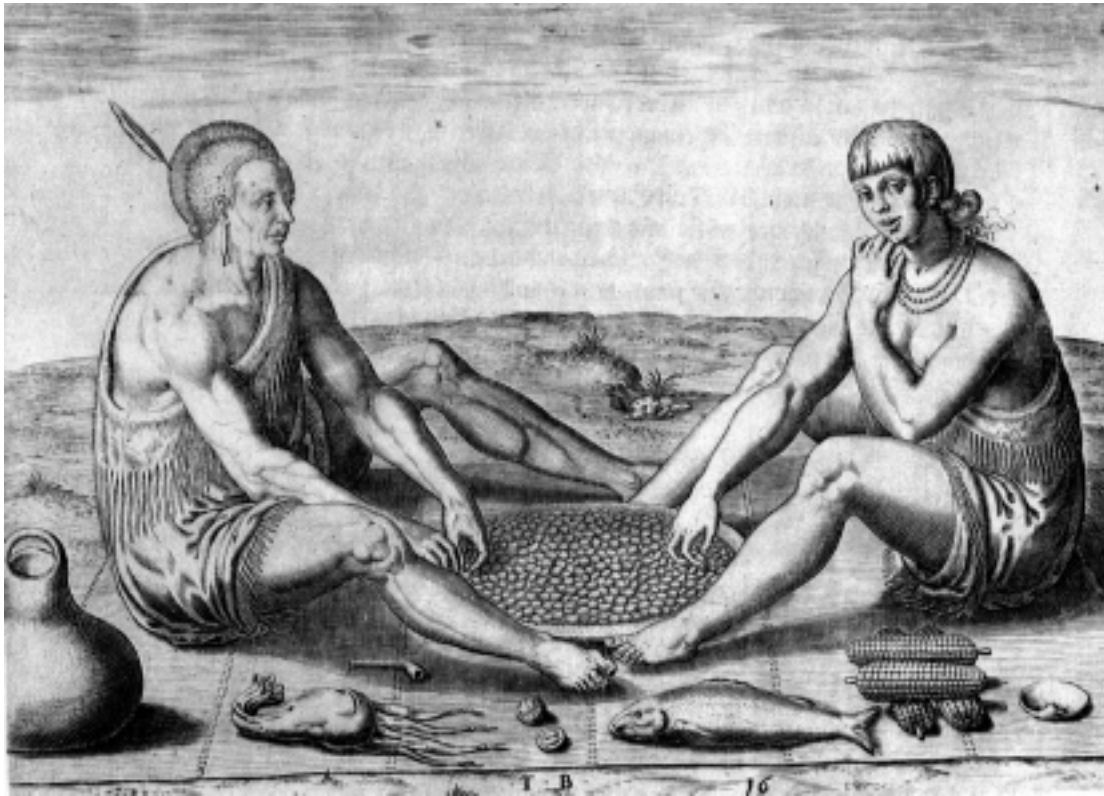
Students will draw a cartoon showing the interaction between: 1) Spanish explorers and Native Americans, 2) French explorers and Native Americans, or 3) English explorers and Native Americans.

The cartoon should include:

1. Historically accurate dialogue of one or two sentences per frame portraying the interaction between the two cultures.
2. An accurate portrayal of trade between the two cultures.

OPTION

Have the students translate their cartoon dialogue into appropriate twenty-first-century language.



"How They Eat," by Theodor deBry from "A Briefe and True Report of the New Foundland of Virginia..." 1590.

We at Colonial Williamsburg would very much enjoy receiving copies of some of your students' work from any of the lesson plans in this packet. If you would care to share examples of their work, please send them to:

Mary Stutz
 Colonial Williamsburg Foundation
 P.O. Box 1776
 Williamsburg, VA 23187-1776

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