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# INSTITUTE

## Life, Liberty, and the Pursuit of Happiness

*Instructor Answer Guide*

Chapter 1: 1491-1607

### Contents

<b>CHAPTER 1 INTRODUCTORY ESSAY: 1491–1607.....</b>	<b>2</b>
<b>NARRATIVES .....</b>	<b>4</b>
Native People .....	4
First Contacts .....	5
Columbian Exchange.....	6
Hernando de Soto.....	7
Life in the Spanish Colonies .....	8
Origins of the Slave Trade .....	9
Henry Hudson and Exploration.....	10
<b>DECISION POINT .....</b>	<b>12</b>
Montezuma and Cortés .....	12
<b>POINT-COUNTERPOINT .....</b>	<b>14</b>
Should We Remember Christopher Columbus as a Conqueror or Explorer? .....	14
<b>PRIMARY SOURCES .....</b>	<b>16</b>
Columbus’s Letter to Ferdinand and Isabella of Spain, 1494 .....	16
Cortés’s Account of Tenochtitlan, 1522 .....	17
Las Casas on the Destruction of the Indies, 1552 .....	19
<i>The Florentine Codex</i> , c. 1585 .....	21
The Oral Tradition of the Foundation of the Iroquois Confederacy .....	21
Watercolors of Algonquin Peoples in North Carolina, 1585 .....	22
<b>LESSONS.....</b>	<b>23</b>
Ship Technology.....	23
Paideia Seminar: Christopher Columbus .....	33
Writing Practice: Building Thesis Statements .....	36
<b>UNIT 1 ESSAY ACTIVITY .....</b>	<b>37</b>

## CHAPTER 1 INTRODUCTORY ESSAY: 1491–1607

### Review Questions

1. What was the primary motivation for early Spanish exploration?

Answer: A. To gain economic benefit

2. What strategy did Hernán Cortés use to achieve victory over the Aztecs?

Answer: C. Alliances with Indians who also wanted to defeat the Aztecs

3. How did the Spanish royal government respond to the critiques of Las Casas and others of Spanish *conquistadores*?

Answer: B. It issued the Royal Directives for New Discoveries, giving more power to the priests and less to the conquistadores.

4. What was the major cause of the sharp decline in Native American populations after their first contact with the Europeans?

Answer: C. Native Americans' exposure to European diseases for which they had no immunity

5. How did rival European nations attempt to undermine the dominance of Spain in early American settlements?

Answer: D. Spain's rivals legalized piracy to seize Spanish goods and created the "black legend" to highlight Spain's cruelty toward Native Americans.

6. The early French forays into the far northern parts of the North American continent were intended to do which of the following?

Answer: D. Trap and trade furs

7. Although English settlement of the middle part of the North American coast did not yield the desired gold, John Rolfe's introduction of an improved variety of which of the following saved the Virginia colony once settlers could acquire private property?

Answer: B. Tobacco

8. The geographic and climate differences between the northern and southern British colonies resulted in which of the following?

Answer: B. Longer lifespans and small family farming in the North

9. What did John Winthrop mean in referring to the Puritan settlement as a "city upon a hill"?

Answer: C. The Puritan settlement would be a model society and an example to those in England of how a Christian society should operate.

10. Although the Puritans aimed for the purification of the Church of England, Pilgrims believed which of the following?

Answer: B. The Church of England could not be purified and the Pilgrims must separate themselves from it.

11. Religious dissidents like Roger Williams, who sought greater separation between church and state, and Anne Hutchison, who challenged church views on women and religious practice, were instrumental in the founding of which colony?

Answer: A. Rhode Island

12. Why was the mid-Atlantic region settled by the English more appealing to large-scale and family migration than areas claimed by the French in the north or the Spanish to the South?

Answer: A. The climate and the geography were more amenable to agriculture and survival.

13. Shipbuilding was an important industry in which area?

Answer: B. New England

14. Which settlement did the French establish in North America?

Answer: D. Quebec

15. Which crop became most important to the economy in Virginia?

Answer: C. Tobacco

16. Which Indian empire did Cortés conquer?

Answer: A. Aztec

17. Which of the following best describes a change in the population of Native Americans in North America during the period 1491–1607?

Answer: D. The Native American population declined largely due to war and disease brought by Europeans.

### Free Response Questions

1. Explain how small numbers of Spanish *conquistadores* succeeded in conquering larger numbers of Indians.

Answer: The Spanish had metal weapons, including swords, spears, crossbows, and some guns. They also had horses. Moreover, the Spanish made alliances with Indian populations who were enemies. Above all, they benefitted from the impact of the diseases they unintentionally introduced, which had devastating effects on American Indians.

2. Explain why the French concentrated their colonial effort on the north and Canada.

Answer: Colonizing close to Spanish colonies was dangerous. The north offered an appealing alternative thanks to rich fisheries and the fur trade with Indians, because the northern climate bred thicker and more valuable animal pelts.

3. Explain how New England colonies differed from Virginia.

Answer: Virginia had a warmer climate better suited to cultivating tobacco, which commanded a good price in England. The profits from tobacco enabled planters to import many indentured servants as workers. The colder climate of New England promoted the diversification of family farms, and most of the colonists came in family groups, which encouraged more rapid population growth than in Virginia. New England also had a healthier climate than Virginia.

### AP Practice Questions

1. How does Winthrop suggest the Puritans' relationship with God will change as a result of their going to the New World?

Answer: A. It will change for the better; they will be closer to God and he will bless them more abundantly.

2. The excerpt provided most directly led to

Answer: C. the settlement of Massachusetts

3. John Winthrop's view in the passage provided is most representative of

Answer: B. the Puritans

4. The practice of indentured servitude in the early English colonies served to

Answer: B. provide labor for tobacco farms

5. What is the author of this letter requesting from his parents?

Answer: A. That they either pay off his indenture debt or send supplies he can sell for a profit

6. Why did people come to North America as indentured servants in the seventeenth century?

Answer: A. There were few opportunities for advancement in England.

# NARRATIVES

## Native People

### Review Questions

1. The highest population estimate for North America (excluding Mexico) in 1492 is

Answer: D. 18 million

2. The Native Americans of the Northwest Coast and Columbia Plateau relied upon and revered which of the following food?

Answer: C. Salmon

3. Before European colonization, which region was among the most densely populated and culturally diverse in North America?

Answer: B. California

4. After forming their Great League of Peace, the Five Nations of the Iroquois

Answer: C. became a significant political and military force in the Northeast

5. Many Native American cultures differed dramatically from contemporary European societies in terms of

Answer: A. the power and respect accorded to women

6. Maize cultivation

Answer: C. emerged in Mexico and spread north

### Free Response Questions

1. Evaluate and explain the ethnocentric view of North America as a “new world” awaiting discovery, exploration, and settlement in 1492.

Answer: Student responses should use evidence from various culture areas or regions of the continent to challenge the idea that it was a virtually uninhabited place devoid of human history and development before European colonization began. North America was also an old world, where diverse Indian cultures had evolved in response to environmental variations and extensive trade with other people. Some regions were densely populated and supported complex societies, including chiefdoms and confederacies that controlled extensive areas through conquest and diplomacy. Even smaller hunting-fishing-gathering societies modified the landscape and moved across their territories in regular patterns that reflected careful planning and deep knowledge of natural resources. North America was not a world of complete peace and harmony, but neither was it was the place of utter savagery that early Europeans and Euro-American historians described. Students should be able to postulate why that view has persisted for so long and how it has served to justify settler colonialism.

2. Describe the diversity and dynamism of Native American cultures in North America at the time of European contact.

Answer: Answers will vary, but students should cite examples from various parts of the continent to show how Native Americans creatively adapted to different natural environments and developed distinctive cultures. Indians were resourceful and resilient in using the available resources and relying on trade to supplement what their environment provided. Their cultures were not isolated and timeless but were interconnected and evolving well before Europeans arrived, though colonization greatly accelerated the pace of change.

## AP Practice Questions

1. In this excerpt, Columbus describes the native populations as

Answer: A. friendly and docile

2. Columbus's depiction further prompted him to assert that the Native Americans

Answer: B. would be easily subjugated and made into excellent servants

## First Contacts

### Review Questions

1. Which of the following was an outcome of the first expedition to the Americas led by Christopher Columbus?

Answer: C. The expedition landed on the island of Hispaniola and engaged in trade with the native population.

2. Portugal encouraged settlement of land in Brazil by endowing portions of land to individual *donatories*. These individuals could create and govern towns, levy taxes, and enslave native populations in return for

Answer: D. financing the settlement of their endowed portions of land

3. Which of the following best expresses the opinion of Columbus regarding the Native Americans he encountered?

Answer: D. The inhabitants were native to the East Indies.

4. Although there is little documentation of the perspective of Native Americans, the few reports that do exist indicate that Native Americans held which of the following views regarding European explorers?

Answer: D. Europeans tools and goods that were deemed useful should be adopted selectively.

5. Which of the following does not describe the experience of Native Americans encountering Portuguese explorers and settlers in Brazil?

Answer: B. Peaceful relations based on equitable trade of goods

6. What was the first permanent English settlement established in 1607 in the Chesapeake Bay area?

Answer: C. Jamestown

### Free Response Questions

1. Explain how the Spanish and the Native Americans viewed each other and how this first impression affected their future relationship.

Answer: Student responses should address the fact that the Native Americans Columbus encountered wore less clothing than the Europeans and did not understand how to use European weaponry; as a result, Columbus viewed them as uncivilized. He believed they should be subjugated and made to serve as slaves by the Europeans. At the same time, the Native Americans were bothered by the unkempt appearance of the Europeans and only reluctantly adapted some of their technology. They were often unwilling to stray from the farming and fishing customs their people had practiced for generations and adopted only the technology they found useful to assist the Europeans in trading commodities. As a result, tensions developed between the Europeans and Native Americans that persisted for years to come.

2. Explain what characterized the relationships between Europeans and Native Americans after Columbus.

Answer: Answers should point out that relationships between Europeans and Native Americans were complex and varied. For instance, when the Europeans encountered natives who possessed valuable resources but were difficult to conquer, they would sometimes establish alliances with their enemies. This was the case when the Spaniards and Tlaxcalan people worked together to defeat the Aztecs. At times, Europeans were also able to establish peaceful trade relations, as was the case when Bastidas interacted with Native Americans from Central and South America. However, when resources were lacking, Bastidas and other explorers often forced the Native Americans they encountered into slavery. Relations sometimes turned violent, as when the Powhatan attacked Jamestown in 1622.

3. Explain the main factors determining the relationships between Europeans and Native Americans.

Answer: Answers will vary, but students should address the tensions that arose as Native Americans and Europeans perceived the other as savage and peculiar. Relations were generally peaceful when both sides were able to trade various goods and resources. When European and Native American groups shared common goals, such as conquering other Native American groups or acquiring particular resources, they formed alliances. However, cultural misunderstandings and the European assumption that the Native Americans were inferior often led to strained relations.

### **AP Practice Questions**

1. The depiction of the Native Americans in the top right of the woodcut reinforced European perceptions of Native Americans by showing that

Answer: C. Native populations were primitive societies that would be easily subjugated by the Spanish

2. What was the most significant result of Columbus's voyages to the Americas in the late fifteenth century?

Answer: B. Native Americans' patterns of economic and cultural exchange were fundamentally changed.

### **Columbian Exchange**

#### **Review Questions**

1. The global transfer of plants, animals, disease, and food between the Eastern and Western hemispheres during the colonization of the Americas is called the

Answer: B. Columbian Exchange

2. Which of the following provides evidence of the cultural blending that occurred as a result of the Columbian Exchange?

Answer: A. The adoption of Aztec holidays into Spanish Catholicism

3. Which item originated in the New World?

Answer: D. Potato

4. How did the Columbian Exchange affect Europe?

Answer: C. The higher caloric value of potatoes and corn improved the European diet.

5. How did the Columbian Exchange affect the Americas? ADD FREE RESPONSE BOX

Answer: B. Native Americans suffered massive casualties from Old World diseases such as smallpox.

6. Which item originated in the Old World?

Answer: A. Sugarcane

### Free Response Questions

1. Compare the effects of the Columbian Exchange on North America and Europe.

Answer: Student answers may include the following: North America experienced a net population loss because there was no immunity to European diseases such as smallpox, whereas European populations grew due to the increased caloric intake of New World foods such as the potato and corn. Cultural blending affected North America, especially as Europeans, Africans, and Native Americans produced mixed-race offspring. Animals had a greater impact on North America because imported species like horses and cows had no natural predators and transformed work and agriculture.

2. Explain why historian Alfred Crosby has described the Columbian Exchange as “Ecological imperialism.”

Answer: Crosby argues that the effects of the Columbian Exchange were much more negative for North America because Europeans themselves, their animals, their crops, and especially their diseases dramatically decreased the North American population and transformed Native Americans’ lives.

### AP Practice Questions

1. Which of the following most directly supports Crosby’s argument?

Answer: B. Population decline in North America due to diseases such as smallpox

2. A historian seeking to discredit Crosby’s argument might use what evidence?

Answer: D. A net population gain over time due to increased availability of high-caloric foods native to the New World

## Hernando de Soto

### Review Questions

Assessment: Review Questions

1. Hernando de Soto saw exploration of the New World as an opportunity to

Answer: A. improve his social and economic standing within the Spanish empire

2. In which region was de Soto granted an encomienda?

Answer: B. Nicaragua

3. De Soto fought under the command of which conquistador to defeat the Inca?

Answer: D. Pizarro

4. How were conquistadores like de Soto and Pizarro able to defeat and conquer the Inca?

Answer: B. Conquistadors had more advanced weapons than the Inca.

5. The long-term effects of de Soto’s expedition to the American Southeast included all the following except

Answer: D. increased enthusiasm among future conquistadores to explore the region further

6. What difficulties did de Soto and his men face while exploring Florida?

Answer: B. Swamps made travel difficult for men and horses.

### Free Response Questions



1. Explain the methods used by Spanish conquistadors to accumulate wealth, land, and social status in the New World.

Answer: Conquistadors such as de Soto and Pizarro relied on their superior weaponry, armor, and use of horses to subdue Native American populations. Disease (though conquistadores did not know they carried it) left Native American groups weakened and vulnerable. Conquistadors also frequently kidnapped leaders to demand access to riches or information and relied on Native American captives to serve as translators. Large land grants were secured through royal patronage, greatly increasing the conquistadors' wealth and prestige.

2. Explain the extent to which de Soto's expedition to the American Southwest was successful in leading to Spanish control of the region.

Answer: De Soto's expedition was largely unsuccessful in identifying a "new Mexico" or a "new Peru" full of riches; therefore, it dampened the desire for exploration and settlement in the region. Spain was largely unchallenged for the territory and peacefully ceded it to the United States in 1821.

### **AP Practice Questions**

1. According to the excerpt, what was de Soto's initial interaction with the Native Americans of Florida?

Answer: D. He ordered his men to gain control of a Native American village.

2. Upon exploring the area, de Soto discovered the Native Americans were primarily engaged in which industry for survival?

Answer: A. Agriculture

3. According to his letter, how did de Soto view the Native Americans he came across?

Answer: A. As a good source of information for his army and of food supplies

## **Life in the Spanish Colonies**

### **Review Questions**

1. Why did the Spanish build their colonies alongside Native American communities such as the Tenochtitlan?

Answer: A. To capitalize on preexisting cities and power structures

2. Under Spanish law, Native Americans were required to

Answer: A. attend church services and pay religious fees and taxes to support their conversion

3. The Native Americans were required to submit to Spanish law, but

Answer: A. many were able to preserve their culture while accommodating Spanish norms

4. The main purpose of the encomienda system was to

Answer: C. govern and tax the Native American communities

5. In practice, the encomienda system created a

Answer: A. forced labor system to support plantation-based agriculture and mining

6. A result of the Native Americans' susceptibility to European disease was

Answer: A. the importation of African slaves for labor purposes

7. The Spanish law permitting a slave to purchase freedom allowed for

Answer: B. opportunities for free blacks to become sailors, militiamen, and blacksmiths

8. In practice, the *castas* system was

Answer: B. fluid, to a certain degree

9. The social hierarchy created by Spanish settlers and Native American people resulted in



Answer: C. the *castas* system

## Free Response Questions

1. Explain how the Spanish relied on existing social structures to maintain order in their colonies.

Answer: Each town had its own Spanish and Native American town councils that governed daily affairs. Native American elites often served as officers or rulers of these councils. The Spanish relied on these Native American leaders to maintain order and redirect tribute into the hands of the Spanish.

2. Explain why social structure in the Spanish colonies could be considered both rigid and flexible.

Answer: The Spanish sought to maintain themselves at the top of the social hierarchy in their colonies. Their towns and activities were modeled on those found in Europe, and Native American tribute and labor, and later African labor, ensured these groups were kept at the bottom of the social hierarchy. In reality, there was more flexibility in daily life. Sexual relations between groups produced a mixed-raced population known as the *castas*, which allowed for some social mobility. Spanish law also allowed an enslaved person to purchase his or her freedom, so Spanish colonies boasted a sizable free black population that engaged in many jobs, some even becoming slave owners themselves.

## AP Practice Questions

1. The image provided most likely represents

Answer: B. the dynamic social hierarchy in Spanish colonies

2. The image provided most likely represents

Answer: C. the *castas* system

3. The Native Americans in this image were most likely

Answer: D. working for the Spaniards as part of their *encomienda* tribute

4. The main purpose of the system depicted in this image was to

Answer: C. govern and tax the native communities

## Origins of the Slave Trade

### Review Questions

1. What was the final destination for most slaves coming to the New World?

Answer: D. Brazil

2. Before 1820, approximately how many people coming to the Americas were enslaved?

Answer: A. 80 percent

3. The Atlantic slave trade

Answer: B. was supported in part by freed slaves who became slave owners themselves

4. The first European country to participate in the slave trade was

Answer: A. Portugal

5. African rulers and merchants participated in the Atlantic slave trade by

Answer: A. raiding rival groups for captives to sell to European traders

6. Historians looking to study the role of African rulers and merchants in the Atlantic slave trade would likely consult

Answer: B. a treaty signed between an African ruler and a European trader

7. Which statement best describes the interaction between Europeans and Africans in capturing slaves on the African continent?

Answer: B. Europeans relied on Africans as business partners to capture and provide them with slaves for payment.

8. Before European involvement in the Atlantic slave trade, what was the most common form of slavery in Africa?

Answer: C. Captives taken during war

### **Free Response Questions**

1. Explain how the Europeans viewed the African slave trade.

Answer: Student answers should vary, but they should note that many Europeans, such as William Snelgrave, saw the slave trade as moral and just. Snelgrave believed that by bringing Africans into slavery, Europeans were doing them a favor, because they were introducing them to Christianity and preventing them from being enslaved by their fellow Africans. Many Europeans harbored the false assumption that they were treating their slaves better than the Africans treated their own slaves. Snelgrave and other Europeans recognized that the slave trade was a lucrative business that needed to be handled with care. As a result, they made certain to establish friendly relationships with African slave traders.

2. Explain Africa's role in the international slave trade.

Answer: Student responses should include examples that demonstrate the role Africans played in the Atlantic slave trade. Prior to collaborating with the Europeans, African slave traders often sent slaves to Islamic nations. In later years, African merchants often violently raided neighboring villages and captured their inhabitants. Captives were brought to coastal forts, where they were held until European slave traders negotiated their voyage to the Americas. European traders provided the African merchants with a variety of goods or pay dues in exchange for the slaves.

3. Explain how the New World economy determined where most slaves were eventually brought.

Answer: Answers should touch upon the fact that the placement of slaves in the New World depended on which economies were most reliant on plantation agriculture and therefore needed slave labor. For instance, most of the enslaved Africans were brought to Portuguese Brazil to work on lucrative sugar plantations. Many also ended up in the Caribbean. In comparison, only six percent of enslaved Africans were brought to British North America.

### **AP Practice Questions**

1. According to this source, what was the main motivation for the origins of slavery?

Answer: D. An economic need for cheap labor on large-scale plantations

2. Which piece of evidence would best support this source's argument for the motivations of slavery?

Answer: A. A chart showing an increase in European sugar consumption over time

## **Henry Hudson and Exploration**

### **Review Questions**

1. Why were European empires locked in a competition to discover the Northwest Passage?

Answer: D. It would provide a shortcut to the riches of the East Indies and China.

2. Which of the following best describes a joint-stock company?

Answer: B. A business venture formed by merchants and their governments to launch voyages of exploration in search of profit.

3. Why did the Dutch establish a settlement at Albany?

Answer: B. As a permanent fur-trading post

4. Why did the Dutch establish a settlement at New Amsterdam?

Answer: A. To guard the entrance to the Hudson River and the fur trade

5. How did Henry Hudson and his crew interact with Native Americans during their voyage?

Answer: D. Hudson's interactions with Native Americans involved both trade and violence.

6. Why did the Dutch settlement at New Amsterdam attract a diverse group of settlers?

Answer: A. The colony practiced a policy of religious toleration.

### **Free Response Questions**

1. Explain why Henry Hudson sought both a northeast and a northwest passage.

Answer: Students should explain that Hudson sought a northeast passage because he was trying to find a route north of Russia that would allow European traders to more easily reach the riches and spices of the East Indies. Hudson also sought to find a northwest passage because French, English, and Spanish explorers had heard rumors of a river that crossed the North American continent and allowed a more direct route to the East Indies that would eliminate the need to sail around Africa. Shorter routes to the East Indies would lessen threats posed by piracy, weather, and illnesses such as scurvy. Students should also note that because the European powers were competing for empire, Hudson was eager to find these passages, because they would be of great advantage to the Dutch merchants who funded his voyage. Undoubtedly, Hudson was also hoping to reap a monetary reward if he were to discover the passages.

2. Explain the entrepreneurial basis of Hudson's expedition for the Dutch.

Answer: Students should point out that although he was English and a subject of the British monarchy, Hudson sailed for the Dutch. His expedition was sponsored by Dutch merchants who formed the Dutch East India Company a few months later. This joint-stock company was an entrepreneurial venture in which investors took a risk by sponsoring voyages in the hope of securing profits. Hudson's crew consisted of English and Dutch sailors.

3. Describe the nature of Hudson's relations with Native Americans.

Answer: Student answers may vary but they should touch on the fact that relations between Hudson and the Native Americans were initially peaceful but quickly deteriorated. In Nova Scotia, Hudson and his crew had their first encounter with Native Americans. After receiving kettles, beads, and other goods in exchange for furs, Hudson's men believed that some of the Native Americans had stolen from their ship, and they raided the Native American village in retaliation. Although the English and Dutch continued to trade with Native Americans in various locations and these interactions sometimes remained peaceful, they tended to erupt in violence. For instance, when Hudson was sailing down the river that would ultimately bear his name, a Native American snuck onboard the ship and attempted to steal goods. After the crew killed a couple of Native Americans, a skirmish broke out between the crew of the Halve Maen and the Native Americans.

### **AP Practice Questions**

1. This 1687 Dutch map illustrates the widely held belief at the time that there existed

Answer: B. a northwest passage

2. At the time this 1687 Dutch map was created, which empire controlled the most territory in the New World?

Answer: C. Spain

3. This document was created primarily to

Answer: B. authorize any actions necessary for successful trading ventures on behalf of the Dutch West India Company

4. How did joint-stock companies contribute to the European race for empire in the seventeenth-century?

Answer: B. Joint-stock companies pooled resources to sponsor voyages as a gamble on potential profits and losses.

## DECISION POINT

### Montezuma and Cortés

#### Review Questions

1. Native American allies helped the Spanish defeat the Aztecs because

Answer: B. they saw it as an opportunity to rid themselves of Aztec oppression

2. Which of the following best describes the context for the political situation in the Aztec capital prior to Cortés's arrival?

Answer: C. Tenochtitlan was held together by political and military might, and tensions simmered below the surface.

3. Ultimately, Montezuma invited Cortés into Tenochtitlan because

Answer: A. Montezuma felt it better to negotiate on his terms rather than risk outright war

4. What modern city stands where the Aztec capital of Tenochtitlan once was?

Answer: D. Mexico City

5. Groups seeking to discredit the idea that Montezuma made a rational decision to invite the Spanish into Tenochtitlan would use which of the following to support their argument?

Answer: A. Montezuma believed the Spanish to be gods.

6. What event contributed to the defeat of the Aztecs?

Answer: A. The arrival of a Spanish fleet

#### Free Response Questions

1. Analyze the extent to which the major motives of European exploration were reflected in the story of Cortés and Montezuma.

Answer: Student answers will vary. Explorers and conquistadores came to the New World to find riches first and foremost, but a religious motive was also at play. Cortés sought to find precious metals and to convert the Aztec emperor. Montezuma's annoyance at Cortés's repeated attempts to convert him was one of the reasons influencing his decision to attack the Spanish.

2. What factors enabled the Spanish to conquer the Aztec Empire? Explain your answer.

Answer: Student answers will vary. Montezuma made the decision to invite the Spanish into the capital city rather than fight them directly. They coexisted for a matter of months before Montezuma decided to attack. Larger forces such as superior Spanish weaponry and the willingness of Native American allies to help the Spaniards were also at play in the fall of the Aztec empire.

#### AP Practice Questions

1. According to the first excerpt, which of the following motivated conquistadors like Cortés to explore and conquer lands in the New World?

Answer: B. The desire to gain wealth

2. The second excerpt best supports which of the following conclusions?

Answer: D. Montezuma believed the Spanish to be gods.

3. Which group would mostly likely support the point of view of the second excerpt?

Answer: C. Aztec enemies from Cempoal and Tascalteca

# POINT-COUNTERPOINT

## Should We Remember Christopher Columbus as a Conqueror or Explorer?

### Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		Claim B
Claim A	Controversy has arisen over the validity of honoring Christopher Columbus. Should his actions be viewed through the lens of modern values, or should they be viewed within the context of his time?	
<p>Summarize this argument in one sentence, using your own words:  <b>Answer: Claim A: Columbus's actions on Hispaniola were brutal and his legacy should acknowledge this.</b></p> <p>Select and record the sentence or sentences that best demonstrate the historian's argument:  <b>Answer: Claim A: Answers could include the following. Without access to easy riches, Columbus turned to the exploitation and enslavement of the natives; or Columbus's subsequent expeditions likewise involved the enslavement and mistreatment of Native Americans.</b></p>	<p>Compare the two arguments. To what extent do these claims support or oppose each other?  <b>Answer: Both claims acknowledge that Columbus's actions on Hispaniola were brutal when judged by today's standards. Claim A emphasizes the brutality of his personal actions and his incompetence as a leader. Claim B emphasizes the long-term impact Columbus had in connecting the two hemispheres. Claim B also compares Columbus's actions with the brutality of groups such as the Aztecs and other European conquerors for context.</b></p>	<p>Summarize this argument in one sentence, using your own words:  <b>Answer: Claim B: Columbus's actions were reprehensible by today's standards, but he should be viewed within the context of his time. In addition, the contact between the Old and New World that Columbus initiated would prove beneficial in the long run.</b></p> <p>Select and record the sentence or sentences that best demonstrate the historian's argument:  <b>Answer: Claim B: Answers could include the following. The acts are reprehensible by today's standards to be sure. Yet they are certainly not unique to Columbus, who simply used practices in most cases considered the status quo by many European and non-European cultures at the time; or, Columbus and his introduction of Spanish culture to the Americas benefited the Native American population in the long term by allowing them to maintain much of their culture and traditional ways of life in ways unmatched throughout the Americas today as they transitioned into an increasingly interconnected world.</b></p>

Which argument do you find more convincing? Explain what evidence led you to this point of view.

**Answer: Answers may vary. Ensure students support their answer with evidence from the reading.**

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.

Answer: Answers may include the following: Columbus's journal, logs from voyage, or letters back to the king and queen of Spain for more context on how Columbus viewed or reported on his own actions; accounts from other conquerors such as Pizarro or Cortés on the treatment of conquered Native Americans for comparison. No written accounts from the Arawak exist, though if they did they would provide the alternative (missing) point of view of Columbus's action on Hispaniola.

Explain how this debate highlights the idea that history is an argument.

Answer: This debate shows that historians can argue for different interpretations of the past by focusing on or highlighting different evidence. Historical interpretations can also change over time, as Columbus's legacy has been called into question in recent years (e.g., changing his holiday to Indigenous Peoples' Day).



## PRIMARY SOURCES

### Columbus's Letter to Ferdinand and Isabella of Spain, 1494

#### Sourcing Questions

1. Who was the author of this letter?

Answer: The author of this letter was Italian explorer Christopher Columbus.

2. When was this letter written? How might that have influenced the author's perspective on the subject?

Answer: This letter was written in 1494, which means that it was two years after Columbus's initial voyage. This may have influenced his perspective because, by this point, Columbus was more familiar than almost any European with the landscape, economic potential, and existing people of the islands of the Caribbean.

3. Who was the audience of this letter? How might that have affected the author's tone or style?

Answer: The audience of this letter was the King and Queen of Spain. This may have affected Columbus's tone by leading him to be persuasive, to try to convince them to make a decision, or gracious, to flatter and acknowledge their power.

4. What was the purpose of this letter?

Answer: The purpose of this letter was to advise the king and queen to establish colonies on the island of Hispaniola.

#### Comprehension Questions

1. How are towns to be populated in Columbus's plan for colonies?

Answer: European settlers are to "be assigned" to each of the towns.

2. What cultural purpose of colonization does Columbus highlight here?

Answer: Colonization serves the purpose of spreading and converting Native Americans to Christianity, which would support the Catholic Church.

3. According to Columbus's description, what is one of the main purposes of governing the colonies?

Answer: According to Columbus, the purpose of governing the colonies is to ensure that gold is collected efficiently and with authenticity to ensure that the Crown and other individuals receive the gold that is rightfully theirs. 4. Columbus's priorities seem to be systematizing the collection and administration of gold, increasing Spanish power and prestige, and converting the Native American populations to Catholicism.

4. According to this passage, what are Columbus's priorities?

Answer: Columbus's priorities seem to be systematizing the collection and administration of gold, increasing Spanish power and prestige, and converting the Native American populations to Catholicism.

5. How does Columbus propose that a "gold rush" be prevented on the island? Why might a gold rush be bad?

Answer: Columbus suggests that gold only be collected by assigned individuals and possibly only during certain parts of the year. A gold rush might deplete the resources that Columbus views as reserved for the Crown.

6. How does Columbus feel about the continuation of voyages to discover new lands?

Answer: He advocates for the continuation of these voyages and supports other individuals exploring other lands.

## Historical Reasoning Questions

1. **Round Robin:** Which word or phrase from the text best represents European motivation for exploring the “New World”?
2. Which line from the text best represents the religious motivations for establishing colonies?
3. Which line from the text best represents the political motivations for establishing colonies?
4. What economic purposes does the island of Hispaniola serve for colonists?
5. What role does religion play in establishing colonies?
6. Describe the political structures that Columbus recommends. What does this say about his, and his audience’s, interests in the island of Hispaniola?
7. If Columbus landed in the Caribbean, why is he celebrated in the United States?
8. How does Columbus’s plan for colonization affect existing populations and structures of social organization?
9. How would Columbus’s voyage and what he encountered in the New World affect other European countries?
10. How would the connection between Europe and the Americas change the Americas culturally, socially, and/or economically?
11. How would the connection between Europe and the Americas change Europe culturally, socially, and/or economically?
12. Should Columbus’s actions be celebrated? If so, to what extent and in what ways?
13. **Closing Round Robin:** Should Christopher Columbus have his own national holiday in the United States? Why or why not?

Answers: These questions are fodder for the Paideia Seminar discussion; thus, answers may vary widely by student interpretation. The teacher should listen to students’ responses during the seminar to assess students’ comprehension, interpretation, and understanding of the key concepts presented by the text.

## Cortés’s Account of Tenochtitlan, 1522

### Sourcing Questions

1. Who was Hernán Cortés?

Answer: Hernán Cortés was a Spanish explorer.

2. How might Cortés’s European background influence how he viewed the Aztec Empire?

Answer: His European background affected his view of the Aztecs because he was an outsider, so he might have found some of their practices unusual or strange, or even barbaric.

3. Who was the audience of this document?

Answer: The audience was King Charles V of Spain.

4. How might this have affected how the author described the Aztec Empire?

Answer: Because he was speaking to his king, Cortés may have been extremely formal or flattering. In addition, King Charles V was paying Cortés to explore this region on behalf of Spain, so Cortés may have tried to oversell what he had found or exaggerated the riches of this territory. He may have spoken of the Aztecs as enemies who needed to be defeated by the Spanish, or who were weak politically.

5. What was the purpose of this document?

Answer: The purpose of this document was to report back to the king what Cortés “discovered” in the New World.

### Comprehension Questions

1. How does Cortés preface his tone in his letter to King Charles V? What does this tell you about his impressions of Tenochtitlan?

Answer: Cortés warns that he is not exaggerating, even though he may sound like he is. This tells the reader that he is quite impressed with Tenochtitlan and is having difficulty putting the splendor and grandeur of it into words for the king.

2. Some cities are skillfully designed to accommodate many people, whereas others grow with the population and usually end up crowded or disorganized. Was Tenochtitlan skillfully designed or a product of a population boom? How can you tell?

Answer: Tenochtitlan was a planned city; it features wide avenues, which do not occur if city streets emerge from existing paths and alleyways; it also features quality, intentional infrastructure such as causeways and bridges to connect the city and allow for communication and transportation of a large amount of people.

3. Why does Cortés document all the goods available for sale in Tenochtitlan’s market place?

Answer: Cortés is attempting to demonstrate to Charles V that the Aztec have as many, if not more, goods available as they do in Spain, and that the people are well provided for. This also demonstrates the centralization and organization of the empire, which, in turn, speaks to the power of Montezuma II.

4. Describe the religion of the Aztec. What do they value, according to this excerpt?

Answer: The Aztec worship many gods, and they highly value their religion. All people are expected to follow the same religion and it forms the basis of much of their cultural practices.

5. How does Cortés “purify” the Aztec temple?

Answer: He strips the temple of all statues of the Aztec gods and throws them out of the temple. He proceeds to place whatever he can to represent Christianity in the temple.

6. What is the reaction of the Aztec to Cortés placing an image of the Virgin Mary in the temple?

Answer: Montezuma and other witnesses are appalled and say the people will riot against Cortés, but eventually they give in to Christian common law and do away with human sacrifice.

7. How does Cortés’s enforcement of Christian religious practices affect Montezuma’s political power, according to the text?

Answer: By adopting Christianity and limiting Aztec religious practices, Montezuma is subtly giving in to the control of Cortés and, therefore, the Spanish crown. This demonstrates that he is weakening in political power and control.

### Historical Reasoning Questions

1. What are Cortés’s impressions of the city of Tenochtitlan? Cite at least one line from the text.

Answer: Possible lines from the text to demonstrate that Cortés is impressed by the city of Tenochtitlan include: “I shall not be able to relate an hundredth part of what could be told respecting these matters but I will endeavor to describe, in the best manner in my power...”; “...even when we who have seen these things with our own eyes, are yet so amazed as to be unable to comprehend their reality.”; “...more than sixty thousand souls, engaged in buying, and selling; and where are found all kinds of merchandise that the world affords, embracing the necessities of life...”; “Among

these temples there is one which far surpasses all the rest, whose grandeur of architectural details no human tongue is able to describe...”.

2. How does Cortés compare Tenochtitlan to his native Spain?

Answer: Cortés compares the markets, temples, and size of Tenochtitlan to the quality and scope of those in Spain, drawing many parallels.

3. If you were King Charles V reading this letter, what reaction might you have? What steps might you take next?

Answer: Students’ answers may vary but may include the following: Sending more men to support Cortés and helping him conquer the Aztec; asking Cortés to set up a trading relationship with Montezuma; giving Cortés permission to establish churches and send missionaries to convert them to Christianity; paying Cortés more money if he is able to take the Aztec empire under his control; paying Cortés more money if he brings back riches for Spain.

4. How does Cortés’s letter support the motivations for European exploration:

- A. politically?
- B. culturally?
- C. economically?

Answer:

A. Cortés has a relationship with the current king, one in which he apparently can tell him what to do on behalf of the Spanish crown.

B. Cortés forbids human sacrifice and “purifies” the Aztec temple, in essence helping spread Christianity around the globe.

C. The riches and resources of Tenochtitlan are described in great detail, which alludes to the economic motivations for exploring and gaining access to such goods and markets.

5. Circle the aspects of this account you found especially surprising, along with the reasons you were surprised. Then discuss with a partner.

Answer: Student responses will vary, but their discussion will help them develop historical thinking skills and perhaps, if applicable, recognize presentism.

## **Las Casas on the Destruction of the Indies, 1552**

### **Sourcing Questions**

1. Who was Bartolomé de Las Casas?

Answer: Las Casas was a Dominican priest who lived in the Spanish colonies and was a fierce critic of the Spanish conquistadors’ treatment of the Native Americans.

2. Who was his audience?

Answer: His audience was the Spanish crown and the Spanish people.

3. What was his primary concern regarding Spanish settlement of the Americas?

Answer: His primary concern was the mistreatment of the Native Americans by the Spanish conquistadors and imperial rulers.

4. Is Las Casas a reliable source for this topic? Explain.

Answer: Las Casas was living in the Spanish colonies and so was a contemporary source who saw up close the actions of the Spanish authorities in the New World. This first-hand perspective provided a direct account of life in the Spanish colonies.

5. After reading the title, what do you think was the goal of his document?

Answer: His goal was to expose the violations of Native Americans' rights and depredations of the conquistadors, while influencing the Spanish crown to alter its policies in the New World and adopt a more humane rule.

### **Comprehension Questions**

1. How does Las Casas describe the actions of the Spanish? How does he describe the Native Americans?

Answer: Las Casas writes that the Spanish actions are cruel and abominable because they have destroyed the land and its people. He describes the Native Americans as rational beings who are victims of Spanish cruelty.

2. How do the Spanish treat Native Americans, according to this passage?

Answer: Las Casas writes that the Spanish tortured, enslaved, and killed the Native Americans by the millions.

3. Why does Las Casas say the Spanish conquistadors are so cruel? What are their vices?

Answer: Las Casas writes the conquistadors are so cruel because they are driven by a desire for gold. They have the vices of greed, ambition, and villainy, which compel them to mistreat and kill the Native Americans to satisfy their own desires for great wealth.

### **Historical Reasoning Questions**

1. Why did the Spanish conquistadors go to the New World?

Answer: The conquistadors went to the New World to conquer territory for Spain and themselves, for gold and silver, and to spread Christianity to the Native Americans.

2. Why was there conflict in the Spanish Empire and within Christendom over the treatment of the Native Americans?

Answer: The conquistadors were often ruthless conquerors who tortured, enslaved, and killing Native Americans. The Spanish crown and the Catholic pope often sought ways to control the conquistadors and treat the Native Americans better, including banning slavery and ending the encomienda system. Christian missionaries such as Las Casas also lived among the Native Americans, learned their ways, and defended them against the depredations of the conquistadors. But the Spanish crown and the pope had difficulty controlling the actions of the conquistadors, who were five thousand miles away, and because of events in Europe such as the Protestant Reformation, religious wars, and wars of the Italian city-states.

3. Were Las Casas's claims about the numbers of Native Americans killed accurate? Explain your answer.

Answer: Answers will vary. Spanish conquistadors killed thousands of Native Americans through cruel methods, but millions of Native Americans died, and their populations were decimated primarily by diseases the Europeans brought with them.

4. How might point of view affect bias in this source?

Answer: Las Casas hated the conquistadors and portrayed their actions and their consequences in the worst possible light and even exaggerated greatly. His claims were used by Protestant propagandists in England and the Netherlands to paint the Spanish empire as cruel and vicious. Thus, he contributed greatly to the Black Legend about Spain. However, despite his exaggerated claims, Las Casas did accurately portray the harsh nature of the Spanish conquest of the New World.

## ***The Florentine Codex, c. 1585***

### **Sourcing Questions**

1. Who were the authors of this document?

Answer: The Codex was written by Franciscan friar Bernardino de Sahagún and his students.

2. What purpose would Sahagún have in compiling a resource on Aztec history and culture?

Answer: As a Franciscan, Bernardino de Sahagún may have wanted to learn as much as possible about the people he worked to convert. He may have wanted to document the details of the people the Spanish had recently conquered and now ruled over.

### **Comprehension Questions**

1. How has the artist captured the suffering of the sick in this image?

Answer: The bodies of the sick are covered in pustules. The sick are lying on the ground, and their expressions and positions indicate they are suffering greatly. There is only one caregiver for the five people suffering.

2. Apart from the actual illness, what other consequences did smallpox have on the Aztec people, based on the accompanying text?

Answer: Many died from the illness itself, and there was no one to care for them. As the population decreased, there were not enough people to harvest food and “starvation reigned.” Some that did survive the illness were permanently maimed or disfigured.

### **Historical Reasoning Question**

1. Could disease be considered a weapon used in the conquest of the Aztec empire? Explain.

Answer: Students may argue that disease was a weapon in that it killed many Native Americans and severely weakened the survivors. Students may argue that it was not a weapon because the Spanish (and all Europeans) did not know that they carried germs, nor did they understand at this time how disease spread.

## **The Oral Tradition of the Foundation of the Iroquois Confederacy**

### **Sourcing Questions**

1. What sources can historians consult when studying Native American groups prior to European contact?

Answer: Historians can consult the archeological record, oral traditions, and accounts from Europeans.

2. What is the focus of the oral tradition presented here?

Answer: This tells the story of the founding of the Iroquois Confederacy.

3. Who compiled and translated this tradition? What was his background?

Answer: Elias Johnson, a chief of the Tuscarora people.

### **Comprehension Questions**

1. Why has this council assembled?

Answer: The council has assembled because of a threat of war.

2. How does Hiawatha argue that the groups must band together?

Answer: He argues that alone they face certain destruction, but if they all band together they will be stronger to resist threats.

3. What five tribes are assembled at this gathering? What strengths did each bring?



Answer: The Onondaga, Oneida, Seneca, Cayuga, and Mohawk tribes are assembled at this meeting. They bring the following strengths: Onondaga are skilled in war, Oneida are wise, Seneca are skilled speakers, Cayuga are superior hunters, and Mohawk are superior farmers and builders.

4. What final reason does Hiawatha give to convince the tribes to unite?

Answer: He says the Great Spirit will bless them (“Smile upon us”) if they form this alliance. If they do not, they will be cursed (“Incur his displeasure”).

## **Historical Reasoning Questions**

1. What evidence can be gathered from this source regarding the context and purpose of the creation of the Iroquois Confederacy?

Answer: This source provides insight on the reasons for the creation of the Iroquois Confederacy according to their tradition: It was formed as a defensive alliance with the rationale that the five tribes unified would be stronger and better positioned to fend off an attack. This also points out the various strengths each tribe would bring to the confederacy.

2. What are the limitations of using this source to provide your answer to the previous question?

Answer: This source can be problematic because date of the original story is unknown. Errors could have been made in transcribing the story (when it was written down) and errors could be present in translation.

3. According to this passage, what was Johnson’s purpose in publishing his book? What challenges did he face?

Answer: Johnson felt that Americans knew too little of Native American history and wanted to tell a more complete story of his people. Johnson faced the challenge of translating a “foreign tongue” and overcoming an established bias against Native American culture and history common at the time in which he was writing (“slanders,” “dark pictures”).

4. Johnson was writing over one hundred years ago and wrote that schools were “deficient in what they relate of Indian History.” Do you think his assessment is still applicable? Explain.

Answer: Student opinions will vary but they should support their opinions with specific historical evidence.

## **Watercolors of Algonquin Peoples in North Carolina, 1585**

### **Sourcing Questions**

1. Why did Sir Walter Raleigh want to set up a colony in North America?

Answer: Raleigh wanted a colony in North America so English privateers had a base from which to harass Spanish ships; to look for gold, silver, and riches; to find a water route to India and China; and to convert Native Americans to Christianity.

2. Who was John White?

Answer: John White was an artist who accompanied one of Raleigh’s colonizing expeditions to North Carolina.

### **Comprehension Questions**

1. Look carefully at this image. List three or four things that strike you.

Answer: Answers will vary but may include ideas on the man’s attire, war paint, the animal tail attached to the back of the man’s fringed skirt, the lack of a background.

2. What does this image tell you about the role of men in this society?



Answer: Men are warriors, and strength is likely valued. This man is powerfully built and carries a bow and arrow. His stance with his arm on his hip and foot slightly forward projects confidence.

3. White's paintings would have been viewed by a European audience. How do you think they would react to this image?

Answer: Europeans may have been shocked by the warrior's attire and his lack of armor and steel weaponry.

4. Look carefully at these images. List three or four things that strike you.

Answer: Answers will vary but may include ideas on the woman's attire, her expression, the nakedness of the child.

5. What do these images reveal about women and children in this society?

Answer: Women cared for children. Children appear to have loving, playful relationships with their mothers. The smaller child is climbing on the mother's back and the larger child holds a European doll. The chief's wife carries a large gourd used for carrying water.

6. White's paintings would have been viewed by a European audience. How do you think they would react to this image?

Answer: Europeans may have been shocked by the attire of the mother and child but may have been struck by the playfulness of the child with its mother. The nakedness of the children could be seen as a sign of "savagery" by Europeans.

## Historical Reasoning Questions

1. John White's images were painted in the early stages of Raleigh's attempt to set up a colony. Why might an artist accompany a colonizing expedition?

Answer: These expeditions were literally charting a "New World" and artists could provide images of the new people, flora, and fauna the Europeans encountered. In an age before photography, artists provided images for promotional purposes, for example to promote interest or investment in the colony. Artists could also be used to create maps of territory as it was explored.

2. Based on these images and your knowledge of early contact between English settlers and native people, what generalizations can you make about these first encounters between cultures?

Answer: Each group would have appeared totally alien to the other and they were curious about each other. John White's scenes are peaceful and show both a special occasion of a warrior attending a feast and a woman and child going about their daily activities. This indicates that White and his party were peacefully observing the people. In these images there is no evidence yet of disease or conflict over land that would follow in later years of early colonization. The child holding the European doll shows that Indians were interested in European goods.

## LESSONS

### Ship Technology

#### Warm-up Activity

2. a. Why would this era be known as the "Age of Sail"?

Answer: The ships of this period were powered predominately by the wind via sails mounted on masts.

- b. Can you make any comparisons between defining the present by (chosen technology) and defining this period by sailing ships? (Does it make people's lives easier? Better? More exciting? And so forth.)

Answer: Answers will vary but should show logical connections between how modern technology shapes and affects students' lives and how these tools of the past would have affected the lives of the mariners and colonists of this period.

- c. What limitations did ships have during the "Age of Sail"?

Answer: Ships in the Age of Sail were completely dependent on the wind, tides, and the currents of the oceans to propel them where they needed to go. This meant they were totally at the mercy of the weather around the globe.

- d. How long do you think transatlantic journeys took during this period?

Answer: Journeys across the Atlantic Ocean during this period could last from weeks to months. While they were on the open seas, a ship's crew had to be completely self-reliant. They carried enough food, water, and supplies to hopefully see them through to the completion of their journey.

- e. How do you think this distance affected the colonies?

Answer: The length of voyages meant that news was slow to travel and supplies from Europe were slow in coming. Advancements in technology would allow for an increase in communication and coordination between the New World and Europe, as well as an increase in the number of trade goods that could be sent across the oceans. Distance also gave colonies a degree of autonomy and isolation from the mother country.

## Exploration

1. Have your students separate the key terms and match them with the images they think appropriate. Once identified, they should also put the ship images in chronological order.

Answer: Trireme, Galley, Carrack, Caravel, East Indiaman.

2. Ship design advancements and navigational tools

Answer:

Trireme—Oars meant they could move against winds and currents. Sleek design meant they had a limited cargo capacity and so the amount of supplies they could carry was limited. Additional information: Vessels that allowed Ancient Greeks to travel around the Aegean Sea. Their sleek design made them fast but limited the cargo they could carry. This limited the time they could spend at sea without receiving fresh supplies.

Galley—Oars meant they could move against winds and currents. Their large sail meant that they did not completely depend on manpower for their propulsion. Their sleek design meant they had a limited cargo capacity.

Carrack—Large sails and size meant that they could contend with the rough seas of the Atlantic Ocean and stay at sea for long periods. Their inability to sail into the wind limited their maneuverability.

Caravel—Large sails and sturdy construction meant they could contend with the rough seas of the Atlantic Ocean and stay at sea for longer periods. Their lateen sails also allowed them more maneuverability, because the caravel could sail into the wind, if needed. Their small size limited the amount of trade cargo they could carry.

East Indiaman—Large vessels that combined improvements in ship design and size, allowing for fast, reliable transport from far-flung colonies around the globe.

Compass—Allowed mariners to maintain a steady direction or heading when away from landmarks.

Chronometer—Allowed mariners to track their distance east or west across various degrees of latitude accurately. Important for sailing to the New World.

Sextant—Allowed sailors to measure the height of the sun to determine noon at their given location, enabling them to track their location east or west.

Astrolabe—Allowed sailors to navigate by the stars, giving them another tool to help track their position as they traveled across the open ocean.

## Richard Hakluyt and the Case for Undertaking Sea Voyages

### Sourcing Questions

1. When was this document written?

Answer: 1589

2. Before the writing of this document, which two European countries led the way in maritime exploration?

Answer: Spain and Portugal

3. What were the risks involved in undertaking sea voyages from Europe to the Atlantic?

Answer: Dying (e.g., of disease, starvation, dehydration, shipwreck); landing in the wrong spot; pirate attacks; enemy attacks; unknown what will be found and if there are enemies on land; embarrassment (e.g., coming home empty handed); loss of money, resources, the ship, and equipment; leaving family.

4. How might the author's perspective and historical context influence his thoughts about undertaking sea voyages?

Answer: He may be biased toward English success and capabilities. He was writing immediately after the Spanish Armada attacked and was defeated by England, so he will likely be competitive with the Spanish.

Vocabulary	Primary Source Text	Comprehension Questions
<b>laud</b> (v): to praise highly, especially in a public context	<p><b>The first Chapter, wherein the Argument of the Book is contained.</b></p> <p>Christopher Columbus of famous memory, the first instrument to manifest the great glory and mercy of Almighty God in planting the Christian faith, in those so long unknown regions, having in purpose to acquaint (as he did) that renowned Prince, the Queen's Majesty's grandfather King Henry the Seventh, with his intended voyage for the Western discoveries, was not only derided and mocked generally, even here in England, but afterward became a laughing stock to the Spaniards themselves, who at this day (of all other people) are most bound to <b>laud</b> and praise God, who first stirred up the man to that enterprise. . . .</p>	<ol style="list-style-type: none"><li>1. According to Hakluyt, how did the English people react to Christopher Columbus when he first proposed to the English king, Henry VII, his idea to sail west to reach India?</li></ol> <p>Answer: Christopher Columbus was laughed at and "mocked" for his idea.</p>

Vocabulary	Primary Source Text	Comprehension Questions
	<p>[In addition], how mightily <b>it</b> has enlarged the dominions of the Crown of Spain, and greatly enriched the subjects of the same, let all men consider. Besides, it is well known, that since the time of Columbus his first discovery, through the planting, possessing, and inhabiting those parts, there has been transported and brought home into Europe greater store of Gold, Silver, Pearl, and Precious stones, then heretofore has been in all ages since the creation of the world. . . .</p>	<p>2. The word “it” as used in the first line of this excerpt refers to:  <b>Answer: Sea voyages and/or exploring the New World.</b></p>
<p><b>commodious</b>  (adj):  convenient</p>	<p>And to this end have I taken pen in hand . . . I will endeavor myself, and do stand in good hope (though my skill and knowledge be simple, yet through the assistance of almighty God) to prove that the Voyage lately enterprised for trade, traffic, and planting in America , is an action tending to the lawful enlargement of her Majesty’s Dominions, <b>commodious</b> to the whole Realm in general, profitable to the adventurers in particular, beneficial to the Savages, and a matter to be attained without any great danger or difficulty.</p> <p>And lastly, (which is most of all) A thing likewise tending to the honor and glory of Almighty God. And for that the lawfulness to plant in those Countries in some men’s judgements seems very doubtful, I will begin the proof of the lawfulness of trade, traffic, and planting.</p>	<p>3. According to Hakluyt, why is he writing this book?  <b>Answer: To prove that undertaking sea voyages will be beneficial for England.</b></p> <p>4. Does Hakluyt believe there are any risks to undertaking sea voyages across the Atlantic Ocean? Cite a line from the text to support your answer.  <b>Answer: Hakluyt states that sea voyages can be accomplished “without any great danger or difficulty.” Therefore, he believes there are few, if any, risks to undertaking these voyages.</b></p>
<p><b>Main ideas of passage (excerpts from chapter 1):</b>  <b>Answer: Hakluyt believes sea voyages are beneficial and England should participate. This reveals a mercantilist world view; Hakluyt believes England should join in the “game” of exploring and founding colonies for the benefit of the mother country. He downplays risks to convince the reader of the need to undertake these voyages.</b></p>		
<p><b>impugn</b> (v):  to dispute the truth, validity, or honesty of</p>	<p><b>The second Chapter shows, that it is lawful and necessary to trade and traffic with the Savages: And to plant in their Countries: And divide planting into two sorts.</b></p> <p>And first for traffic, I say that the Christians may lawfully travel into those Countries and abide there: whom the Savages may not justly <b>impugn</b> and forbid</p>	<p>5. How does Hakluyt justify the right of Englishmen to trade with “Savages” and to be present on their lands?  <b>Answer: He argues that since the beginning of time “all men have agreed” that trade should be welcome and “Ambassadors”</b></p>

Vocabulary	Primary Source Text	Comprehension Questions
	<p>in respect of the mutual society and fellowship between man and man prescribed by the Law of Nations.</p> <p>For from the first beginning of the creation of the world, and from the renewing of the same after Noah's flood, all men have agreed, that no violence should be offered to Ambassadors: That the Sea with his Havens should be common: That such as should fortune to be taken in war, should be servants or slaves: And that strangers should not be driven away from the place or Country whereunto they do come.</p>	<p>should not be attacked or "driven away."</p>
<p><b>molest</b> (v): to harass, pester</p> <p><b>grieve</b> (v): to cause great distress to</p>	<p>If it were so then, I demand in what age, and by what Law is the same forbidden or denied since? For who doubts but that it is lawful for Christians to use trade and traffic with Infidels or Savages, carrying there such commodities as they want, and bringing from there some part of their plenty?</p> <p>A thing so commonly and generally practiced, both in these our days, and in times past, beyond the memory of man, both by Christians and Infidels, that it needs no further proof. . . .</p> <p>As letting them to understand, how they came not to their hurt, but for their good, and to no other end, but to dwell peaceably amongst them, and to trade and traffic with them for their own commodity, without <b>molesting</b> or <b>grieving</b> them any way: which must not be done by words only but also by deeds. . . .</p>	<p>6. According to Hakluyt in this passage, what is the reason for Englishmen to interact with "Savages"?</p> <p>Answer: Englishmen and "Savages" should interact for the purpose of trading commodities.</p> <p>7. How does Hakluyt say the Europeans should act toward the Native Americans? What reasoning does he provide?</p> <p>Answer: According to Hakluyt, the Europeans should demonstrate that they are not there to do harm to the Native Americans but to "live peaceably among them."</p>
<p><b>marshal</b> [martial] (adj): of or appropriate to war; warlike</p>	<p><b>The fourth chapter shows how that the trade, traffic, and planting in those countries, is likely to prove very profitable to the whole realm in general.</b></p> <p>Now to show how the same is likely to prove very profitable and beneficial generally to the whole realm: it is very certain, that the greatest jewel of this realm, and the chief strength and force of the same, for defense or offence in <b>marshal</b> matter and manner, is the multitude of ships, masters and mariners, ready to assist the most stately and royal navy of her Majesty,</p>	<p>8. According to Hakluyt, how will sea voyages benefit the entire English nation?</p> <p>Answer: More ships will be made and improved to increase the size, strength, and quality of the English navy, which is good for the entire realm.</p>

<b>Vocabulary</b>	<b>Primary Source Text</b>	<b>Comprehension Questions</b>
	which by reason of this voyage shall have both increase and maintenance. . . .	
<b>manifest</b> (adj): clear or obvious	To what end need I endeavor myself by arguments to prove that by this voyage our navy and navigation shall be enlarged, when as there needs none other reason than the <b>manifest</b> & late example of the near neighbors to this realm, the kings of Spain and Portugal, who since the first discovery of the Indies, have not only mightily enlarged their dominions, greatly enriched themselves and their subjects: but have also by just account tripled the number of their ships, masters and mariners, a matter of no small moment and importance?	9. How does this passage emphasize the political motivations for undertaking sea voyages across the Atlantic Ocean?  <i>Answer: Hakluyt uses Spain and Portugal as examples of how sea voyages can improve the wealth and power of a nation; this plays to political competition among the three kingdoms to be the most powerful in the world.</i>
<b>idly</b> (adv): in an inactive or lazy way  <b>trifling</b> (adj): unimportant or trivial  <b>hemp</b> (n): plant fibers used to make rope  <b>husbandry</b> (n): care and maintenance of animals or livestock	Besides this, it will prove a general benefit unto our country, that through this occasion, not only a great number of men which do now live <b>idly</b> at home, and are burdensome, chargeable, and unprofitable to this realm, shall hereby be set on work, but also children of twelve or fourteen years of age, or under, may be kept from idleness, in making of a thousand kinds of <b>trifling</b> things, which will be good merchandise for that country.  And moreover, our idle women (which the Realm may well spare) shall also be employed on plucking, drying, and sorting of feathers, in pulling, beating, and working of <b>hemp</b> , and in gathering of cotton, and diverse things right necessary for dying. All which things are to be found in those countries most plentifully. And the men may employ themselves in dragging for pearl, working for mines, and in matters of <b>husbandry</b> , and likewise in hunting the whale for [oil], and making casks to put the same in . . . for those persons that are no men of art or science. . . .	10. What economic benefit will sea voyages bring to England, besides resources, according to Hakluyt?  <i>Answer: It will create jobs for Englishmen and increase the production of materials and equipment, and increase material “merchandise.”</i>
<b>Main ideas of passage (excerpts from chapters 2 and 4):</b> <i>Answer: Hakluyt believes in “playing nice” with Native Americans because it will benefit both the English and the Native Americans economically to cooperate and trade with each other. Students may note that this is at odds with the reality of native/colonial interactions. Like the previous passage, Hakluyt references political competition to be a motivator for the English to undertake voyages and create colonies.</i>		



Vocabulary	Primary Source Text	Comprehension Questions
	<p><b>The fifth chapter shows that the trading and planting in those countries is likely to prove to the particular profit of all adventurers.</b></p> <p>I must, now according to my promise show forth some probable reasons that the adventurers in this journey are to take particular profit by the same. . . .</p> <p>And first to bend my speech to the noblemen and gentlemen, who do chiefly seek a temperate climate, wholesome air, fertile soil, and a strong place by nature whereupon they may fortify, and there either plant themselves, or such other persons as they shall think good to send to be lords of that place and country: to them I say, that all these things are very easy to be found within the degrees of 30 and 60 aforesaid, either by South or North, both in the Continent, and in Islands thereunto adjoining . . .</p>	<p>11. Why would an Englishman want to leave his family and embark on one of these voyages, on which many have died?</p> <p><i>Answer: The climate and soil are better than in England, and there is an opportunity to own land.</i></p>
<p><b>sundry</b> (adj): various</p> <p><b>victual</b> (n): food</p>	<p>And for such as take delight in hunting, there are Stags, Wild boars, Foxes, Hares, [rabbits], Badgers, Otters, and diverse other such like for pleasure. Also for such as have delight in hawking, there are hawks of <b>sundry</b> kinds, and great store of game, both for land and river, as pheasants, partridges, Cranes, Herons, Ducks, Mallards, and such like.</p> <p>There is also a kind of beast much bigger than an Ox, whose hide is more than eighteen feet long, of which sort a countryman of ours, one Walker a sea man, who was upon that coast, did for a true report in the presence of diverse honorable and worshipful persons, that he and his company did find in one cottage above two hundred and forty hides, which they brought away and sold in France for forty shillings an hide . . . supposing it to be a certain kind of [Buffalo]; there are likewise beasts and fowls of diverse kinds, which I omit for brevities sake, great store of fish both in the salt water and in the fresh, plenty of grapes as big as a man's thumb, and the most delicate wine of the Palm tree, of which wine there be diverse of good credit in this realm that have tasted: and there is also a kind of grain called Maize, Potato roots, and sundry other</p>	<p>12. What may be the cultural or environmental effect of contact between Europeans and Americans, as shown by Hakluyt's writing?</p> <p><i>Answer: Plants and animals native to the Americas will be brought back to Europe, and vice versa, which will change the resources available to and embedded within the culture of each place. For example, English may enjoy dishes that use American ingredients. However, this may harm either environment with the introduction or overharvesting of these plants and animals.</i></p> <p>13. Why does Hakluyt list the various plants, animals, and other resources available in the Americas?</p> <p><i>Answer: He does this to show there is plenty to live on in the</i></p>



Vocabulary	Primary Source Text	Comprehension Questions
	fruits naturally growing there: so that after such time as they are once settled, they shall need to take no great care for <b>victual</b> .	Americas and a diverse supply of natural resources that can be brought back to England.
<p><b>Main ideas of passage (excerpts from chapter five):</b>  Answer: This passage is Hakluyt's "hard sell" for an Englishmen to risk a voyage for a better life in the New World: There are ample land and resources the likes of which cannot be found at home in England.</p>		
<b>rout</b> (n): a disorderly retreat of defeated troops	<p><b>The sixth Chapter shows that the traffic and planting in those countries, shall be unto the Savages themselves very beneficial and gainful.</b></p> <p>Now to the end it may appear that this voyage is not undertaken altogether for the peculiar commodity of ourselves and our country (as generally other trades and journeys be) it shall fall out in proof, that the Savages shall hereby have just cause to bless the hour when this enterprise was undertaken.</p> <p>First and chiefly, in respect of the most happy and gladsome tidings of the most glorious Gospel of our Savior Jesus Christ, whereby they may be brought from falsehood to truth, from darkness to light, from the highway of death to the path of life, from superstitious idolatry to sincere Christianity, from the devil to Christ, from hell to heaven. And if in respect of all the commodities they can yield us (were they many more) that they should but receive this only benefit of Christianity, they were more than fully recompensed. . .</p> <p>But this is not all the benefit which they shall receive by the Christians: for, over and beside the knowledge how to till and dress their grounds, they shall be reduced from unseemly customs to honest manners, from disordered riotous <b>rouths</b> and companies to a well governed common wealth, [etc.], shall be taught mechanical occupations, arts, and liberal sciences . . .</p>	<p>14. Why, according to Hakluyt, will the Native Americans ultimately "bless the hour when this enterprise was undertaken"? Provide at least two reasons.</p> <p>Answer: (1) They will be introduced to Christianity. (2) They will be introduced to and educated about Western European customs, ways of dress, manners, arts, scientific knowledge, philosophies, and so forth.</p>

Vocabulary	Primary Source Text	Comprehension Questions
<p><b>purse</b> (n): (in this context) treasury, wealth available to a country</p> <p><b>allegation</b> (n): claim or assertion that someone has done something wrong</p> <p><b>malicious</b> (adj): intending to do harm</p> <p><b>pestilence</b> (n): a fatal epidemic disease</p>	<p><b>The seventh Chapter shows that the planting there, is not a matter of such charge or difficulty, as many would make it seem to be.</b></p> <p>Now therefore for proof, that the planting in these parts is a thing that may be done without the aid of the Prince's power and <b>purse</b>, contrary to the <b>allegation</b> of many <b>malicious</b> persons . . .</p> <p>I say and affirm that God has provided such means for the furtherance of this enterprise, as do stand us instead of great treasure: for first by reason that it has pleased God of his great goodness, of long time to hold his merciful hand over this realm, in preserving the people of the same, both from slaughter by the sword, and great death by plague, <b>pestilence</b>, or otherwise, there are at this day great numbers (God he knows) which live in such [shortage] and want, as they could be contented to hazard their lives, and to serve one year for meat, drink and apparel only, without wages, in hope thereby to amend their estates: which is a matter in such like journeys, of no small charge to the prince. . . .</p>	<p>15. Why might others oppose undertaking these voyages, according to this passage?  <b>Answer: They may face violent enemies, disease, starvation, putting their lives at risk.</b></p>
	<p>Also the passage is short, for we may go there in thirty or forty days at the most, having but an indifferent wind, and return continually in twenty or four and twenty days at the most. And in the same our journey, by reason it is in the Ocean, and quite out of the way from the intercourse of other countries, we may safely trade and traffic without peril of piracy: neither shall our ships, people, or goods there, be subject to arrest or molestation of any Pagan potentate, Turkish tyrant, yea, or Christian prince, which heretofore sometimes upon slender occasion in other parts have stayed our ships and merchandise, whereby great numbers of our countrymen have been utterly undone . . . Besides, in this voyage we do not cross the burnt line, whereby commonly both beverage and victual are corrupted, and men's health very much impaired, neither do we pass the frozen seas, which yield sundry extreme</p>	<p>16. What did Hakluyt mean by "cross the burnt line"?  <b>Answer: Hakluyt is referring to the equator.</b></p> <p>17. List additional reasons Hakluyt advocates that these voyages are quite feasible.  <b>Answer:</b></p> <ul style="list-style-type: none"> <li>• The voyage is short (30–40 days).</li> <li>• It does not cross the path established by other countries.</li> <li>• There is no risk of piracy.</li> <li>• A cool or temperate climate is maintained, so supplies will not be ruined and there</li> </ul>

Vocabulary	Primary Source Text	Comprehension Questions
	<p>dangers: but have a temperate climate at all times of the year, to serve our turns. . . .</p>	<p>is no risk of heat-related illness.</p> <ul style="list-style-type: none"> <li>• There is no risk of ice.</li> </ul>
	<p>All which (no man doubts) are things grateful in the sight of our Savior Christ, and tending to the honor and glory of the Trinity. . . . Wherefore my dear countrymen, be not dismayed: for the power of God is nothing diminished, nor the love that he has to the preaching and planting of the Gospel any [bit] abated. Shall we then doubt he will be less ready most mightily and miraculously to assist our nation in this quarrel, which is chiefly and principally undertaken for the enlargement of the Christian faith abroad, and the banishment of idleness at home, then he was to Columbus, Vasquez, Nunez, Hernando Cortes, and Francis Pizarro in the West: and Vasquez de Gama, Peter Alvares, and Alonso de Albuquerque in the East? Let us therefore with cheerful minds and courageous hearts, give the attempt, and leave the sequel to almighty God: for if he be on our part, what forces it who be against us? Thus leaving the correction and reformation unto the gentle Reader, whatsoever is in this treatise too much or too little, otherwise unperfect, I take leave, and so end.</p>	<p>18. How does Hakluyt use religion to justify the undertaking of these voyages?</p> <p>Answer: Hakluyt appeals to the grace of God and Christ as supporting the voyages of other European men, citing their success as proof that God approves of these voyages and will support them as well.</p>
<p><b>Main ideas of passage (excerpts from chapters 6 and 7):</b></p> <p>Answer: Hakluyt downplays the risks of encountering Native Americans' hostility by saying they are lucky the English are coming, because the English will Christianize them and offer them Western education (the implication being that English customs and culture are vastly superior). He downplays the risks associated with the voyage to the New World by making it sound "not that bad" (e.g. no ice, no pirates). You may ask students if they think Hakluyt really believed he was being truthful in writing this account.</p>		

## Paideia Seminar: Christopher Columbus

### Handout D: Paideia Seminar Rubric

	<b>5 points: Exemplary</b>	<b>4 Points: Commendable</b>	<b>3 points: Acceptable</b>	<b>2 points: Area for Growth</b>	<b>1 point</b>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Student provides complete documentation of preparatory assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Student provides documentation of most preparatory assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Student provides some documentation of preparatory assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Student provides minimal documentation of preparatory assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Student provides no documentation of preparatory assignments.</li> </ul>
<b>Listening Skills</b>	<ul style="list-style-type: none"> <li>• Student is alert, visibly engaged with the discussion, and actively taking notes throughout the discussion.</li> <li>• Student demonstrates evidence of listening to other students by referencing others' comments and asking follow-up questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is alert and engaged most of the time, and takes notes often during the discussion.</li> <li>• Student demonstrates evidence of listening to other students by occasionally referencing others' comments or asking follow-up questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is alert and engaged most of the time, but may rarely take notes during the discussion.</li> <li>• Student rarely or never references others by name, but makes an attempt at connecting to others' comments or the general conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is not alert or engaged for most of the discussion. Student does not take notes during the discussion.</li> <li>• Student makes no attempt to engage verbally with others. Comments do not track with the trajectory of the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is not alert or engaged for almost the entire discussion or is disruptive to the seminar process.</li> </ul>

Speaking and Participation	<ul style="list-style-type: none"> <li>• Student speaks clearly and articulately, probing students about their ideas and the text, and expresses complete thoughts.</li> <li>• Student is respectful of others' views and the process of the seminar.</li> <li>• Student participates in proportion to the time available and the class size, without interrupting or talking over others.</li> <li>• Student refrains from "racing" to be the first to speak.</li> </ul>	<ul style="list-style-type: none"> <li>• Student speaks clearly and articulately most of the time, and expresses thoughts completely.</li> <li>• Student is respectful of others' views and the process of the seminar.</li> <li>• Student participates in proportion to the time available and the class size, rarely, if ever, interrupting or talking over others.</li> </ul>	<ul style="list-style-type: none"> <li>• Student may not speak clearly or fully articulate complete thoughts, using brief or minimal explanation.</li> <li>• Student is mostly respectful of others' views, though may not engage fully in the seminar.</li> <li>• Student participates minimally or frequently interrupts or dominates conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is not respectful of others' views and the process of the seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Student does not participate in the seminar.</li> </ul>
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Critical Thinking and Engagement with Text	<ul style="list-style-type: none"> <li>• Student's responses demonstrate analysis and interrogation of the text.</li> <li>• Student connects the text and content to other course concepts, other periods, and/or the present day.</li> <li>• Student clearly explains their views and supports their views with evidence from the text.</li> <li>• Student directly and fluidly connects the text, their ideas, and their peers' ideas to bring new perspectives into the discussion.</li> <li>• Student is constructively critical of the text and others' comments.</li> </ul>	<ul style="list-style-type: none"> <li>• Student's responses demonstrate some analysis of the text.</li> <li>• Student alludes to possible connections between the text and other concepts and/or the real world.</li> <li>• Student clearly explains their views and supports their views with evidence from the text.</li> <li>• Student connects the text to the discussion and offers new information or interpretation of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student's responses demonstrate limited analysis of the text, but demonstrate comprehension.</li> <li>• Student raises questions about the text to gain deeper understanding from the text.</li> <li>• Student does not connect text to other concepts or the real world.</li> <li>• Student relies on others' use of the text and analysis to draw meaning from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student does not demonstrate analysis or interrogation of the text, and comprehension is limited to what is gained from the seminar discussion.</li> <li>• Student does not refer to the text or use evidence to support their claims.</li> <li>• Student does not question peers or the text and demonstrates little to no critical thinking of the concepts through participating in the discussion.</li> </ul>	
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**Writing Practice: Building Thesis Statements**

**Rubric**

Scoring Criteria	Decision Rules
Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>



## UNIT 1 ESSAY ACTIVITY

### Handout A: Long Essay Rubric

#### College Board AP History Long Essay Rubric (6 points)

<i>Reporting Category</i>	<i>Scoring Criteria</i>	<i>Decision Rules</i>
<b>A. Thesis/Claim</b> (0–1 pt.)	<b>1 pt.</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
<b>B. Contextualization</b> (0–1 pt.)	<b>1 pt.</b> Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.
<b>C. Evidence</b> (0–2 pts.)	<b>1 pt.</b> Provides specific examples of evidence relevant to the topic of the prompt.  <b>OR</b>  <b>2 pts.</b> Supports an argument in response to the prompt using specific and relevant examples of evidence.	To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.  To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.
<b>D. Analysis and Reasoning</b> (0–2 pts.)	<b>1 pt.</b> Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.  <b>OR</b>  <b>2 pts.</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced. To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as: <ul style="list-style-type: none"> <li>Explaining nuance of an issue by analyzing multiple variables</li> <li>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</li> <li>Explaining relevant and insightful connections within and across periods</li> <li>Confirming the validity of an argument by corroborating multiple perspectives across themes</li> <li>Qualifying or modifying an argument by considering diverse or alternative views or</li> </ul>

		evidence. This understanding must be part of the argument, not merely a phrase or reference.
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