

Exploration and Conquest in the Americas



A Thematic Guide

INTRODUCTION

This curriculum was created by the University of New Mexico Latin American & Iberian Institute as the first of a series of workshops on or related to exploration and the conquistadores, cultural exchange, European and Indigenous encounters, and food. This specific curriculum focuses on discussing matters relevant to teaching about Columbus, rethinking how we present Columbus to our students, and providing teaching resources and lesson plans on Christopher Columbus. The curriculum provides resources and information that encourage teachers to rethink the traditional or standard story/history of Columbus, and the ramifications that Columbus' explorations had on the Americas.

The following unit is divided into three primary curriculum categories: **Introductory Activities**, **Content Activities**, and **Closure Activities**. The content activities have been organized into the following categories: Book Studies, Pictorial Input Charts, Reflective Reading and Writing Activities, Primary Source Activities, Writing Activities, and Music and Art Connections. The unit is designed so that all of the activities can be used in their entirety, or teachers can pick and choose the activities that best meet the needs of their curriculum and students. The majority of the activities can be adapted so that they can be used for all ages. At times a teacher may need to simplify or expand on the content or the expectations of the activity so that it is relevant for his or her particular grade level. Activities that are specific to a **middle or high school** have been listed at the end of the curriculum under that specific heading

The teacher resource book *Rethinking Columbus: The Next 500 Years* (2nd ed.) has been the foundation for putting this curriculum project together. The resource book is easily accessible—it can be ordered online from multiple sources and often can be found at public and university libraries. Many of the activities are taken directly from that book or adapted from ideas in the book. When activities are taken from the book, we provide specific citation information and draw attention to that page by highlighting it with a blue bar along the right-hand margin. Due to copyright issues the referenced sections cannot be provided in their entirety; page numbers are provided to guide teachers to the correct section in the resource book. From this point forward, *Rethinking Columbus: The Next 500 Years* (2nd ed.) will be abbreviated as “RTC”. If you decide to use the copyrighted excerpts, please respect the original author's copyright restrictions.

Other activities have been taken from various resources and citations have been provided accordingly. Yet other activities are ideas original to this curriculum, and graphic organizers or other materials have been created to illustrate them. For a complete list of resources used within this guide, please see the **Works Cited** list found at the end of this document.

If you find this material useful, we encourage you to visit the Latin American & Iberian Institute's website (<http://lail.unm.edu/outreach>) to access the following relevant resources:

- an electronic copy of this curriculum project;
- information pertaining to the subsequent workshops offered in this series; and,
- other Latin American-oriented K-12 teaching resources.

LATIN AMERICAN & IBERIAN INSTITUTE

Because of the geographic location and unique cultural history of New Mexico, the University of New Mexico (UNM) has emphasized Latin American Studies since the early 1930s. In 1979, the **Latin American & Iberian Institute (LAI)** was founded to coordinate Latin American programs on campus. Designated a National Resource Center (NRC) by the U.S. Department of Education, the LAI offers academic degrees, supports research, provides development opportunities for faculty, and coordinates an outreach program that reaches diverse constituents. In addition to the Latin American Studies (LAS) degrees offered, the LAI supports Latin American studies in departments and professional schools across campus by awarding student fellowships and providing funds for faculty and curriculum development.

The LAI's mission is to create a stimulating environment for the production and dissemination of knowledge of Latin America and Iberia at UNM. We believe our goals are best pursued by efforts to build upon the insights of more than one academic discipline. We support research from the humanities and social sciences, as well as the natural sciences, health sciences, and other professional schools. Therefore when allocating materials and human resources, we give special consideration to broadly interdisciplinary projects that promote active collaboration from different schools, colleges, and/or departments.

The LAI works closely with the K-12 community to help integrate Latin American content materials into New Mexico classrooms across grade levels and subject areas. As part of this effort, the LAI provides educators with **professional development workshops**, a **database of teacher-designed lesson plans**, and related programs.

For more comprehensive information about the LAI and its resources for K-12 teaching related to the Americas, contact:

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INTRODUCTORY ACTIVITIES

There are multiple ways to begin this unit depending upon how you want to contextualize it and how much time you have. In the curriculum guide *Rethinking Columbus (RTC)*, Bob Peterson suggests beginning this unit with a series of Anti-Stereotype Curriculum activities. For more in depth discussion of this, see *RTC* pp. 36-38. You could also begin with a modified version of a K-W-L as taken from **Guided Language Acquisition Design (GLAD)** strategies. Another possibility is to begin with the “Discovery” Activity discussed in *RTC*, p. 17. The following is a brief description of these introductory activities You can choose to do one, two or all three, depending on your preference and time. The purpose for all of these is to focus, motivate, and engage students while activating prior knowledge and providing you with an informal assessment of students’ familiarity with the subject.

Anti-Stereotype Curriculum: All Ages

This activity comes directly from Bob Peterson’s article “Columbus and Native Issues in the Elementary Classroom” in *RTC*, pp. 35-41. The following is an extended direct citation (*RTC*, pp. 36-38) from the *RTC* article, with the exception of the italicized notes which have been added as elaborations. The article in its entirety is a great resource, and highly recommended.

Process

1. Show the DVD “Unlearning “Indian” Stereotypes”. This is approximately 12 minutes and comes with a teacher’s guide. It was originally produced by the Council on Interracial Books for Children, 1977, as a film strip. *It was re-released as a DVD in 2008. The cost for the DVD and Teacher’s Guide is \$19.95 from Rethinking Schools website.*
2. Ask students if they know any “Indian” person and what that person is like. *Note: This part is up to the discretion of the teacher. The purpose is for students to vocalize stereotypes that they may have, but don’t realize are stereotypes (yet). It may also serve to show that many students think “Indian” is synonymous with the past, or cartoons, as they won’t be able to share about a person they know. In schools/classrooms where there is a Native population and there are Native students in the class, this activity may need to be re-framed or omitted depending upon how students may react to this.*
3. Explain the word “stereotype” as a mistaken idea about how a whole group of people think, behave, or dress. Give an example that does not relate to American Indians, such as the view by some that girls can’t be good baseball players, or boys can’t cook.
4. Explain what’s wrong with stereotypes—that they are not only factually wrong, but that they’re hurtful. Talk with students about why they are harmful. Give examples such as a coach having a stereotype about girls: that they can’t play baseball well. That could easily lead to the coach discriminating against and not letting them be on the team. It can also prevent girls from having the opportunity to play and practice, making the stereotype self-fulfilling.
5. Concretely explain some stereotypes, and try to make analogies with children’s own experiences. For example, explain that some native nations used feathers for ceremonial purposes, but that many others did not. Ask the children how their family dresses for special occasions and ceremonies, such as weddings. Point out that it’s a stereotype to think that all people of their ethnic background always dress as if they were at a wedding. Likewise, it’s a stereotype to think that all Indians dress with feathers all the time.
6. As part of a class discussion, list common stereotypes about Native Americans. Have children identify the stereotypes as they are used in Thanksgiving greeting cards, alphabet and counting books, history books, or children’s books on Columbus. *In RTC p. 36 Peterson provides a stereotype checklist that can be used as a guide for a list your class could create.*
7. Explain how these stereotypes are used to make Indians seem inferior or less than human. Don’t limit your critiques to textbooks. Some of the most common stereotypes are in alphabet books that have “I for Indian” or in children’s favorites such as “Clifford’s Halloween” by Normal Bridwell in which Clifford uses a feather head dress to dress up as in Indian; or Maurice Sendak’s “Alligators All Around,” in which the alligators are “imitating Indians” by wearing feather headdresses, carrying tomahawks, and smoking pipes. Also look at the stereotypes in society at large, such as in the names of sports teams or cars or mascots for schools. Talk about the Cleveland Indians, or the Jeep Cherokee, or Winnebago motor homes. Ask if the children know

other cars or sports teams named after nationality groups. If not, why are Indians singled out? Have students reflect on how such stereotypes hurt Indians and distort other people's images of them and their rich cultures.

8. Use the article "Human Beings Are Not Mascots" (*from RTC, p. 131*) about people fighting against Indian "mascots" to start a discussion on what people can do to fight stereotypes.
9. In books that children bring to class, whether from home or library, consistently point out and discuss any stereotypes. As we model such thinking and give children the opportunity to think on their own—"Did you notice any stereotypes in that story?"—children will improve their ability to think critically.
10. Videotape a Columbus or Thanksgiving special from TV or choose most any Thanksgiving or Columbus filmstrip or videotape from a school curriculum collection. Watch it with your students and critique it together.
11. Have students make posters about common stereotypes of various groups of people. Have the children explain how the stereotypes hurt people. I have found that as children start learning about stereotypes, they often generalize and think everything is a stereotype: that all pictures of native people in traditional dress or any picture of a woman as a nurse are stereotypes. One way to deal with this is to get children to teach others about stereotypes—by explaining their posters, doing short presentations or skits.
12. Use quality books to show how contemporary native people live and look.
13. Invite Native American adults into your classroom to talk about their jobs and family and how they feel about how Native Americans have been treated.
14. Have children think about a time in their lives when they fought against something that wasn't fair. Explain how native peoples have fought for what is "fair"—their land and way of life.

GLAD K-W-L Observation and Inquiry Chart

The following two activities are designed for all ages.

VERSION ONE: COLUMBUS AND EXPLORATION

Preparation

Google images related to your unit on Columbus and/or exploration. Print off various images that are the most thought provoking and interesting. You only need one copy of each image. Glue each image to a large piece of paper—construction paper glued together vertically or long strips of butcher paper. You will divide your class into small groups and provide each group with a copy of an image. An example image of the completed exercise is included on the following page.

Process

1. Explain to students that they are going to be working in small groups. Each group will rotate around the room to each table. One person will need to be the secretary at each table—they can take turns doing this job. At each table there will be an image. As a group they will look at the image and discuss the questions “What do you see?” “What do you think is happening?” “How does this picture make you feel?” Then, the secretary will record their answers to the question. You could also put a pad of sticky notes at each table and have students record their own thoughts and stick them on the paper when they’re done, instead of having a secretary. Be sure to explain to students that they will have a set amount of time at each picture—usually about 5 minutes, but to be determined by the teacher. Explain that you will give students a signal at the end of each 5 minutes and students will rotate to the next image at the next table, until they have rotated through all of the images.
2. Place one image glued onto paper at each table group with one marker (and sticky notes if you are using them). Begin the activity, rotating students through each image at 5-minute increments.
3. Hang up or post all of the images with comments. Discuss each image, giving students time to share and respond to what they posted. Keep these posted throughout the unit, allowing students to revisit them, or discuss them as they learn more about the unit and possibly the images.



VERSION TWO: COLUMBUS AND EXPLORATION

Preparation

Google images related to your unit on Columbus and/or exploration. Print off the TWO that are the most thought provoking and interesting. You only need one copy of each image. Glue each image to a large piece of paper—butcher paper or large poster board work best. Underneath one image write the question: What do you know about Christopher Columbus? (or exploration, explorers, etc—whatever relates most closely to your unit). Underneath the other image write the question: What do you want to know about Christopher Columbus? (or whatever your focus is).

Process

1. Hang the images on the board so that all students can see them. Read the questions out loud and make sure that students understand them. Then give each student a few sticky notes and ask them to answer each question—If possible color code the notes—one color for what you know, another color for what you'd like to know. As students finish, have them stick their questions to the appropriate paper.
2. When all students are done, read their comments out loud and discuss them. As their comments are addressed throughout the unit, refer back to the two charts.
3. Keep these posted in the room throughout the unit. At the end of the unit, you can go back to their comments on “What do you want to know about _____?” as one means of review and closure.

“Discovery” Activity

This activity, designed for all ages, is taken from Bigelow’s article “Discovering Columbus: Re-reading the Past” in RTC (pp. 17-21). See the article for a more detailed discussion of activity.

Preparation

Ask a student ahead of time if you can use his backpack, purse, desk, etc. for a demonstration. Be sure to let him know that he must keep it a secret for it to work.

Process

At the beginning of class, ‘steal’ the student’s purse, backpack etc. Announce that it is yours because you have it, you found it. A few, if not all, of the students will protest, saying they saw you take it. Reiterate that it is yours, you have it in your hands, that makes it yours. Begin going through the things pointing out that all of these items are yours. Some students will likely continue to protest that it is not yours. Ask them “How do you know that this isn’t mine?” Continue with questions like: “If we had a test on the contents of the purse, who would do better, student or I?” “Whose labor earned the money that bought the things in the purse, mine or student?” These are obvious questions with obvious answers.

Ask one last question: “What if I said I discovered this purse, then would it be mine?” Students will likely respond no, so follow up with “So, why do we say that Columbus discovered America?” This activity could continue into a discussion of how to define “discovery” or a more explicit means of vocabulary instruction. For a more discussion-based lesson, (probably more appropriate for upper elementary grades) as a class create a definition that works for everyone and keep it posted in the room. Use the following questions to guide the discussion: Does discovery mean to find? If you discover something, does it mean that no one else has ever found/seen it? Or does it mean that it is new to you? Is there any relationship between discovery and ownership?

You could also segue way to a more systematic form of vocabulary instruction. The following is based upon a vocabulary instruction strategy used in Guided Language Acquisition Development (GLAD). It could be used here, or any other time that fits appropriately with your unit. It can be used with the word “discovery” and for any other word that is central to your unit. Pictures have been provided to offer a visual of what is being described for those not familiar with GLAD instruction. For more information about GLAD instruction and strategies, visit the Project G.L.A.D. website: <http://www.projectglad.com/>.

“Discovery” Vocabulary Instruction

Preparation

Create a large table—butcher paper works best. It will have as many rows as you have words (or as many rows as you can fit on your paper) and 4 or 5 columns depending upon whether you use the last one. The titles of the columns are: WORD, PREDICTION, FINAL MEANING, ORAL SENTENCE, and possibly PICTURE OR CLUES. The picture on the following page illustrates this activity. Some teachers also include a column for the Spanish (or other language) word, which can be especially useful in a multi-lingual classroom. Write the word “discovery” in the first column of the first row. Underneath “discovery” (same row, same column) ,write an H and NH. The chart is typically color-coded by column.

Here, you’ve already introduced students to the word “discovery,” but they haven’t really discussed what they think it means, so you want to start there.

Process: Day One

1. **Pre-assessment:** Ask students to raise their hand if they’ve heard the word discovery before today. Count the number of students who have heard the word and write this number next to the H. Ask students to raise their hand if they’ve never heard the word discovery. Count the number of students and write this number next to NH. This serves as an informal assessment tool for you to gauge students’ familiarity with this word.
2. **Predictions:** Instruct students to turn to their tablemates, small group, or a partner and come up with their prediction for the definition of the word discovery—what they think it means. If students are unfamiliar with the word prediction, be sure to discuss that first. Give students one minute to discuss.
3. Give a predetermined silent signal for students to come back to whole group and ask students to take turns sharing their predictions. You can use this as an opportunity for language fluency, encouraging them to create complete sentences that start with “We predict discovery means...” As students share, write their predictions on the chart.
4. **Signal Movement:** The next step is to create a signal movement that ‘shows’ the word. You can teach the students one that you have in mind, or ask them for help in creating it and see what they come up with. Once students know the movement, they practice doing the movement while saying the word. If you want students to create the move, but don’t think they have a strong enough understanding of the word, you can postpone the signal movement until after the “Final Meaning” on Day Two. If adhering to GLAD strategy, your vocabulary instruction for the day would stop there. The following day you would introduce the Final Meaning, and do the introduction, prediction, and movement for the next word. How you do this is up to you.
5. **Final Meaning Day Two:** Write the final meaning of the word on the chart under the appropriate column. Read the definition out loud and discuss it in comparison to their predictions. Give a couple of examples of how one could use this word in the sentence. This is also a good opportunity to discuss parts of speech—writing noun, verb, adjective, adverb, etc. underneath the word you are discussing.
6. **Oral Sentence:** Give students one minute to come up with a sentence using the word correctly and share that sentence with a table partner. After one minute, signal for students to come back to whole group, and have each student share his/her sentence. Correct the student if necessary and help them to fix the sentence and say it again.

7. Then, you would introduce the next new word, starting the process all over again.
8. **Review:** Each day review the words from the chart, practicing the signal movement, and letting a few students offer a sample sentence.

Below is an example image of the completed exercise.

WORD	PREDICTION	FINAL MEANING	ORAL SENTENCE
* = Solar System NOUN	- an area where the sun and the planets are in a circle - huge group of planets - planets that orbit around the sun - Big whole universe	The sun, the planets and their moons and the small objects that orbit the sun.	✓
# 23 NOUN	- size of globe where we live - a big sphere in the solar system - has layers of gas or ice - like Earth - very cool - a big fat circle	A large body of rock or gas in space	✓
# 24 NOUN	We predict... floating comet a star is made of gas and metal is a little or huge fire ball of gas a star is made of gas and is very light a shape w/ gas huge block of ice	A hot ball of glowing gases that gives off energy.	✓
# 26 NOUN OR VERB	- moving around the sun - a circle around the sun - all the planets rotating around Circle around the sun - something that goes around the sun	A path a planet takes as it revolves around the Sun * to revolve around the sun.	✓
# 12 # 13 NOUN	- location invisible line - imaginary line that goes through Earth - equator - information	A line - that you cannot see - from the top of the Earth, through the center of Earth, to the bottom	✓
# 14 # 11 NOUN	taking your turn; Spinning; an orbit turning;	The spinning of Earth on its axis. * Verb - to rotate	✓

CONTENT ACTIVITIES

The following activities are to be used after the unit has been introduced to students. There are a range of activities presented, with some more appropriate for certain age groups than others. The following activities have been created so that teachers can pick and choose the activities that meet their needs and time constraints, as many classrooms may not have the time to complete all of them. Many of the activities are taken directly from other curriculums or teacher resource guides and are cited to give the respective authors their credit. Others are activities that have been created as extensions that build upon these cited resources and curriculum guides, and then some are original to this curriculum project. The following activities have been organized by the following subheadings: Book Studies, Pictorial Input Charts, Reflective Reading and Writing Activities, Primary Source Activities, Writing Activities, and Music and Art Connections.

These activities can stand on their own as a unit, or they can be used in combination with a Social Studies/History text book curriculum that focuses on explorers or Christopher Columbus.

CONTENT ACTIVITIES: BOOK STUDIES

Morning Girl: A Novel Study

This activity is based upon the following book:

Dorris, Michael. (1992). *Morning Girl*. New York: Hyperion.
ISBN-10: 078681358X; ISBN-13: 978-0786813582

Morning Girl is a novel that can be used in a variety of ways. It can be used as a Read Aloud novel study, small group guided reading, or a class guided reading novel if you have enough copies of the book. This activity doesn't necessarily need to be the first activity that you do, but as a guided-reading activity it is better to start it early on in the unit. If you do, try to read a little each day so that your students absorb the information from the novel sooner rather than later. It is a short book (only 74 pages), so it could easily be read in a week or two depending upon how much time you devote to the activities and guided reading questions.

The book is divided into nine chapters. The chapters alternate between the sister's point of view and the brother's point of view. Because of this, it makes the most sense to read two chapters in one sitting.

Below I've included Character Map Activities, Guided Reading Questions and Writing Activities that can be used to accompany the book. The Writing Activities are interspersed within the Guided Reading Questions because they are connected to specific chapters of the story.

ACTIVITY ONE: CHARACTER MAP

One possible ongoing activity is to have your students create character maps of the two main characters: Morning Girl and Star Boy. These could be started after the first two chapters, then added to throughout the rest of the story. When the class has finished the entire story and completed their character maps, the activity could be extended further. Using their character maps, students can fill out a Venn diagram comparing and contrasting Morning Girl and Star Boy. If you would like to extend it further, students can use their Venn diagram to write a two paragraph compare and contrast essay about the two characters. Depending upon the grade level of your students, you may need to provide a template or model sentences to guide students in how to write appropriately structured paragraphs for a compare and contrast essay. Another option is to do the character maps, Venn diagram, and compare and contrast essay as a whole class. This could be especially helpful if students are new to any of these activities. This would provide the opportunity to model these activities using a read aloud book.

The link below connects to a more interactive character map that students can fill out online—cutting and pasting images, shading shapes depending upon what they relate to, etc. It is a great way to teach character mapping and computer skills, but obviously requires access to computers. It could be used as a small group activity that students rotate through if you have classroom computers. For those teachers who have RtI (Response to Intervention) blocks, this could also be an activity appropriate for that time—it could be used as either a remedial or enrichment activity depending upon the grade level of your students and the expectations you set for the assignment. It could also be offered as an extra credit activity if your students have access to computers outside of the classroom.

<http://www.microsoft.com/education/en-us/teachers/plans/Pages/character-mapping.aspx>

ACTIVITY TWO: GUIDED READING QUESTIONS

The following questions can be used in multiple ways, in part depending upon how you are using the book. They can be cut and pasted into a sheet of questions that students fill out; they can be used as oral comprehension questions that you ask students to assess and guide their comprehension; or they can be used to create a comprehension test. I've divided the questions up by chapter and provided the page number that the question is connected to so that they can be used as chapter review, or oral comprehension questions that you ask throughout the chapter. The italicized, indented text below indicates sample answers to each question. I've also included various writing activities that can be used as quick writes, or activities to encourage students to make real life connections.

Chapter One (p. 1-6)

1. What does it mean when Morning Girl says "Father taught me to swim on land, careful as a turtle"? Why would it be important for Morning Girl to learn to "swim on land"? Use the context clues in the sentences before and after this one to help you answer. **[Page 2]**

Turtles are part of nature, they blend in. As someone who lives so closely with nature, it's important that Morning Girl blend in as well. She says that she "steps gently. . .so that the sounds I make will blend in with the rustle of the world." Turtles are also quiet. Morning Girl writes that "You'll see more if you're quiet" and "things don't hide or wait for you to pass. And it's more polite". Morning Girl will see more if she's quiet and respectful of nature. It's one way of surviving without harming the environment.

2. What are the patterns that her brother sees in the sky—what would we call them? **[Page 2]**

Constellations

3. If her parents named her Morning Girl, based on her description of her brother, what do you think they might name him? **[Page 3]**

Night Boy, Nighttime Boy, Evening Boy. In the next chapter we do find out what his parents name him—His name is Star Boy

4. Who are the "ghosts" that Mother and Father are talking about? **[Page 4]**

Their two children—Morning Girl and Star Boy, who are waking them up with all of their talking when they would rather still be sleeping.

5. Based on what you've read so far, do you think Morning Girl and her Brother are close? Why or why not? Explain your answer with details from the story. The answer to this question will change throughout the story, especially by the end. This would be a good question to keep coming back to, or map out how their relationship progresses throughout the story. **[Pages 3-6]**

At the beginning of the story they do not seem to be close. Morning Girl talks about how different they are and that "It's as though time is split between us, and we only pass by each other as the sun rises or sets" (p. 3). Morning Girl also talks about how her mother says that one day Morning Girl and Star Boy will be friends. Morning Girl also doesn't seem to be very patient with her younger brother (p. 4), and possibly a little competitive.

Chapter Two (p. 7-12)

1. What lesson about nature does Star Boy share that he has learned? **[Page 8]**

Star Boy has learned that "the more you watch, the more you see"—the more you pay attention to what is around you, the more you are going to notice and learn.

2. What does Star Boy say that he doesn't like? How does he deal with this when he feels it? **[Pages 8-9]**

Star Boy doesn't like nothing—like when there is nothing to hear, nothing to see, nothing to touch. He seems to be describing a time when he feels very detached from the world. He deals with this by using all of his senses to bring him back—Hearing—he sings his father's song; Touch—rubbing his fingers together; Taste—the salt water.

3. What is Morning Girl's brother's new name? Why do they name him this? **[Page 11]**

His new name is Star Boy. They name him this because he likes the night time, especially looking at the stars in the night sky.

ACTIVITY THREE: WRITING ACTIVITY

Quick Write at the end of chapter two.

Do you have any siblings? Are you the oldest or the youngest? How do you feel about your big/little brother(s) or sister(s)? Do you think it's better to be the youngest or the oldest? Why? If you don't have any siblings, do you want any? Would you rather be the youngest or the oldest? Why?

Chapter 3 (p. 13-22)

1. How does Morning Girl describe Star Boy? **[Page 14-15]**

She describes him as the one who messes everything up—the one who leaves the footprints on the smooth sand of the beach. He does everything at the wrong time—laughing, talking, interrupting, etc. He jumps, he kicks, he digs, he makes messes, etc.

2. What does Morning Girl think of the new sister? What does Star Boy think of the new sister? **[Pages 16-18]**

Morning Girl is very excited about the new sister. Star Boy is not so sure he wants a new sister if she's going to be just like Morning Girl.

3. How does the relationship between Morning Girl and Star Boy change by the end of this chapter? **[Pages 20-22]**

When they hear about the death of their little sister, both children are afraid - Morning Girl sees this in her brother, but also realizes that she and her brother are more alike than she realized. She sees him as more than just the little child who always annoyed her. At the end of the chapter, she's not jealous of the attention her brother gets anymore.

Chapter 4 (p. 23-29)

1. What is Star Boy doing at the beginning of the chapter? **[Page 23-24]**

He is hiding by pretending to be a rock.

2. Do we know why he is hiding? **[Page 24]**

We don't know all the details yet, but we get a hint when he says, "I wondered if the other rocks all around me had made mistakes, too" (p.24).

3. What mistake did Star Boy make? How do we find out? **[Pages 25-26]**

Star Boy's mother is talking out loud, while looking for Star Boy. She says that Star Boy wouldn't leave without saying good-bye "even if he had made a mistake, even if he had played in his father's canoe and then forgotten to pull it high enough up the beach so that the tide would not carry it away" (p. 25). Star Boy has played with his father's canoe and

let it drift away.

4. Why does Star Boy turn from a rock back into a boy? **[Pages 27-29]**

Starboy hears his father talking out loud about how his canoe has been found and there was no damage done, and that he could always replace his canoe but not his son, so now Star Boy knows he will not be in trouble. Then, his father says that Morning Girl admitted to losing the canoe, that's when Star Boy jumps up and takes responsibility for losing the canoe.

5. Do you think that Star Boy's mother, father, and sister all realized he was curled up pretending to be a rock when they were looking for him? Why? **[Pages 27-29]**

Yes, because all of them stop right next to Star Boy and start talking out loud, saying things that they think Star Boy needs to hear.

6. How has the relationship between Star Boy and Morning Girl changed by the end of this chapter? **[Pages 27-29]**

Star Boy realizes that his sister loves him, and Morning Girl realizes that she really loves her little brother. She worries about him when he goes to hide and even admits to losing the canoe to cover for him.

Chapter 5 (p. 30-36)

1. What does Morning Girl want to know at the beginning of this chapter? **[Pages 30-33]**

Morning Girl wants to know what she looks like.

2. Why is she asking so many questions? What does she not have that we do have today? **[Pages 30-33]**

Morning Girl is asking so many questions because she has no way of knowing what she looks like—they don't have mirrors like we do.

3. How does her mother explain and describe to her how she looks—what does she do physically? **[Pages 32-34]**

Her mother takes one of Morning Girl's hands and places it on Morning Girl's face and then places her other hand on her mother's face. She guides her hand over her face and tells Morning Girl to compare what she feels on her own face to what she feels and sees on her mother's face.

4. How does Morning Girl finally see what she looks like? **[Pages 35-36]**

Morning Girl finally sees what she looks like by looking into the eyes of her father and seeing her reflection in his eyes.

ACTIVITY FOUR: WRITING ACTIVITY

Sketch and Listen

Re-read out loud pages 32-34 where Morning Girl's mother is describing what she looks like. Give each student a piece of blank white paper. Re-read the same section again. Then, tell students to sketch what they think Morning Girl looks like based on the description. Re-read the section again,

if students need to hear parts over. Give students the time to color in their drawings and then share them with the class. Discuss the students' different interpretations.

Chapter 6 (p. 37-44)

1. Was it day or night when the storm hit? How do you know? **[Page 37-38]**

It was night. Star Boy says that he was outside studying the sky and watched as the stars were drowned by the storm (p.38).

2. What kind of natural disaster is Star Boy describing? What is he caught in? **[Page 38-40]**

Star Boy is describing a hurricane.

3. How does Star Boy describe the hurricane? **[Page 41-42]**

Star Boy describes the hurricane as if it is someone or something trying to beat him up:

"I was being pushed, shoved, a giant fist at my back and beneath my knees. . . all I knew was water and movement that slammed and hissed and screamed by name. . ." (p. 41)

"The wind was angry that I had discovered how to stop myself. It slapped my cheeks and banged my head and pulled at my elbows. . ." (p.42).

4. How does Star Boy stay safe during the hurricane? What saves him? **[Page 41-42]**

Star Boy gets stuck in a tree and hangs on to it throughout the hurricane.

5. Who does Star Boy visit with during the storm? **[Page 43]**

Star boy visits with his grandfather's spirit.

Chapter 7 (p. 45-53)

1. What do they do after the storm? What does Father decide they should do? **[Page 47-48]**

They don't immediately start to work and rebuild everything. Father decides that this is a chance to be happy together, to dance, make music, play games, and share food. It was a time to celebrate that no one had been killed in the storm.

2. What does Star Boy do that causes so much trouble? **[Page 48-49]**

Star Boy races into the area where they are holding the celebration and immediately begins to grab food, acting like a young child, and doing whatever he wants. Star Boy is mocked by his uncle for acting so inappropriately.

3. What happens that lets us know that the relationship between Star Boy and Morning Girl has changed? **[Page 50-51]**

When Star Boy is mocked, he is quite stunned and embarrassed, but Morning Girl does not make him stand alone, embarrassed and the center of attention. Instead, she begins to act just like he did, running around and grabbing food. She does this to make him feel better, to take attention away from what he had done. Morning Girl shows that she loves her brother and feels loyalty to him by sticking up for him.

4. What does Star Boy call Morning Girl at the end of the chapter? What does this new name mean? **[Page 53]**

Star Boy calls his sister "The One Who Stands Beside" because she had not made him endure the humiliation of being reprimanded and mocked by their uncle alone.

Chapter 8 (p. 54-61)

1. Who does Star Boy get upset with first? Why? [Page 54-55]
First, Star Boy gets upset with his best friend, Red Feathers because he teases him about the scene the day before at the celebration.
2. Who does he get upset with next? Why? What does he do? [Page 56-57]
Next Star Boy gets upset with his father because he feels like his father is also teasing him about the day before.

Chapter 9 (p. 62-72)

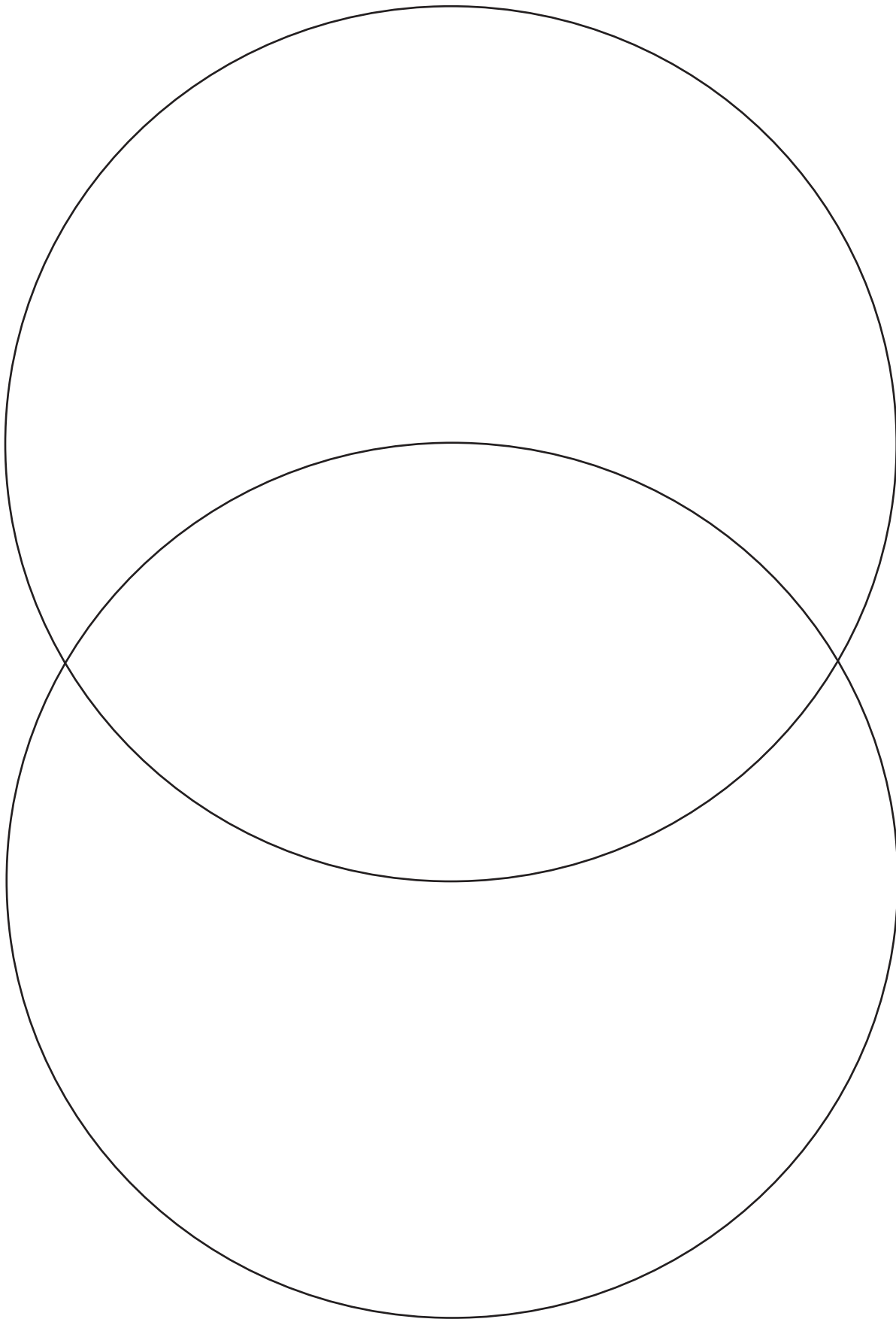
1. How do you know that Morning Girl's family really cares about each other? How do they demonstrate this? [Page 62-67]
When someone is in trouble, they all try and help. They all worry about Star Boy and all try and get him to come home. No one really rests until he's back.
2. Two things happen in the morning when Morning Girl leaves her home that make her feel better. What are they? [Page 67-68]
First, Morning Girl decides that she will give her new sister a name—She Listens. Then, Morning Girl finds a perfect conch shell that would be perfect for Star Boy's collection. Both things that make her happy are related to her siblings.
3. What does Morning Girl see when she's swimming? How does she describe it? [Page 68]
Morning Girl sees the Spanish explorers rowing toward the shore, although she doesn't know who they are. She describes this as "I heard an unfamiliar and frightening sound. It was like the panting of some giant animal, a steady, slow rhythm, dangerous and hungry. And it was coming closer" (p.68). Note: This may be a good chance to discuss foreshadowing and/or predicting if those are appropriate skills for your class.
4. Morning Girl sees what we know to be Spanish explorers, possibly Columbus or his men. How does she describe them? [Page 69]
She describes their dress as "The strangers had wrapped every part of their bodies with colorful leaves and cotton. Some had decorated their faces with fur and wore shiny rocks on their heads" (p.69). She describes them physically as "very round".
5. How does Morning Girl treat and respond to the visitors? [Page 70-72]
Morning Girl is very friendly to the visitors. She shouts out hello and welcomes them. She tells them where to leave their canoe and that she will go get the others. She doesn't realize that they don't understand her.
6. What does Columbus think of the Taíno based upon his journal entry? [Page 73-74]
Columbus thinks that they will be friendly, writing that they do not carry weapons. He writes that they are poor, but very handsome. He thinks that they are intelligent and will make good servants because of this. He also believes that they can be converted to Christianity quickly.

ACTIVITY FIVE: WRITING ACTIVITY

Think about the relationship between Morning Girl and Star Boy. What was their relationship like at the beginning of the story? Describe it. By the end of the story their relationship has changed. Describe what it is like now. Do you think it is better or worse at the end of the story? Why? Explain your answer.

ACTIVITY SIX: WRITING ACTIVITY

At the end of the story, Morning Girl meets the Spanish explorers. How do you think the life of her family might change now? Do you think it will change for the better or do you think it will be worse? Why? Explain your answer.



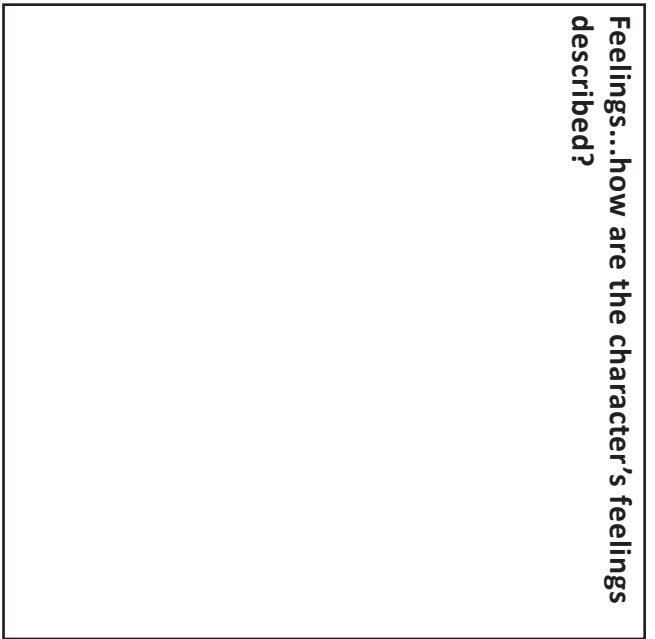
Morning Girl

Both

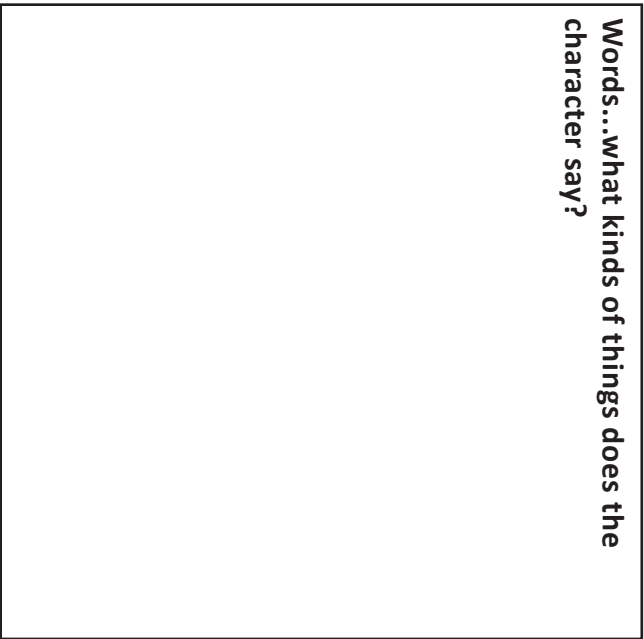
Star Boy

-
- Her favorite time of day is morning
 - She wakes up early before everyone else.
 - She is a girl.
 - She has very vibrant dreams.
 - Sometimes she gets very annoyed with Star Boy.
 - She is very excited about the new sister.
 - She is very curious about how she looks.
 - She feels very protective of Star Boy.
 - Star Boy gives her the name The One Who Stands Beside Me.
 - She is the first one to see the Europeans.
 - She thinks the Europeans look odd.
- They are both Taino
 - They have the same parents.
 - They both notice things about nature.
 - They are both nervous and scared when Mother doesn't come home with new baby.
 - They both realize they are closer to each other than they thought.
 - They both have special names that relate to nature and a time of day.
- His favorite time of day is night.
 - He wakes up late, and goes to bed late.
 - He is a boy.
 - He sees things as being upside down.
 - He eats a lot, he is always hungry.
 - He likes to play and sometimes makes messes.
 - He's not so sure he wants another sister.
 - He pretends to be a rock when he's afraid he will be in trouble.
 - He gets stuck in a hurricane, but survives by hanging onto a tree.
 - He learns he has to grow up and start acting older.

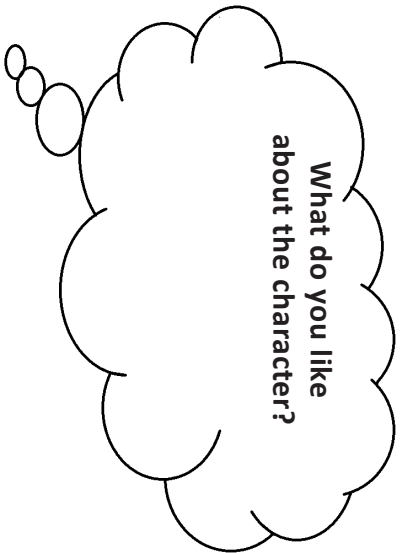
Feelings...how are the character's feelings described?



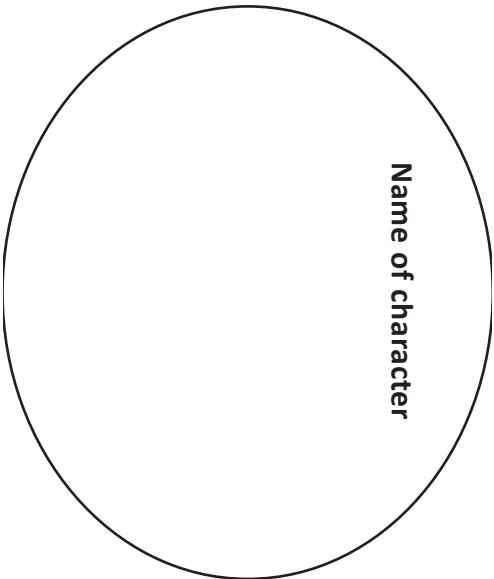
Words...what kinds of things does the character say?



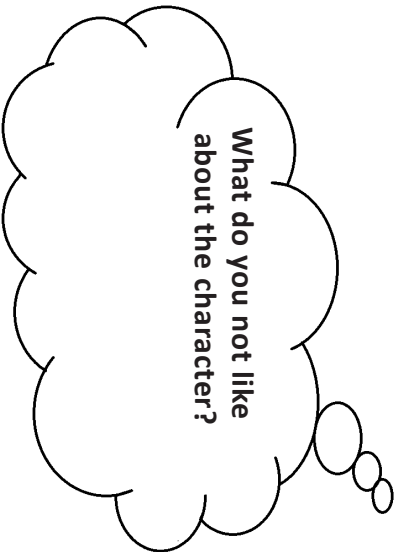
What do you like about the character?



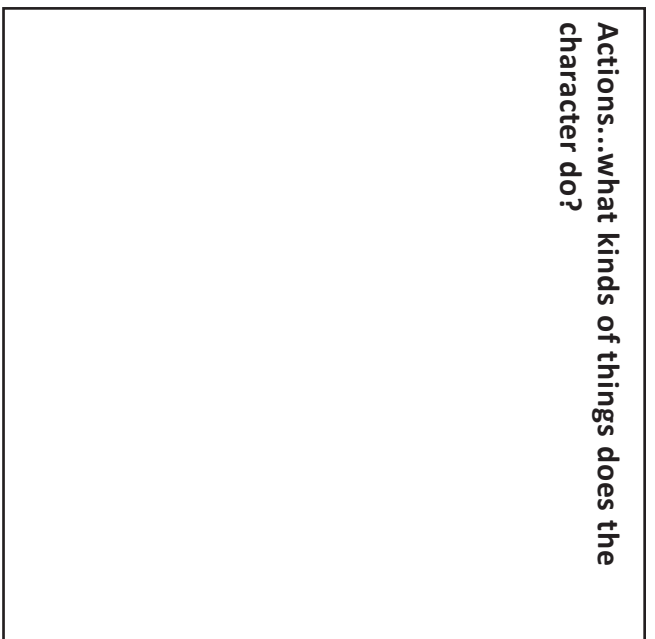
Name of character



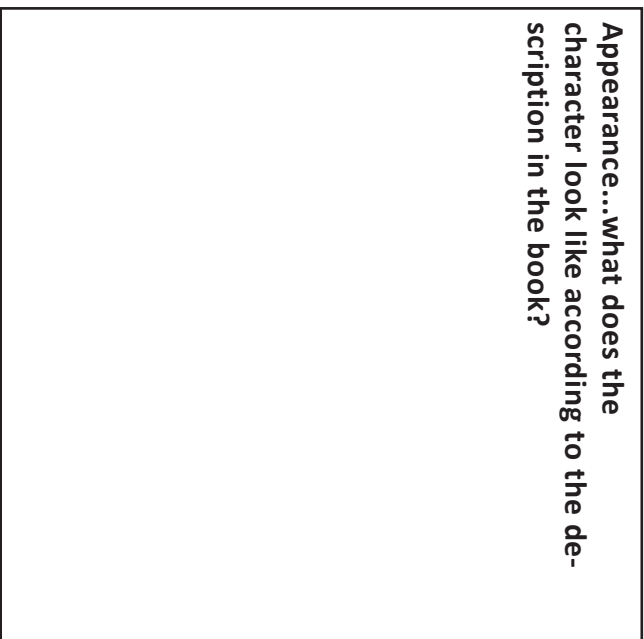
What do you not like about the character?



Actions...what kinds of things does the character do?



Appearance...what does the character look like according to the description in the book?



Feelings...how are the character's feelings described?

- She likes the aloneness of the morning.
- She gets annoyed with her little brother.
- She is excited about her new sister.
- She feels scared when her mother doesn't come back with the new sister.
- She worries about Star Boy when he goes away from the house.
- She feels embarrassed by Star Boy's actions at the celebration, but also loyal - that's why she runs and yells, too.
- She's more excited about the explorers she sees from the shore.

Words...what kinds of things does the character say?

- She corrects Star Boy a lot when she feels like he's doing something wrong.
- She asks lots of questions like when she wants to know what she looks like.
- She says she lost the canoe when it was really Star Boy.
- She welcomes the explorers and tells them where to leave their canoe.

What do you like about the character?

She sticks up for her brother. She appreciates all of the nature surrounding her. She is curious.

Name of character

Morning Girl

What do you not like about the character?

Actions...what kinds of things does the character do?

- Morning Girl gets upset with her brother when he makes messes or is loud, she tries to correct him and tell him how to act.
- Morning Girl walks on the beach and explores in the morning, always trying to preserve nature.
- She tries to get her brother to come home when he thinks he's in trouble over the canoe.
- She sticks up for her brother at the celebration.
- She tries to welcome the explorers when she sees them from the shore.

Appearance...what does the character look like according to the description in the book?

The book describes Morning Girl like this "She has a chin like a starfish, and brows like white clouds on the horizon. Her nose works. Her cheeks swell into mountains when she smiles. The only thing that is right about her is her ears." (p. 33-4).

"...faces were clear, their brows straight as canoes, and their chins as narrow and clean as lemons..." (p. 35).

Encounter

This activity is based on the following book:

Yolen, Jane. (1996). *Encounter*. Sandpiper Publishers.
ISBN-10: 015201389X ISBN-13: 978-0152013899

Encounter (1996) by Jane Yolen is a children's book that is great for read aloud activities. If you don't have time for this more in-depth activity, feel free to use it just as a read aloud book.

ACTIVITY ONE: SKETCHING

1. Give each student a piece of blank white paper and ask them to fold it into fourths, so that they end up with four squares on the paper. Explain that you are going to read a story out loud to them. They are not going to see the pictures the first time through the story. Instead, after you've read a section of the book, you are going to ask them to draw a picture of what they just heard in one of the squares on their paper. They are going to do this 4 times (you can have them draw as many times as you think makes sense for the story—4, 8, 10—maybe every 2 or 3 pages they draw a picture). It doesn't have to be colored—they can just sketch in pencil and go back and color it at a later time. When you've reached a predetermined stopping point, tell students they have 3 minutes to sketch what they just heard—the thing that sticks out to them the most, the most interesting part, their favorite part, etc—give them whatever guidance you'd like. For three minutes (you can adjust the time) they sketch in one of the boxes. Then, begin reading the story again, stopping at the predetermined points, and allowing them to sketch until you've read the whole story. (You can stop here if you like, waiting until the next day to finish the lesson).
2. Now, read the story out loud again. This time show students the pictures and allow them to compare them with their own.
3. When you've finished the story, give students the opportunity to process either as a whole group, small group, or with a partner how their pictures were different than the book. You could also have students do a quick write telling how their perceptions of the story were different before they saw the pictures.
4. You can also return to their sketches the following day to allow time for students to practice retelling the story. Using just their sketches, students have to retell the story to a partner, each partner taking turns telling part of the story. Or this could be a whole class activity, using some kind of a story map - an enlarged poster size or one projected onto a large screen. Have the class retell the events of the story using their sketches. Fill out the story map as you go.

ACTIVITY TWO: WRITING

Write about a time a new person moved into your neighborhood or home. What were your thoughts and feelings?

CONTENT ACTIVITIES: PICTORIAL INPUT CHARTS

World Map: Pictorial Input Chart

This activity is adapted from a GLAD teaching strategy.

Preparation

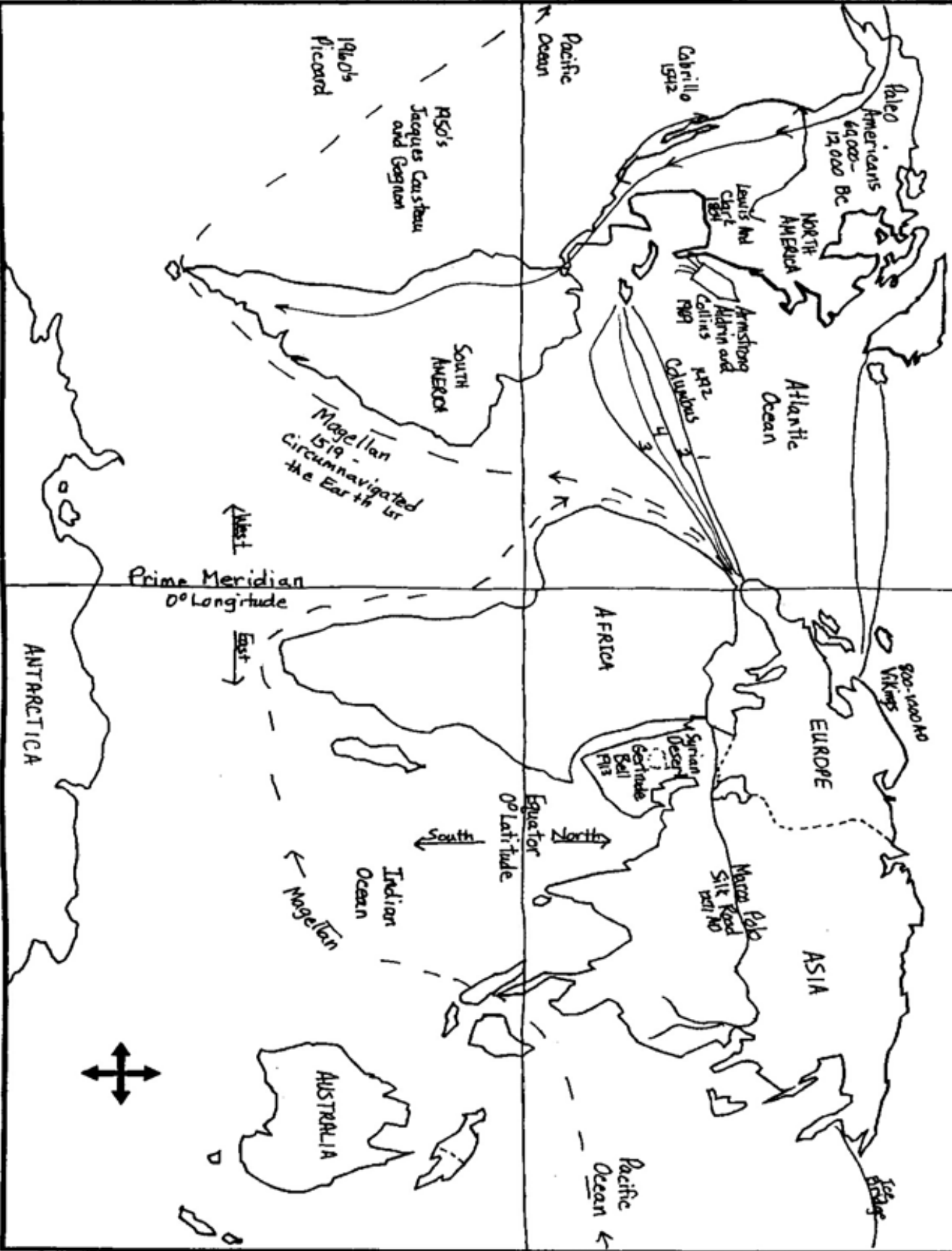
Create a large blank map. You can do this by lightly tracing (in pencil) the outline of the world map on large white butcher paper, projecting a blank map onto a large screen or by using a poster marker to enlarge a map. Lightly trace any additional information that you are going to present to students. The amount of information will depend upon the breadth of the information in the unit you are teaching and the grade level of your students. You may want to include oceans, continents, the equator, along with the names of the countries that relevant explorers came from and the names of the indigenous groups living in the areas they explored. You may also want to trace the routes that the explorer(s) took, and number them if there were multiple excursions. All of this is done lightly in pencil, when you present it to the students, then you will go over it in marker, as you talk through all of the information that you are presenting. Three examples of completed maps are provided here, below.

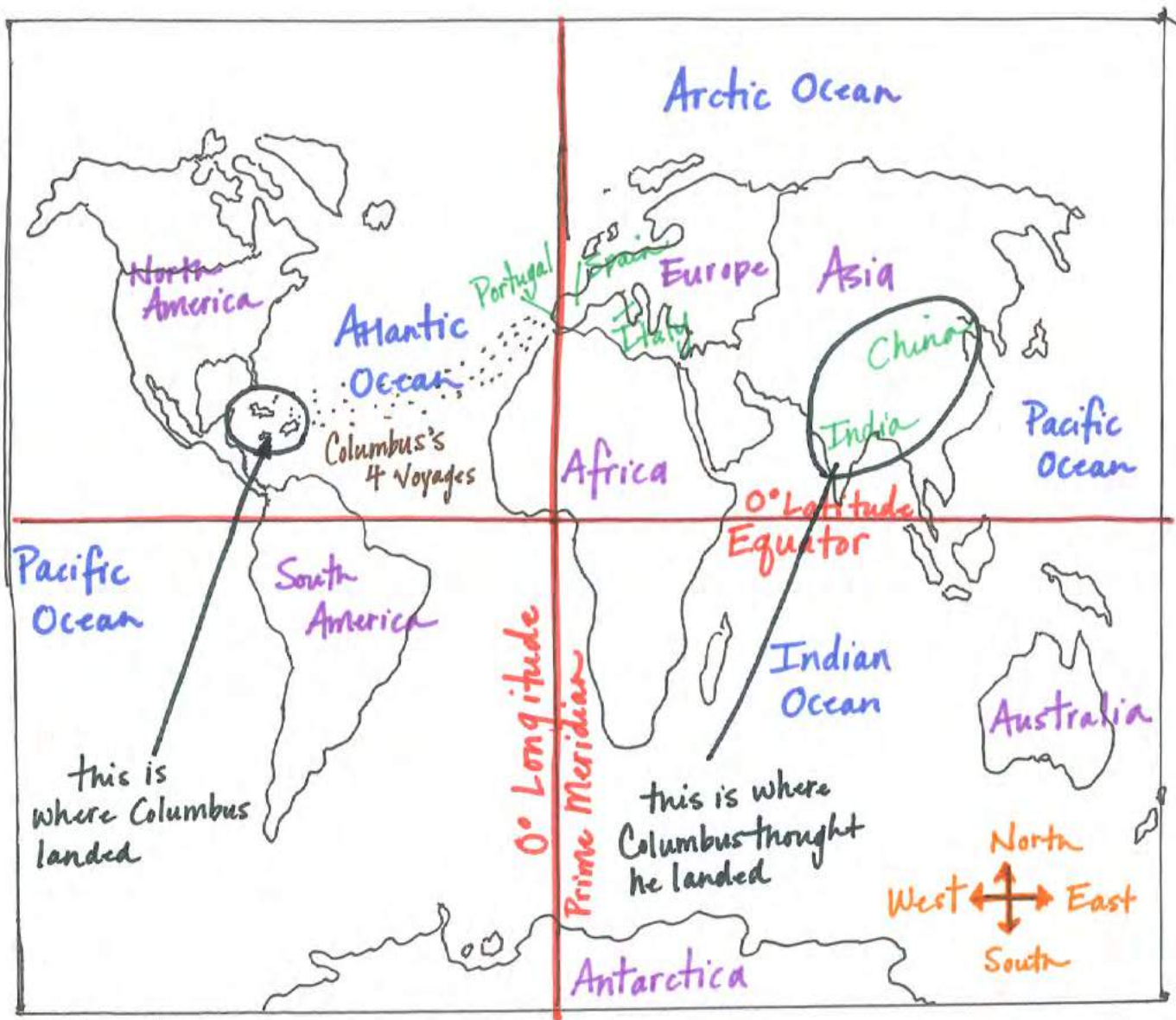
Process

1. Hang the traced map on the board. You have the option of printing off a blank outline map for each student to fill out along with you as you do the one on the board. It could serve as a resource for multiple units, adding new relevant information when appropriate. Placing individual student maps in sheet protectors will preserve them for use throughout the year.
2. Begin to color code and label important parts of the map—i.e. continent names in black, ocean names in blue, the equator in red, the compass rose, etc. This can be done in an interactive manner, asking students to help you, activating any prior knowledge they may have. You may stop here for the day, depending upon the attention span of your students and the time you have available for the lesson.
3. For the second part of the lesson begin to label countries appropriate to the unit—Spain, Portugal, France, England (depending upon the number of explorers you are covering). Then, label the names of the indigenous groups living in the areas that were explored (i.e. Taíno). Then, draw in and label the routes that the explorer took to that area (you may want to color code these too). You could label these routes with dates, time taken to arrive to new location, what was brought back etc.
4. Leave the map posted throughout the unit, referring back to it, and adding any new relevant information that is posted.

The Continents of the World

- Explorers are -
- energetic
 - brave
 - adventurous
 - greedy
 - curious





KEY

-  Important Information
-  Oceans
-  Continents
-  Compass Rose
-  Voyages
-  Countries
-  Equator and Prime Meridian

KEY

Important Information

Voyages

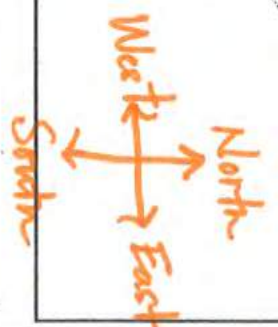
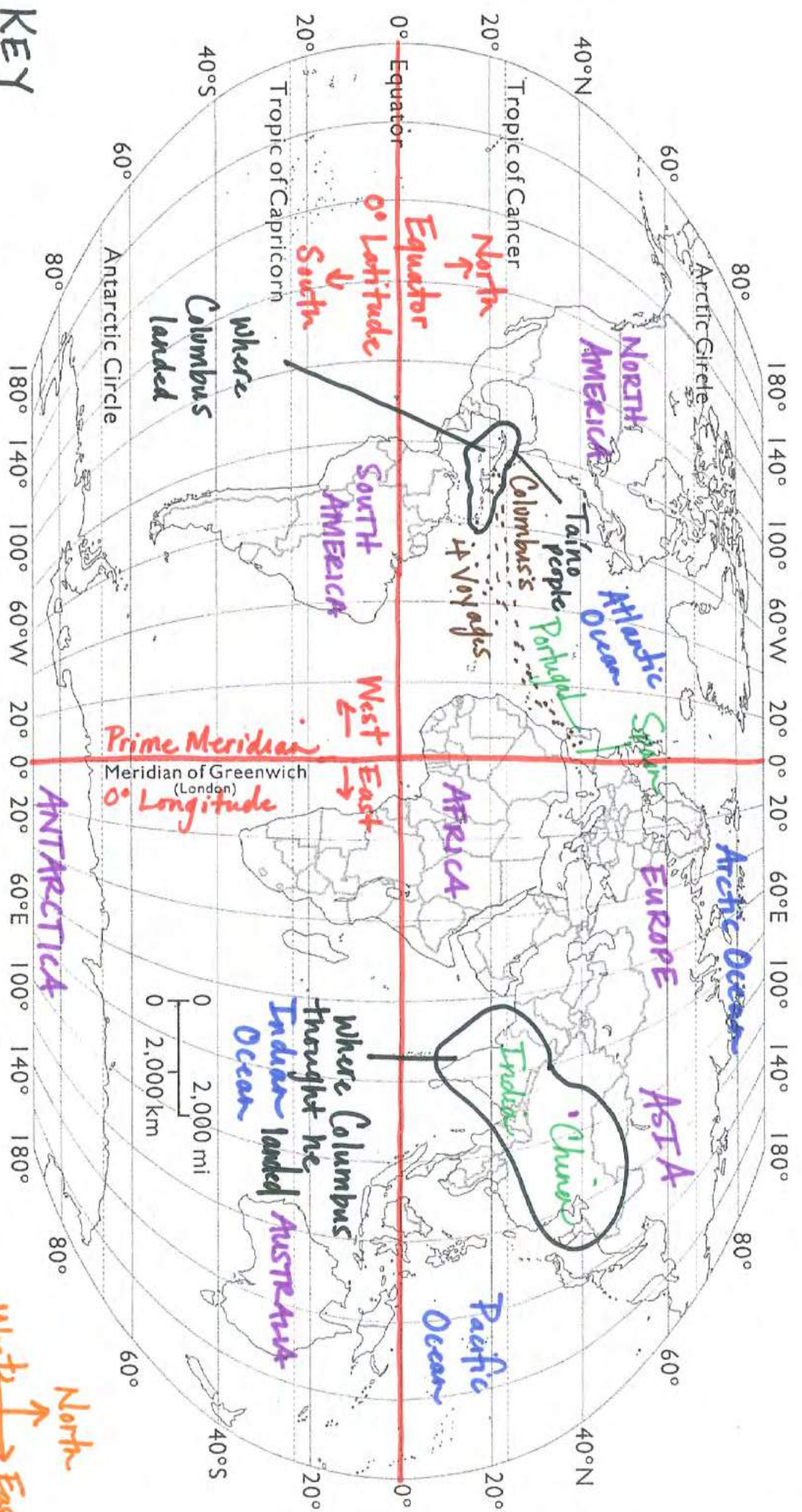
Oceans

Countries

Continents

Equator and Prime Meridian

Compass Rose



Columbus and a Taíno Person

This activity is adapted from a GLAD strategy where the teacher creates a large poster with important information overlaid on an image relevant to the unit or topic of study. Typically, in preparation for the activity, the teacher would lightly trace the image and the information on a large sheet of white butcher paper. When it was time to begin, the teacher would hang the white butcher paper on the board and begin coloring in parts of the image and tracing over the information she'd traced in, while presenting this information to the class. When used as part of a GLAD unit, this strategy is combined with the concept of 10:2 teaching—for every 10 minutes of direct instruction, students are given two minutes to discuss with the class, a partner, their table group etc. the information that has just been presented. It may take a few class periods to color in and trace the entire image and all the relevant information.

ACTIVITY ONE: PICTORIAL INPUT CHART

The abovementioned approach can be used for this activity. Included below are two images, one of Columbus and one of a Taíno girl, that can be used as the basis for the image sketch (these do not have the information typed onto them). The images can be drawn freehand or traced by using an overhead or Promethean Board to project the image onto white butcher paper hanging on the wall. Another option is to use the provided images to create larger posters, skipping the step of sketching the image and just sketching the information on to the premade poster. Then, you would just trace over the words as you present the information to the students. You could also laminate the posters and write the information on using vis-à-vis marker which would allow you to use the posters multiple years or for multiple classes if you teach the same class multiple times a day. If you do not have time for either of these options, you can use the examples with the text below as handouts or create posters of them to post in the classroom.

Once you have completed making the posters with your class, keep them hanging somewhere in the room for the rest of the unit, so that the students can use them as informational resources. The information from this activity can be extended into the next activity where students will complete a Mind Map, Venn Diagram and a compare and contrast essay on Columbus and the Taíno people.

ACTIVITY TWO: MIND MAP

Using the information from the pictorial input charts on Columbus and the Taíno people, students will fill out a Mind Map and then a Venn Diagram comparing and contrasting Columbus and the Taíno. This activity can be done in groups, partners or as individuals. A blank template and an example of the Mind Map are provided below.

The Mind Map has been created using the same chunking labels for the information provided on the pictorial input charts: timeline, accomplishments and impact, interesting facts, and other names. Students will use what they've learned to fill out the two mind maps—one for the Taíno and one for Columbus, writing the appropriate name in the blank center circle.

ACTIVITY THREE: VENN DIAGRAM

Students can then use these two mind maps to fill out their Venn diagrams. Once students have completed the Venn Diagram, then they can begin writing a two paragraph compare and contrast essay—one paragraph on how the two are alike and one paragraph on how the two are different. This is a good activity to reinforce the role of a topic sentence, paragraph structure, and organization. Younger students may need to have topic sentences and appropriate contrasting sentences modeled for them. For example, “Columbus and the Taíno were similar in some (many) ways.” “While there were similarities, Columbus and the Taíno were very different.” “Columbus and the Taíno were very different.” “Both Columbus and the Taíno were accomplished sailors.” “Columbus spoke Spanish, but the Taíno spoke Arawak.” “The Taíno believed in bathing regularly, but the Spanish rarely bathed.”

THE TAÍNO PEOPLE

TIMELINE:

~13,000 BC: First human beings live in Caribbean

~800 BC: Taíno arrive in Caribbean region

1492: Columbus arrives, meets, captures, and enslaves first Taínos. When Columbus arrives estimates show that millions of Taínos live in the area

1492-1500: Taínos captured for slave trade, forced to work of Europeans farming or hunting for gold. Various revolts and fights break out between the Taínos and Europeans over abuse and mistreatment of Taino peoples

1542: Estimated Taíno population is 200, from the millions alive when Columbus arrived

OTHER NAMES:

- Also referred to as Arawak
- Taíno means “men of good”

INTERESTING FACTS:

- Historical records show that the Taíno liked to play sports and recite poetry for fun.
- They travelled from island to island to trade.
- They had ceremonial dances called *areitos*
- All records describe the Taínos as generous and kind.
- Columbus wrote in his diary that the Taínos were intelligent people
- They are highly skilled sea people—very talented at sailing and fishing
- They like to bathe often and Spain eventually passed a law prohibiting this because they believed it was unhealthy
- They kept ducks close to their homes for food. They also fished and harvested nuts, corn, cassava and other roots.

ACCOMPLISHMENTS AND IMPACT:

- Taíno feed a population of millions without harming the environment
- From remaining records we know that no one in the community ever went hungry
- They lived in small, clean villages close to the coast
- They could build a dwelling from a single tree
- From several trees they could build a canoe that would hold hundreds
- Traded throughout the islands with other villages
- Society based upon the idea that everyone would work, even important government and religious leaders
- Government and religious beliefs encouraged the importance of respecting and caring for the Earth

CHRISTOPHER COLUMBUS

TIMELINE:

1451: Columbus is born in Genoa, Italy

1484: Columbus presents his idea to sail to the Indies to the king of Portugal for funding. He is turned down

1492: Columbus finally receives approval from the King and Queen of Spain for his expedition to the Indies

1492: Columbus sets sail on his first voyage with three ships and 90 men. He reaches the Caribbean, but thinks that he is in the Indies and close to China. He claims all of the land for the king and queen of Spain

1493: Columbus takes his 2nd voyage to the Americas. This time he has 17 ships and 1200 men

1498: Takes 3rd voyage to the Americas

1506: Dies in Spain with little power, prestige or money.

OTHER NAMES:

- Cristóbal Colón
- Cristoforo Colombo



INTERESTING FACTS:

- Columbus grew up close to the Mediterranean Sea. Even as a young boy he wanted to be a sailor.

- He learned about China from reading Marco Polo's books about his own travels. This is believed to be what sparked his interest in exploration.

- He was not a good leader and often struggled to control his men.

- Europeans didn't bathe often. Native Americans often thought they smelled bad.

- He was in search of gold and spices. He was motivated by God, glory and gold.

- He died thinking that he had found the Indies.

- Columbus was one of the best sailors of his time. He used the astrolabe and stars to guide him.

ACCOMPLISHMENTS AND IMPACT:

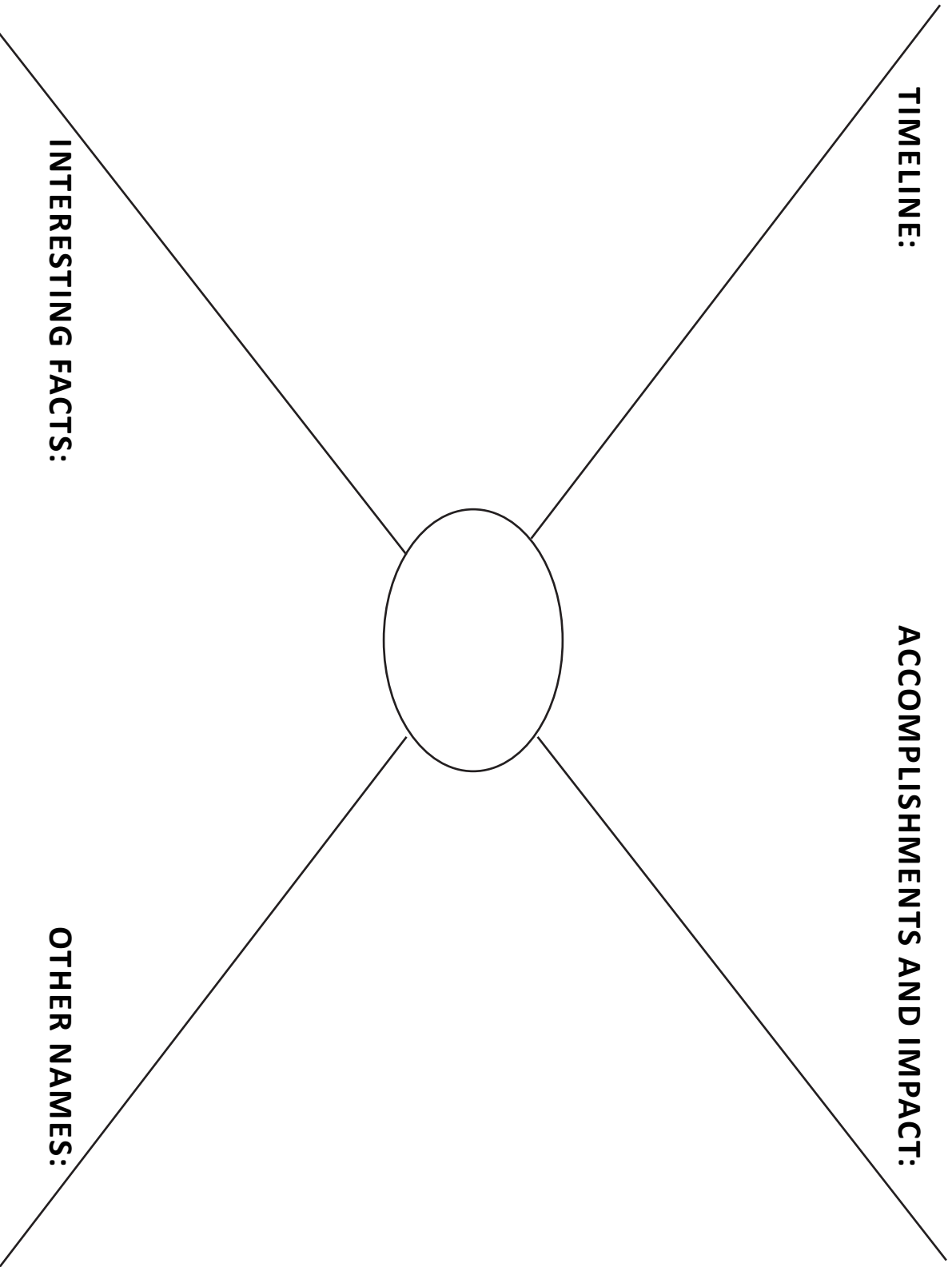
- Columbus made four trips to the Americas in all.
- He names the Native Americans he encounters Indians because he believes he is in the Indies. He is the reason we still use that name today.
- He never realizes that the riches of the Americas lie in the crops that Europeans will grow there like sugar, tobacco, and cotton. Instead he spends all of his energy searching for gold.
- Columbus is one of the first Europeans to see tobacco.
- Columbus' first settlement, Hispaniola, fails when he returns to Spain.
- Columbus is the first European to sail to the Caribbean
- He initiates the trans-Atlantic slave trade.



The image above is provided courtesy of the SeavisTours Museum in Mano Juan (Saona).



The image above is provided courtesy of the Christopher Columbus Portrait Gallery at the Medieval History Site.



TIMELINE:

ACCOMPLISHMENTS AND IMPACT:

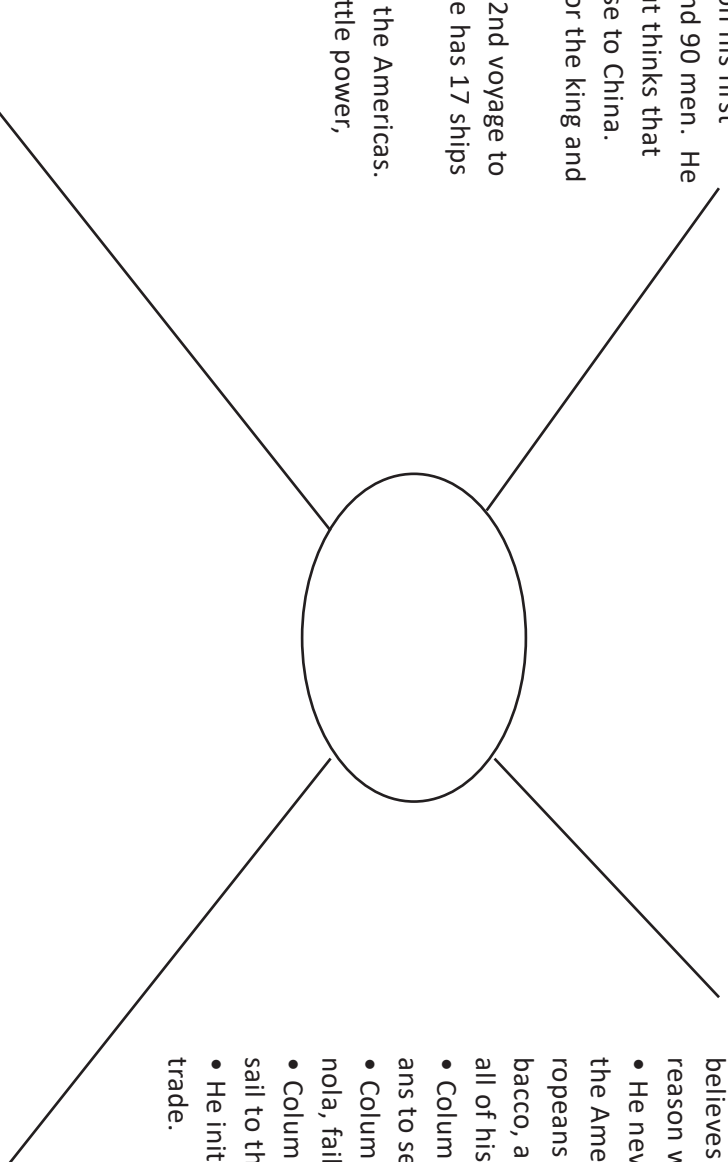
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OTHER NAMES:

TIMELINE:

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- 1506:** Dies in Spain with little power, prestige or money.



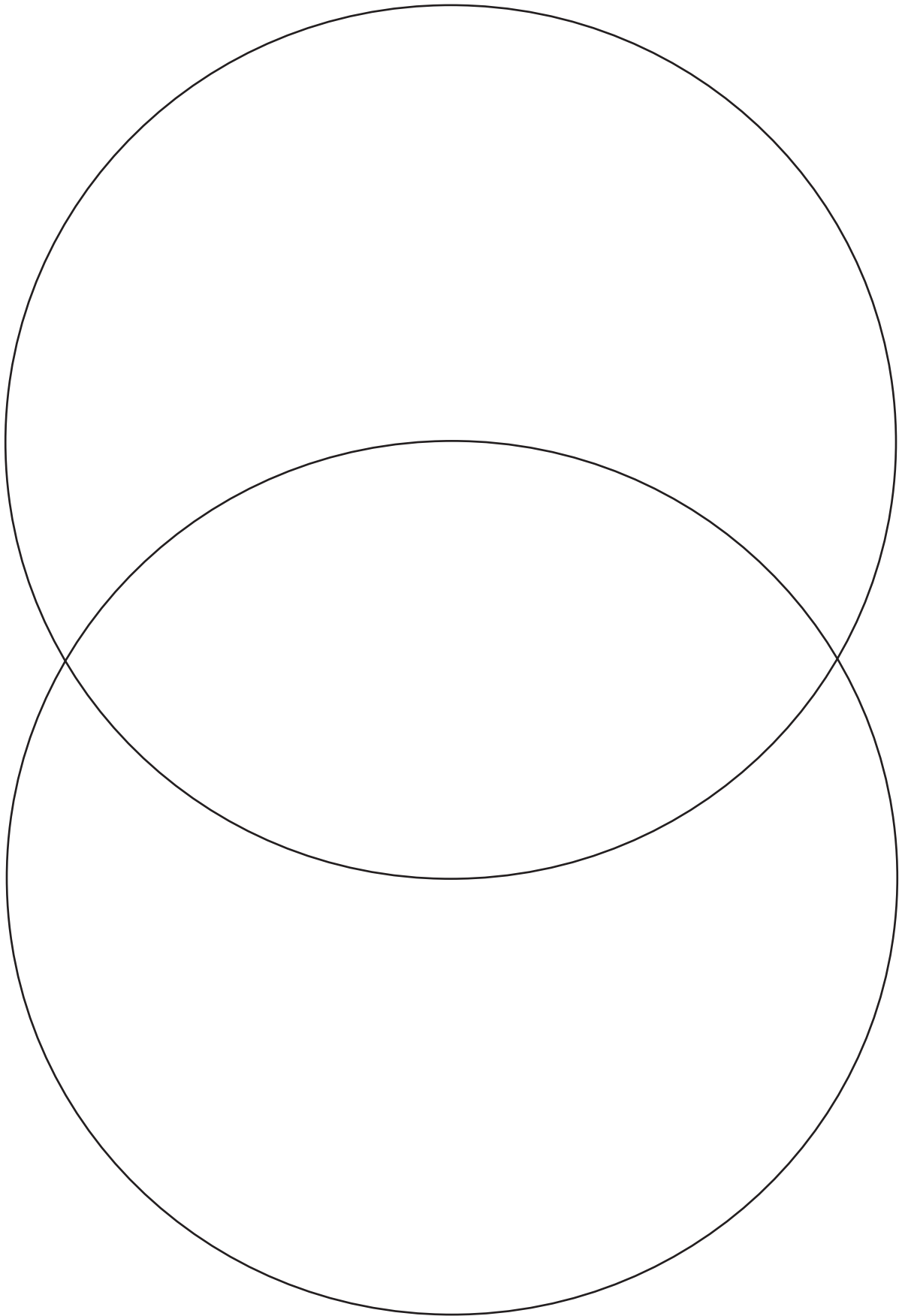
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- Columbus' first settlement, Hispanola, fails when he returns to Spain.
- Columbus is the first European to sail to the Caribbean.
- He initiates the trans-Atlantic slave trade.

INTERESTING FACTS:

OTHER NAMES:

- Cristóbal Colón
- Cristoforo Colombo



Taino

- Were living in Caribbean Island region when they encountered the Spanish.
- Government and religious beliefs encouraged the importance of respecting and caring for the Earth.
- Bathed often.
- Talented sailors and fishermen. They could build a canoe that would hold hundreds out of a few trees.
- Lived in small clean villages close to the coast.
- Did not have steel weapons-used spears, bow and arrow for hunting, fishing.

Both

- Lived close to the ocean.
- Were skilled sailors.
- Traveled in order to trade.

Columbus

- Originally from Italy, grew up close to the Mediterranean Sea.
- Government and religious beliefs encouraged exploring and claiming land for the king and the Church.
 - Did not bathe often.
- Talented sailor inspired by Marco Polo. He used the astrolabe and stars to guide him.
 - Eventually moved to Spain where, like in many European countries, cities were growing and developing.
- Was supported by the king and queen of Spain in his explorations.
 - Used swords as weapons.

CONTENT ACTIVITIES: REFLECTIVE READING AND WRITING ACTIVITIES

Textbook Detectives

ACTIVITY ONE: ANALYZING AND CRITIQUING ACCOUNTS OF THE COLUMBUS STORY

See articles in RTC (pp 19-21; 38-40; 47-55; 62-8)

This can be used as an extension of the above activity. The abovementioned articles all offer references, ideas, and/or resources helpful for this activity. The following is adapted from Bob Peterson's activity in RTC (p. 39). In order to do this activity, students must have some familiarity with the Columbus-Taíno encounter from previous readings and/or activities.

Preparation

Before beginning this activity, the teacher must find an assortment of books about Columbus at the appropriate reading levels for the class—the school library or public library are good places to find these. Picture books are great resources for all age groups for this activity.

Process

1. First, the class must decide what the criteria will be for evaluating the books. There are a variety of ways to do this: a whole class brainstorm, small group brainstorm, providing a list that you have compiled, or using the list below. The following checklist was taken from Peterson's article (RTC p. 38). This has also been included as a Resource Sheet that can be copied and distributed to your entire class. In his article Peterson suggests having students brainstorm ideas for the criteria with which to analyze the books. The checklist below can be used as a guide to help students create their own checklist.
2. With the checklist completed students can work in pairs to evaluate one of the books on Columbus that the teacher has provided. Depending upon your class, you may need to use one shorter book to model the activity, completing it as a whole group. Then, students can work in pairs to complete the activity on their own with a different book.
3. Student pairs present their findings to the class.
4. Peterson suggests (RTC, p. 39) that you then brainstorm things that can be done with what the students have found during the activity. He suggests having students write letters to authors or librarians, sharing their findings with them, and then asking them why the books don't always tell the whole story.

ACTIVITY TWO: TEXTBOOK DETECTIVE SHEET

Use the following questions to analyze the book you have been given about Columbus. Read through each question so you know what to look for as you read through the book. Then read your book. Once you have read your book once, go back through and re-read it to answer the questions below. You will present what you find to the class.

- 1. How many times did Columbus talk?**
- 2. How many times did we get to know what he was thinking?**
- 3. How many times did the native people have names?**
- 4. How many times did the native people talk?**
- 5. How many times did we get to know what the native people were thinking?**
- 6. What do you learn about Columbus' life?**
- 7. What do you learn about native people's lives?**
- 8. Does the book describe the native people's feelings?**
- 9. Does the book describe how Columbus treated the native people?**

Accurate Account of the Columbus/Taíno Encounter

This activity is based upon Bob Peterson’s discussion in his article “Columbus and Native Issues in the Elementary Classroom” from RTC (p. 38-9). The appropriateness of the questions and the content of this activity very much depend upon the grade level and maturity level of the particular class.

ACTIVITY ONE: ACCURATE ACCOUNT DISCUSSION

There are a couple of ways to approach this activity. You could begin by asking questions listed below, then read various accounts of the Columbus explorations with the students that expand upon these ideas, or don’t mention them at all—using the different accounts as the starting point for discussion.

The second way to do this activity is to first offer various accounts of the Columbus explorations—reading them aloud, providing copies for students to read on their own, or dividing the class into groups and giving each group a different account of Columbus. You may have already introduced them to *Encounter* or *Morning Girl* if not you could use those here. You could also use students’ textbooks, history books from the library, encyclopedias (print or online), or any grade level appropriate book on Columbus from the library. It could even be an assignment to check out a book on Columbus from the school or public library. Another useful source (copies provided here as part of the Supplementary Documents listed at the end of this guide) is the book *A History of US: The First Americans, Volume 1*, chapters 15-18 or pages 64-79. It’s not necessarily a critical account, but it mentions a great deal of information that isn’t often used in other texts. It can be used as read aloud, or copied for each student and used for guided reading or small group reading.

Some possible questions taken from Peterson’s article are as follows. Again, keep in mind what’s appropriate for your grade level.

1. Do you know that few native children who witnessed Columbus’ arrival in the Americas ever grew to adulthood?
2. Do you know that Columbus and the Spaniards purposefully used attack dogs against native peoples? They also used other tactics like cutting off hands and burning native people alive.
3. Did you know that Columbus initiated the trans-Atlantic slave trade when he sent hundreds of native people back to Spain on his second voyage, to be sold as slaves?

Imagining the Taínos: A Different Perspective

This activity is based upon resources from RTC. RTC provides three different short articles or stories about the Taíno that will help to familiarize students with this people group, since so often little information is given about the Taíno in accounts about Columbus.

1. “The Taínos “Men of the Good”” by Jose Barreiro from RTC (pp. 106-7)
2. “The Gold People” by Anna Hereford from RTC (p. 110)
3. “Taino Resistance: Enrique’s Uprising” by Alvin Josephy, Jr. from RTC (p. 111)

Again, depending upon the grade level of the students, these resources can be used as a read aloud activity where the teacher reads and students follow along with their own copy, a teacher directed small group guided reading activity, a student directed small group reading, or an individual reading assignment.

Bigelow’s article “Imagining the Taínos” taken from RTC (p. 108) offers an excellent plan for how to use these resources. He outlines how he uses these resources in his classroom to create the basis for a writing activity. He provides guiding questions to ask the students in order to push them to really think about the point of view of the Taíno. Then, for the writing assignment, students are asked to “imagine that they are Taínos and to record their reaction to the arrival of Columbus. They might write a series of diary entries, a short story, an autobiography, a dialogue, etc.” (p. 108).

The book “The Taínos” by Francine Jacobs with illustrations by Patrick Collins (G.P Putnam’s Sons: New York, 1992) is another good resource for information about the Taíno. It is a non-fiction book that can be used in various ways. In terms of a reading level, it is probably written at a level comparable to middle or high school, so depending upon the level of your students it may need to be used as a read aloud activity. Individual chapters can also be copied for students or groups, as the chapters are topic specific. Then after reading the specific chapter students could create a project or poster to present to the class to share the information they learned with the rest of the class.

CONTENT ACTIVITIES: PRIMARY SOURCE ACTIVITIES

Columbus' Diary: A Primary Source

There are a number of different ways to use Columbus' diary entries so that students are exposed to using primary source materials. The first activity here is taken from *A History of US: The First Americans: Prehistory-1600, Teaching Guide* (3rd ed) by Joy Hakim. It is most easily used with middle or high school students, but if adapted, possibly done as a whole group activity, it can be used with upper elementary students as well. The second activity is taken from an article by Bill Bigelow "Columbus's Diary: Reading Between the Lines" in *RTC* (p. 95)

Hakim suggests using Columbus' report from his first voyage to help teach students how to organize and interpret information from a non-fiction source.

ACTIVITY ONE: HISTORICAL DISCUSSION

(Taken from *A History of US: The First Americans Prehistory-1600, Teaching Guide* for the 3rd Edition, p. 45)

1. Ask students to read Columbus' report of his first voyage (provided on the next page).
2. After reading, have students identify the main idea or idea from each of the paragraphs. Students can do this individually, in partners or small groups.
3. Once students have identified the main ideas, have them re-read the report and find the details that support each of the main ideas. They should make a list of each main idea with its supporting details.
4. Using the lists they've created, have students interpret Columbus' report. Use the following as guiding questions:
 - a. What was Columbus' general view of the Indians?
 - b. Why did he view them the way he did?
 - c. What is the significance of his comments about the gold the Indians wore?

Students can either just provide answers to these questions or have them use the questions and the answers as the basis for writing a paragraph that explains their interpretation of Columbus' report. Students can also create their own questions to pose to the rest of the class. Students may also come up with other interpretations not touched on by these questions that could be shared in a class discussion of students' findings.

RESOURCE PAGE 4**Columbus's Report on His First Voyage**

Directions: Read these two excerpts from Columbus's letter to the court of Spain on his return from his first voyage to America. Then follow your teacher's instructions.

Here Begins An account of the first Two Days In America...From the Letter of Columbus
Published Upon His Return

Saturday, October 13, 1492

At daybreak great multitudes of men came to the shore, all young and of fine shapes, and very handsome....They came to the ships in small canoes made of single trunk of a tree wrought in a wonderful manner considering the country...They came loaded with balls of cotton, parrots, javelins, and other things...These they exchanged for whatever we chose to give them. I was very attentive to them, and strove to learn if they had any gold. Seeing some of them with little bits of metal hanging at their noses, I gathered from them by signs that by going southward...there would be found a king who possessed great cups full of gold, and in large quantities. I tried to get them to go there but found they were unacquainted with the route...according to what I could learn from them, there was land at the S. and N.W. as well as at the S.W. The natives from these lands came many times and fought with them, and proceeded onto the S.W. in search of gold and precious stones. ...The natives are very docile and desirous to possess anything they saw with us. But not having anything to give in return, they take what they can get and presently swim away. Still they give away all they have got for whatever may be given to them,...I saw one give sixteen skeins of cotton thread...for three Portuguese ceutis....This traffic I forbade...The gold which they wear in their noses, is found here, but not to lose time, I am determined to see if I can find the island of Japan.

Sunday, October 14, 1492

At dawn I ordered the ship's boat...to see the other side of [the island]...Presently I saw two or three villages, and the people all come down to the shore, calling out to us, and giving thanks to God. Some brought us water, and others food. ...One old man came on board my boat. The others...cried with loud voices, "Come see the men who have come from heaven. Bring them food and drink"...They shouted to us to come on shore, but I was afraid to land, seeing an extensive reef or rocks which surrounds the whole island. [On another island]...were six houses. I do not...see the necessity of thus fortifying the place, as the people here are simple in war-like matters, as your Highnesses will see by those seven which I caused to be taken to Spain in order to learn our language, and return....Those natives whom I had taken on board informed me by signs that there were so many [islands] that they could not be numbered;...I determined to steer for the largest. It will be distant about five leagues from San Salvador...

These are the words of the Admiral.

ACTIVITY TWO: POINT OF VIEW DISCUSSION

For the complete activity, please see RTC (p. 95). Below is a brief description and explanation, but in the handout of Columbus' diary provided on the following pages Bigelow offers many guiding questions and ways to encourage students to think more deeply about the article. It would be an excellent resource for a teacher to read in order to prepare to teach this activity to your students.

1. Explain the history of the document being used here, and the idea of a transcription to your students.
2. Read and discuss the critical reading questions (found on p. 96 RTC)
 - a. What attitudes does Columbus have about the people he encounters (the "Indians")? Summarize these and then give at least three quotes from his journal as evidence.
 - b. Based on what you read in his journal, what does it appear that Columbus cares about, what he wants? Give several quotes as evidence.
 - c. Based on Columbus's observations, what if anything can you tell about the kind of people the "Indians" are—what they value, how they treat other people, etc." If you don't think you can tell anything about the Indians from Columbus' journal, give your reasons for why not.
4. Bigelow suggests reading at least the first day's entry with the students, line by line, asking them guiding questions to encourage them to think deeply about what entry reveals about Columbus's thoughts, priorities, etc.
5. Once students have read the entire document, have them work in small groups to answer the critical reading questions.

THE FIRST FEW DAYS

The Journal of Christopher Columbus

Friday, October 12, 1492. In order that they might feel great friendship toward us, because I knew that they were a people to be delivered and converted to our holy faith by love rather than by force, I gave to some of them some red caps and some glass beads, which they hung round their necks, and many other things of little value. At this they were greatly pleased and became so entirely our friends that it was a wonder to see.

Afterwards they came swimming to the ships' boats, where we were, and brought us parrots and cotton thread in balls, and spears and many other things, and we exchanged them for other things, such as small glass beads and hawks' bells, which we gave to them. In fact, they took all and gave all, such as they had, with good will, but it seemed to me that they were a people very deficient in everything.

They all go naked as their mothers bore them, and the women also, although I saw only one very

young girl. And all those whom I did see were youths, so that I did not see one who was over thirty years of age; they were very well built, with very handsome bodies and very good faces. Their hair is coarse almost like the hairs of a horse's tail and short; they wear their hair down over their eyebrows, except for a few strands behind, which they wear long and never cut. Some of them are painted black, and they are the color of the people of the Canaries, neither black nor white, and some of them are painted white and some red and some in any color that they find. Some of them paint their faces, some their whole bodies, some only the eyes, and some only the nose.

They do not bear arms or know them, for I showed them swords and they took them by the blade and cut themselves through ignorance. They have no iron. Their spears are certain reeds, without iron, and some of these have a fish tooth at the end, while others are pointed in various ways.

They are all generally fairly tall, good looking and well proportioned. I saw some who bore marks of wounds on their bodies, and I made signs to them to ask how this came about, and they indicated to me that people came from other islands, which are near, and wished to capture them, and they defended themselves. And I believed and still believe that they come here from the mainland to take them for slaves.

They should be good servants and of quick intelligence, since I see that they very soon say all that is said to them, and I believe that they would easily be made Christians, for it appeared to me that they had no creed. Our Lord willing, at the time of my departure I will bring back six of them to Your Highnesses, that they may learn to talk.

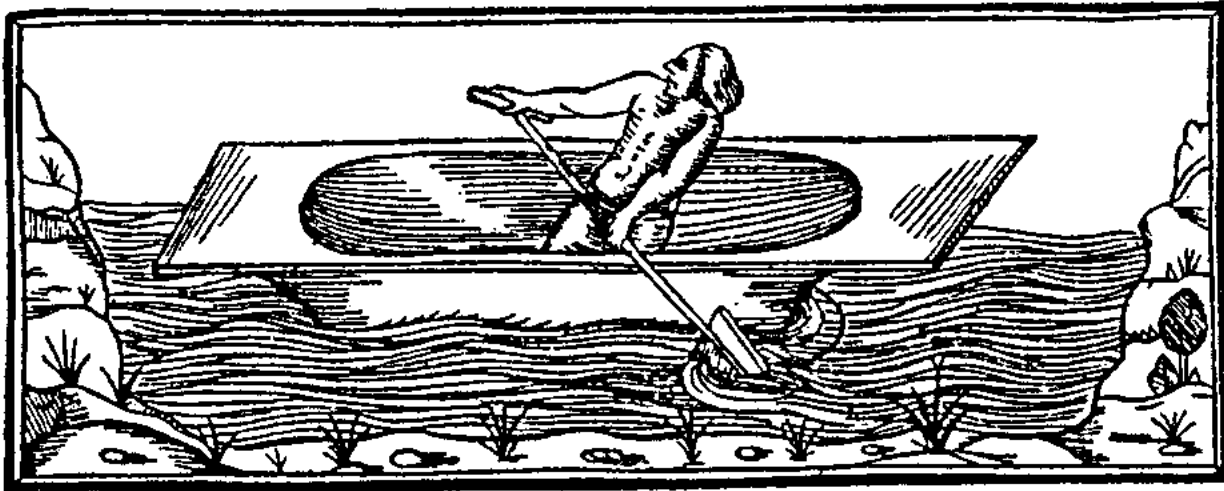
Saturday, October 13th. As soon as day broke, there came to the shore many of these men, all youths, as I have said, and all of a good height, very handsome people.... Their eyes are very lovely and not small. They are not at all black, but the color of Canarians.... Their legs are very straight, all alike; they have no bellies but very good figures.

They came to the ship in boats, which are made of a tree trunk like a long boat and all of one piece.

COLUMBUS'S JOURNAL

Reading Deeply

1. What attitudes does Columbus have about the people he encounters (the "Indians")? Summarize these and then give at least three quotes from his journal as evidence.
2. Based on what you read in his journal, what does it appear that Columbus cares about, what he wants? Give several quotes as evidence.
3. Based on Columbus's observations, what if anything can you tell about the kind of people the "Indians" are — what they value, how they treat other people, etc.? If you don't think you can tell anything about the Indians from Columbus's journal, give your reasons for why not.



Oviedo, 1547

European illustration of a Native dugout canoe.

They are very wonderfully carved, considering the country, and large, so that in some forty or forty-five men came. Others are smaller, so that in some only a solitary man came. They row them with a paddle, like a baker's peel, and they travel wonderfully fast. If one capsizes, everyone at once begins to swim and right it, baling it out with gourds which they carry with them.

They brought balls of spun cotton and parrots and spears and other trifles ... and they gave all for anything that was given to them. And I was attentive and labored to know if they had gold, and I saw that some of them wore a small piece hanging from a hole which they have in the nose, and from signs I was able to understand that, going to the south or going round the island to the south, there was a king who had large vessels of it and possessed much gold. I tried to make them go there, and afterwards saw that they were not inclined for the journey.

I decided to wait until the afternoon of the following day, and after that to leave for the south-west, for, as many of them indicated to me, they said that there was land to the south and to the southwest and to the northwest, and that those of the northwest often came to attack them. So I decided to go to the southwest, to seek the gold and precious stones...

The people also are very gentle and, since they long to possess something of ours and fear that nothing will be given to them unless they give something, when they have nothing, they take what they can and immediately throw themselves into the water and swim. But all that they do possess, they give for anything which is given to them, so that they exchange things even for pieces of broken dishes and bits of broken glass cups....

Sunday, October 14th. At dawn, I ordered the ship's boat and the boats of the caravels to be made ready,

and I went along the island in a north-northeasterly direction, to see the other part, which lay to the east, and its character, and also to see the villages. And I soon saw two or three, and the people all came to shore, calling us and giving thanks to God. Some brought us water, others various eatables: others, when they saw that I was not inclined to land, threw themselves into the sea and came, swimming, and we understood that they asked us if we had come from heaven. One old man got into the boat, and all the rest, men and women, cried in loud voices: "Come and see the men who have come from heaven; bring them food and drink."

Many came and many women, each with something, giving thanks to God, throwing themselves on the ground and raising their hands to the sky, and then shouting to us that we should land. But I feared to do so, seeing a great reef of rocks which encircled the whole of that island, while within there is deep water and a harbor large enough for all the ships of Christendom, the entrance to which is very narrow....

And in order to see all this, I went this morning, that I might be able to give an account of all to Your Highnesses and also say where a fort could be built. I saw a piece of land, which is formed like an island although it is not one, on which there were six houses; it could be converted into an island in two days, although I do not see that it is necessary to do so, for these people are very unskilled in arms, as Your Highnesses will see from the seven whom I caused to be taken in order to carry them off that they may learn our language and return. However, when Your Highnesses so command, they can all be carried off to Castile or held captive in the island itself, since with fifty men they would be all kept in subjection and forced to do whatever may be wished....

Monday, October 15th. To this island I gave the name Santa Maria de la Concepcion, and about sunset, I anchored to learn if there were gold there, because those whom I had caused to be taken in the island of San Salvador told me that there they wore very large golden bracelets on the legs and arms.

I can well believe that all that they said was a ruse [a trick] in order to get away. It was nevertheless my wish not to pass any island without taking possession of it, although when one had been annexed [claimed], all might be said to have been. And I anchored and was there until today, Tuesday, when at dawn I went ashore in the armed boats and landed.

The people, who were many, were naked and of the same type as those of the other island of San Salvador; they allowed us to go through the island and gave us what we asked of them. And as the wind blew more strongly across from the southeast, I was unwilling to wait and went back to the ship.



A large canoe was alongside the caravel Niña, and one of the men of the island of San Salvador, who was in her, threw himself into the sea and went off in it, and during the evening before midnight the other threw himself overboard ... and went after the canoe, which fled so that there was not a boat that could have overtaken it, since we were a long way behind it. In the end it reached land and they left the canoe, and some of my company went ashore after them, and they all ran off like chickens....

These islands are very green and fertile and the breezes are very soft, and it is possible that there are in them many things, of which I do not know, because I did not wish to delay in finding gold, by discovering and going about many islands. And since these men give these signs that they wear it on their arms and legs, and it is gold because I showed them some pieces of gold which I have, I cannot fail, with the aid of Our Lord, to find the place it comes from.

Being in the middle of the channel between these two islands, that of Santa Maria and this large island, to which I gave the name Fernandina, I found a man alone in a canoe on his way from the island of Santa Maria to that of Fernandina. He was carrying with him a piece of their bread, about as large as the fist, and a gourd of water and a piece of brown earth, powdered and then kneaded, and some dried leaves, which must be a thing highly prized among them, since already at San Salvador they presented me with some of them....

He came alongside the ship. I made him come on board, as he asked to do so, and caused him to bring his canoe on board also and all that he had with him to be kept safe. I commanded that bread and honey should be given to him to eat, and something to drink, and thus I will carry him to Fernandina and will give him back all his belongings, in order to give him a good opinion of us, so that when, please God, Your Highnesses send here, those who come may receive honor and the Indians will give to us of all that they have.

From The Journal of Christopher Columbus, ed. by Cecil Jane (New York: Bramhall House, 1960). Paragraph breaks have been added.

Bartolomé de las Casas

Bartolome de las Casas was a Spanish priest known for speaking out against Spanish cruelty toward Native Americans. There are two activities here. The first activity is also referenced in the section of activities for middle and high school students. The second activity is based upon a primary source document written by de las Casas: “Of the Island of Hispanola” in “Very Brief Account of the Devastation of the Indies (1542)” taken from *A History of US: Sourcebook and Index, Documents that Shaped the American Nation, Book 11*. Parts of de las Casas’ writing are quite graphic, so be sure to make sure this activity is appropriate for your students. The excerpt is included on the following pages.

ACTIVITY ONE: “OPEN YOUR HEARTS”: A DOMINICAN FRIAR SPEAKS OUT

This activity is based upon a reading excerpt adapted by Bill Bigelow from writings by Bartolomé de las Casas found in RTC (p. 103). In this reading, students hear another alternative view to the ramifications of exploration on the Americas. Guided reading questions and activities are provided in RTC (p. 139). This activity is also referenced in the primary source activity “Bartolomé de las Casas”.

"OPEN YOUR HEARTS"

A Dominican Friar Speaks Out

ADAPTED FROM BARTOLOMÉ DE LAS CASAS

It was the Sunday before Christmas, 1511. The whole city of Santo Domingo would be in church that day, even Christopher Columbus's son, Admiral Diego Columbus. All the important people were invited by the Dominicans to come hear the sermon. Everyone agreed to come. But if they had known what the sermon was to be about, they would have been very angry and would have stayed home.

The Dominican Friar Antonio de Montesinos walked to the pulpit. He stood before them and looked out on the crowded church. "I am a voice crying in the desert!" he shouted. "What is wrong with you?" he called to the people. "You are blind, you are in danger of going to hell. Can't you see?" Then, his voice growing louder, he said: "I have come here to tell you, in the name of Christ, that it is time for you to open your hearts — all of you."

The people in the church were shocked. Some of them were afraid. What in the world was this friar talking about?

Friar Montesinos continued to speak to them angrily.

"Tell me, what right have you to kill the Indians? What have they ever done to you? And why do you make them slaves? You attack them and torture them. Why do you do this?"

"Why can't you feed them and care for them? It is because you are so greedy for gold that you work them to death. You don't even teach them about God or let them go to church.

"Aren't the Indians people? Doesn't the Bible tell you to love them as much as you love yourselves? You are living in a dream! Don't you understand?"

Admiral Diego Columbus and the other rich Spaniards could not believe their ears. Some were too afraid to look up from the ground. Others were shaking, they were so angry. None of them believed what the priest had told them.

Friar Montesinos ended his sermon. He walked down the aisle with his head held high. He was not afraid. He left and went to the small straw house of the Dominicans.

When Friar Montesinos had left the church, all the people began talking to each other. "Who does he think he is?" one man shouted.

"He should be hung!" shouted another.

"No, we cannot hang a priest. But Admiral Columbus, you can order him to stop. Send him back to Spain. Send them all back."

The admiral looked at the man who had just spoken. "No," he said. "First, we must give him a chance to say he is sorry. He must take back what he has said. When he attacks us for using the Indians, he is really attacking the King. It is the King who tells us to use Indian workers. It is very serious to criticize the King. Let us go now to talk to Montesinos."

A group of men arrived at the house of the Dominican friars. They knocked on the door. When a porter answered, Admiral Columbus said, "We have come to see the Superior." Friar Pedro de Cordoba came alone to meet them.

"We have come to speak with Friar Montesinos. He has offended us and he has offended the King," said Diego Columbus.

"I see," replied Cordoba. "But if you have something to say, please tell me. For all the Dominicans agree with what Friar Montesinos said in his sermon today."

"Let us see Montesinos, he is the one we are angry with!" called out a tall, bearded man standing behind Columbus.

"I will tell you once again," said Friar Cordoba. "If you have something to say, please say it now. Say it to me."

"Father, we don't mean to be rude," said Columbus. "But because Friar Montesinos is the one who spoke the words today, we kindly ask to speak to him. We only wish to ask him some questions."

Seeing that the men's tone had changed, Cordoba agreed to go get Montesinos.

Montesinos seemed to be a little afraid when he returned with Friar Cordoba. They all sat down.

Columbus began: "Friar Montesinos, how dare you criticize us like that in church? The King himself gave us the Indians to use as workers. My father and his men spent years fighting the Indians after they attacked Christians. Your sermon was a scandal, an insult to our whole way of life." Columbus paused. He looked directly at Friar Montesinos. "I demand that you take back what you said today. And if you don't, we will take action against you."

Montesinos appeared calm. "What I said today

in my sermon was the result of much thought. It is what all the friars believe. Again I say to you: You are killing off the Indians. You treat them as if they were animals. But they are people, and it is up to the friars to save the souls of all people, Spaniard and Indian. I believe that in doing this, we are serving the King. Believe me, once the King knows what we friars are doing, he will thank us."

These words angered Columbus and the men. They had come to the Indies to get rich by finding gold. How could they find gold without the Indians? Who would work in the mines? Who would work in the fields?

Columbus spoke for the men. "Look, we are warning you. I demand that you preach another sermon next Sunday. And take back what you have said today. If you don't, we shall have you all sent back to Spain."

Now, it was Friar Cordoba's turn to speak. "Of course you can send us back to Spain. This can be easily done." It was true. The Dominicans had very little in the Indies. Besides their rough clothes, they owned nothing except a simple blanket. They slept on straw pads. Everything they owned could be fit into two trunks.

Admiral Columbus saw that his threats did not scare these Dominicans. "Please, Friar Cordoba, Friar Montesinos. Please preach another sermon next Sunday. People are very upset."

Friar Montesinos looked at Friar Cordoba. "Alright," he said. "I will preach another sermon next Sunday. I will do my best to make myself more clear."

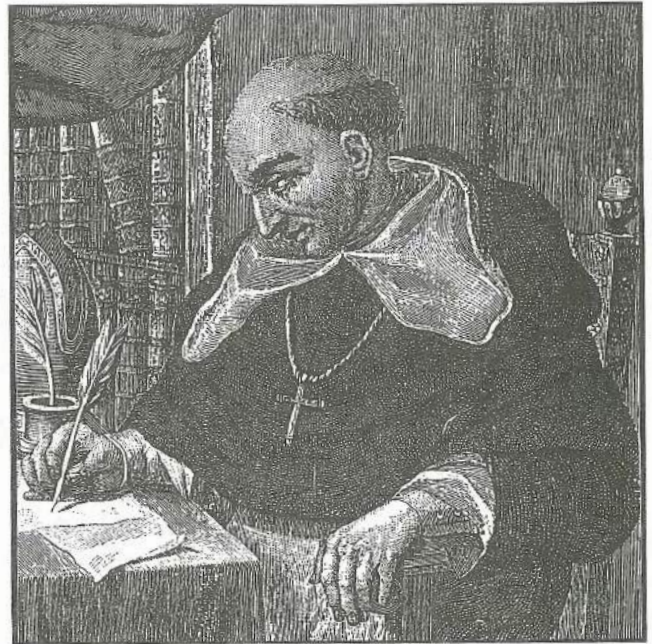
Diego Columbus thanked the friars and the men left. They were happy and joked to themselves as they walked away from the Dominicans' house.

News spread quickly that next Sunday, Friar Montesinos would preach another sermon. People heard that Montesinos had promised to take back everything he had said. The church was crowded with people.

Friar Montesinos walked steadily to the pulpit. "I take my theme from Job 36," he said in a loud, strong voice. "From the beginning, I shall repeat my knowledge and my truth. I will show that what I said last Sunday, that made you so angry, is true."

People in the church looked at each other. They wanted to stop him, but he had already begun. Diego Columbus stared at him with anger.

"With my own eyes, I have seen Indians starving to death. With my own eyes, I have seen people who call themselves Christians whip an Indian to death. Dogs are treated better than Indians. Again, I tell you: You will go to hell if you do not stop. If you don't like what I say, then write to Spain. Do whatever you like. I will not stop saying what I know



The Spanish priest, Bartolomé de las Casas chronicled Spanish abuses of the native Taínos.

is true. It is the only way I know how to serve my God and my King."

Montesinos ended his sermon. Again, he left the church with his head held high.

"He lied to us," said one man. "He promised he would take back what he said last week."

"Yes, let's go back to the Dominicans and order them to preach another sermon," called out someone from the back.

Others became quiet as Diego Columbus spoke: "And what good would that do? He would continue to tell us we are going to hell. I'm tired of listening to that idiot! No, we must tell the King. He will order Montesinos to stop. The King has no wish to be poor like a Dominican friar." The others laughed. "And without the Indians, the King would get no gold. He would lose his power."

When the King received Diego Columbus's letter, he ordered the head of the Dominicans in Spain to come to him. "What is this man causing so much trouble for? You must stop him. And if you don't, I will."

You see how easy it is to fool a king....

— adapted by Bill Bigelow from *Bartolomé de las Casas, History of the Indies, 1542.*

Additional Reading:

Stopsky, Fred. *Bartolome de las Casas: Champion of Indian Rights* (Lowell, MA: Discovery Enterprises, 1992)

Bartolomé de las Casas. A Short Account of the Destruction of the Indies. New York: Penguin, 1992 (pb. edition).

ACTIVITY TWO: “OF THE ISLAND OF HISPANOLA”

(Taken from *A History of US: Sourcebook and Index, Documents that Shaped the American Nation*, pp. 12-13). Based on the primary source document provided on the following pages.

1. Introduce de las Casas to the students, discussing who he was and his role in criticizing aspects of Spanish exploration and treatment of indigenous peoples.
2. Preview the following guiding questions with students before reading the excerpt.
 - a. How does de las Casas characterize the indigenous people of Hispanola? Give examples.
 - b. How does de las Casas characterize Columbus and his men? Give examples.
 - c. Why do you think de las Casas calls the explorers “The Christians”?
 - d. Have you ever read an account like this in any history books about Columbus before? If no, why do you think that is?
5. Have students read the selection either individually, in partners, or as a class.
6. In partners have students answer the guiding reading questions.
7. As a class discuss the answers and student responses to the reading.

buy their way out of trouble. By the early 1600s, this sentence in *Magna Carta* was understood to be the origin of the right of habeas corpus—the right not to be held in jail without being accused of a crime.

Magna Carta was originally intended to apply only to the richest, most important men in England: the barons. Common people are hardly mentioned in the great document at all. But at the last minute, the barons changed the wording of important passages such as the one above to say “no freeman” and “any freeman” instead of “no baron” and “any baron.” There were not many freemen in 14th-century England (most people were serfs—peasants bound to the land belonging to a nobleman). But over time, this wording justified extending the rights of *Magna Carta* to all the English people. In the same way, the words “We the People” in the U.S. Constitution have come to apply to all the people, not only to white men, as they did when the Constitution was written.

For more information see
Chapter 29, Book 1, *The First Americans*.

2. Bartolomé de Las Casas, “Of the Island of Hispanola,” in *Very Brief Account of the Devastation of the Indies* (1542)

Bartolomé de Las Casas, the first Spanish priest ordained in the New World, is known for his lifelong efforts to protect Indians from Spanish exploitation. His harsh criticism of the exploitation of natives working in the mines and the maltreatment of Indian women earned him the title “Defender of the Indians.” In 1542, Las Casas denounced Spanish cruelty toward the Indians in his *Very Brief Account of the Devastation of the Indies*. That same year, Emperor Charles I prohibited the enslavement of Indians, but they continued to be exploited. Because of Las Casas’s compassion for the Indians he advised Spain to import African slaves to replace native laborers in New World mines and fields. He later regretted his decision.

In this passage from his book, Las Casas describes the cruel ways that the Spanish conquistadors treated the inhabitants of Hispaniola, the island that now includes Haiti and the Dominican Republic.

God has created all these numberless people to be quite the simplest, without malice or duplicity, most obedient, most faithful to their natural Lords, and to the Christians, whom they serve; the most humble, most patient, most peaceful and calm, without strife

malice: a desire to harm others
duplicity: trickery

nor tumults; not wrangling, nor querulous, as free from uproar, hate and desire of revenge as any in the world. . . .

Among these gentle sheep, gifted by their Maker with the above qualities, the Spaniards entered as soon as they knew them, like wolves, tiger and lions which had been starving for many days, and since forty years they have done nothing else; nor do they afflict, torment, and destroy them with strange and new, and divers kinds of cruelty, never before seen, nor heard of, nor read of. . . .

The Christians, with their horses and swords and lances, began to slaughter and practice strange cruelty among them. They penetrated into the country and spared neither children nor the aged, nor pregnant women, nor those in child labour, all of whom they ran through the body and lacerated, as though they were assaulting so many lambs herded in their sheepfold.

They made bets as to who would slit a man in two, or cut off his head at one blow: or they opened up his bowels. They tore the babes from their mothers' breast by the feet, and dashed their heads against the rocks. Others they seized by the shoulders and threw into the rivers, laughing and joking, and when they fell into the water they exclaimed: "boil body of so and so!" They spitted the bodies of other babes, together with their mothers and all who were before them, on their swords.

They made a gallows just high enough for the feet to nearly touch the ground, and by thirteens, in honour and reverence of our Redeemer and the twelve Apostles, they put wood underneath and, with fire, they burned the Indians alive.

They wrapped the bodies of others entirely in dry straw, binding them in it and setting fire to it; and so they burned them. They cut off the hands of all they wished to take alive, made them carry them fastened on to them, and said: "Go and carry letters": that is; take the news to those who have fled to the mountains.

They generally killed the lords and nobles in the following way. They made wooden gridirons of stakes, bound them upon them, and made a slow fire beneath; thus the victims gave up the spirit by degrees, emitting cries of despair in their torture. . . .

3. From an anonymous Aztec chronicler in Fray Bernardino de Sahagun, *General History of Things in New Spain* (1582)

Much of our knowledge about Aztec life before, during, and after the Spanish Conquest is due to the efforts of a Franciscan priest, Bernardino de Sahagun.

querulous: likely to complain

afflict: to make suffer

divers: different

Apostles: Jesus's first followers

emitting: letting out

For more information see

Chapters 21–24, Book 1, *The First Americans*.

CONTENT ACTIVITIES: WRITING ACTIVITIES

Cooperative Sentence Strip Paragraph on Columbus, Taíno, etc.

This activity is adapted from a GLAD strategy.

1. The teacher picks a specific topic and creates a topic sentence for a paragraph on the chosen topic. For this unit, the topic could be Columbus' exploration, the Taíno, the encounter of Columbus and the Taíno, etc. There are many possibilities. For example, one could start with: "In 1492 Columbus sailed the ocean blue." Or "Life for the Taíno changed drastically with the arrival of Columbus." Or "Books don't always tell the whole truth about Columbus' exploration." The topic sentence is then written on large paper that can be posted at the front of the room. The teacher and students read the topic sentence together.
2. Working in small groups, students will create a sentence that could belong in a paragraph with the posted topic sentence. In order to get students engaged and excited, a game like quality is added to the assignment. After discussing options among their group, each group must write their rough draft sentence on a piece of notebook paper. When they are done, they raise their hand for the teacher to check their sentence. If there are any errors—factual or grammatical—the teacher guides them toward these without correcting it for them. Students must fix their errors and then raise their hand to have the sentence checked again. If it is correct, students get final copy sentence strips to rewrite their sentence on. The key is that no two groups may write the same sentence about the same supporting fact. The goal is to finish as quickly as possible before someone else uses your idea. When the students have finished their final copy they put their sentence up on the board underneath the topic sentence—using something like magnets make this easier to move them later during the editing process.
3. Once all groups are done and have hung up their sentence, the class reads through all the sentences together. Guided by the teacher, the class discusses the best order to put the sentences—is there a sentence that should clearly go first after the topic sentence? Are there facts that should be grouped together? As the class makes these decisions, the teacher moves the sentences around, visually modeling how to edit a paragraph.
4. When the paragraph is completely edited, the class reads it out loud together.
5. This activity can be done multiple times in one unit depending upon how many different kinds of topic sentences a teacher can create. For example there could be one on the Taíno and one on Columbus.

Dialogue Poem

This activity uses the template “Honey Bees” from *Rethinking Our Classrooms: Teaching for Equity and Justice*, Volume 1.

As individuals, partners or groups, students write their own version of a dialogue poem related to the unit on Columbus. Students may be able to come up with their own ideas as characters or subjects for their poem, but some may need suggestions. There are a number of possibilities—here are a few examples:

- One of Columbus’ men and a Taíno person;
- Columbus and a Taíno leader;
- Columbus as a young boy and a young Taíno boy (maybe Star Boy from the book *Morning Girl* if you use that read aloud activity); or,
- Morning Girl and Star Boy from the book *Morning Girl*.

“Dialogue poems are effective to use where controversy or different opinions might arise: plantation owner and slave, Hiroshima bomb victim and an Enola Gay pilot” (“Rethinking Our Classrooms: Teaching for Equity and Justice,” Volume 1, p. 186)

On the following pages is the example template (taken from *Rethinking Our Classrooms: Teaching for Equity and Justice*, Volume 1).

Dialogue Poem

The example below is written by Paul Fleischman and is found in *Rethinking Our Classrooms: Teaching for Equity and Justice*, Volume 1, p. 43.

BEING A BEE

is a pain.

I'm a worker.

I'LL GLADLY EXPLAIN.

I'm up at dawn, guarding
the hive's narrow entrance

then I take out
the hive's morning trash

then I put in an hour
making wax,
without two minutes' time
to sit and relax.

Then I might collect nectar
from the field
three miles north

Or perhaps I'm on
larva detail

feeding the grubs
in their cells,

BEING A BEE

is a joy.

I'm a queen.

I'LL GLADLY EXPLAIN.

Upon rising, I'm fed
by my royal attendants,

I'm bathed

Then I'm groomed.

The rest of my day
is quite simply set forth:

I lay eggs,

by the hundred.

wishing that I were still
helpless and pale.

Then I pack combs with
pollen - not my idea of fun.

Then, weary, I strive

to patch up any cracks
in the hive.

Then I build some new cells,
slaving away at
enlarging this Hell,
dreading the sight
of another sunrise,
wondering why we don't
all unionize.

TRULY, A BEE'S IS THE
WORST
OF ALL LIVES.

I'm loved and I'm lauded,
I'm outranked by none.

When I've done
enough laying

I retire

for the rest of the day.

TRULY, A BEE'S IS THE
BEST
OF ALL LIVES.

Point of View Journals: Columbus and Taíno

This could be a one-time or daily writing activity. After having discussed the encounter of Columbus and the Taíno through read aloud activities, films, etc. have students create a journal entry as if they were Columbus, one of the men with Columbus or a Taíno adult or child. Depending upon the time you have available, this can be a one time activity or an activity that spans your unit. If the time is available, have students begin writing their journal as if it was the first day that Columbus encountered the Taíno. The journal should include their thoughts about what their particular person thought of this encounter, impressions they had, what their experience was like, etc. Then throughout the unit have students return to their journal, adding more entries as Columbus' time on the Taíno island passed.

CONTENT ACTIVITIES: MUSIC AND ART CONNECTIONS

The Song "1492": Discussion and Analysis of Lyrics

The following lyrics are included in RTC (p. 41). The song itself is available on iTunes and Amazon for purchase. The lyrics and a clip of the song are available online at www.songsforteaching.com/nancyschimmel/columbus1492.htm.

The following activity description is taken from RTC (p. 69).

"Locate a recording of the song and duplicate the words for your students. This is a fast moving song that kids like to sing. Have them find the original locations of the Native nations mentioned in the song. Ask the students to describe the message. Ask them if it tells the whole story. Use the song as an introduction to presentations your students do to other classes about 'Breaking the Columbus Myth'" (p. 69).

If you wanted to extend the activity, you could have student groups illustrate each stanza of the song and then post the illustrations and the accompanying stanzas in the room. You could also have students create moves to act out the various stanzas.

In fourteen hundred ninety-two
Columbus sailed the ocean blue,
It was a courageous thing to do
But someone was already here.
Columbus knew the world was round
So he looked for the East while westward bound,
But he didn't find what he thought he found,
And someone was already here.

Chorus

The Inuit and Cherokee,
The Aztec and Menominee,
The Onandaga and the Cree;
Columbus sailed across the sea,
But someone was already here.
It isn't like it was empty space,
Caribs met him face to face.
Could anyone discover the place
When someone was already here?

Chorus

So tell me, who discovered what?
He thought he was in a different spot.
Columbus was lost, the Caribs were not;
They were already here.

Chorus

Illustrate a Big Book: Christopher Columbus Narrative: Early Years in Portugal

Individual students, small groups or class create big books that tell the story of Christopher Columbus. Students can use “The Untold Story” by Tina Thomas (RTC, p. 42) or the information from the Exploration Unit from the [GLAD website](#) included below. The unit was created by Patti Jenkins, Angela Kostamo, and Pat McGuire.

If using these two resources, students can cut the stories into strips, gluing each strip to the bottom of a piece of blank paper or tag board and then illustrate each page according to its events. Teacher could use both stories and have students compare and contrast them. “The Untold Story” is much more critical of the Columbus encounter than the other resource, so it would be a good chance for students to see how the same story from history can be interpreted in multiple ways.

Christopher Columbus Narrative - Early Years in Portugal

The narrative below was taken from the GLAD website and was originally created by Patty Jenkins, Angela Kostamo, and Pat McGuire in October of 2002.

My name is Christopher Columbus. I was born in Genoa, Italy, in 1451. My father was a weaver and a wool merchant. As a child, I wanted to sail. I had little formal education because my father was poor. He could not pay for my education. But I always read books about the ocean and stories about Marco Polo. He was my hero. Books were my best friends. I was a very skillful reader. I learned many interesting facts about the ocean from books. My favorite book was Marco Polo's The Description of the World.

PICTURE #1

When I was fifteen years old, I started sailing all around the Mediterranean Sea. I loved the ocean. I was also a very good navigator and an excellent mapmaker. The scientific name for mapmaker is cartographer. Do you know what a navigator is? When I was twenty-five years old, I moved to Portugal. I wanted to find out about the world and Portugal was the ideal place to be an explorer.

PICTURE #2

I settled in the Portuguese capital, Lisbon. Take a look at these pictures that your teacher is showing you. Do you like Lisbon? It is a very old city on the coast. From my house in Lisbon I could see the ocean and the sailors from many lands loading and unloading cargo from ships. I also could see slaves being unloaded from ships. Do you remember who started the European slave trade? The Portuguese saw nothing wrong in enslaving Africans.

PICTURE #3

I learned to find my way at sea using this magnetic compass and a map called a portolan, which was marked with criss-cross lines. Do you know that a compass has a magnetic needle that always points toward north?

PICTURE #4

From Portugal I sailed on trading voyages in the Atlantic Ocean to Africa. I loved sailing. I was a happy man at sea. From these voyages I learned about the winds and currents of the sea. I also learned about the gold mines in Africa. It was around this time that I realized how much money I could make exploring new lands. All I could think about was the gold mines I saw in Africa. Gold here, gold there, gold, gold everywhere! GOLD! GOLD! GOLD!

Picture #5

I knew that there were rich lands of gold on the other side of the Atlantic, and that it might be possible to reach them by sailing west. So, I began to work out a plan to sail west across the Atlantic Ocean and find the riches of the Indies. This was my great and only desire.

Picture #6

I studied geography books to find evidence that this voyage was possible. I kept Marco Polo's book beside me as I worked. However, I had a big problem. I did not have the money to make this voyage. I decided to find a royal sponsor. I thought that perhaps the King of Portugal would be interested in my plans. So, in 1484, I saw the Queen and explained my plan. Well, she did not believe me, and she turned me down. I did not give up! I needed to find another king that was willing to pay for my trip.

Picture #7

I presented my plan to the King and Queen of Spain. I wanted them to believe me so I showed the King my map of the Atlantic Ocean and I also read to them my favorite books on geography. Well, the King and Queen did not believe me! They thought my plan was foolish. I did not give up! For six years I tried to convince the Royals to help me out in my plans, but I was rejected again and again.

PICTURE #8

I was fed up! I packed my belongings and set off to France. I wanted to find another King in France. But before long, a miracle happened! A messenger caught up with me and told me that the Queen had changed her mind. I would sail to the Indies after all! And that's when my New World adventure began!

PICTURE # 9

CLOSURE ACTIVITIES

The following activities are meant to wrap up the unit on Christopher Columbus. They can serve as the culminating project for assessment if needed. Again, teachers have the option of using all of them or picking the activity that best serves their needs and class.

Debate: Should we celebrate Columbus Day?

This activity is designed to have students use the information they've learned throughout the unit to debate the idea of celebrating Columbus by observing Columbus Day. Below are two documents created for use with this activity. For this activity, the class is divided into three groups: In favor of observing Columbus Day; Against observing Columbus Day; Judges. The timeframe for completing this activity is up to the teacher—largely dependent upon the age group and the teacher's expectations for the level of information produced by each group. It could be a one day activity, or stretched out into multiple days for a more in-depth activity.

This activity can also be expanded, especially for older students, by including a final writing assignment. After the debate has been completed, students must pick a side of the debate and write a persuasive essay supporting the side they chose and critiquing the opposing view. Depending upon the age level, students can be required to cite primary or secondary sources to support their argument.

When it is time to actually conduct the debate, the structure below can be followed. You may need to adjust it—making it shorter, longer, adding rounds, etc. to make it work for your own class. A coin toss can be used to decide who goes first. Remind students that there is no talking during the other group's turn—they cannot respond to that group's comments until it is their turn.

Round One: Introduction to argument

Each group gets 5 minutes to introduce their main points.

Round Two: Response

Each group gets 4 minutes to respond to their opponents' claims and add any relevant information to their argument.

Round Three: Response

Each group gets 3 minutes to respond to their opponents' claims and add any relevant information to their argument.

Round Four: Closing Remarks

Each group gets 5 minutes to make any final arguments and closing remarks to the judges.

Topic of Debate

Do you think that we should celebrate Christopher Columbus' exploration by designating a day to remember and honor him?

Group 1: This group will argue that Christopher Columbus should be celebrated and remembered annually on Columbus Day.

Group 2: This group will argue that Christopher Columbus should NOT be celebrated and remembered annually on Columbus Day.

Group 3: This group will be the judges of the debate. This group must judge who wins the debate and determine what the criteria of success will be—What will each group be judged on? How will they earn points? This group must put together a rubric to score each group. The teacher will help you.

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Group 3: This group will be the judges of the debate. This group must judge who wins the debate and determine what the criteria of success will be—What will each group be judged on? How will they earn points? This group must put together a rubric to score each group. The teacher will help you.

Topic of Debate

Name_____

Group Number_____

Date_____

Debate Notes:

1. List all the reasons why your side is correct and what evidence you have to support those reasons.

2. List all the possible ideas and/or evidence that your opponents could cite.

3. List all the ways you can respond to the ideas and evidence that your opponents cite.

Big Book

This activity includes making your own (individual, small group, or class) Big Book that tells the story of the Columbus-Taíno encounter. This can be used as an extension of the activity above where students illustrate a story that has already been written. Here, students will write and illustrate their own story of the Columbus-Taíno encounter.

Many students will be able to generate their own ideas and titles, but if students need some help getting started—here are some possible titles “Do you know the real Columbus?” “The truth about Christopher Columbus” or “Wanted: The real Christopher Columbus”

Trial

This activity is based entirely on lesson plans and materials from RTC (pp. 85-93). Students create a mock trial with groups representing Columbus, Columbus’s men, the Taíno, King Ferdinand and Queen Isabella, and the System of Empire. RTC provides all the necessary handouts and information on pgs 85-95. Each group is charged with something. The students’ jobs are to represent their ‘client’, call witnesses, and make arguments for their client’s innocence while proving the guilt of others. The activity is most appropriate for middle and high school students, but RTC includes an article by Bob Peterson (p. 94) explaining how he adapted the activity for his 5th grade class, so it can be used in upper elementary grades.

This activity can also be expanded to have a final writing activity for individual assessment purposes. For the final writing assignment students write a persuasive essay discussing who they would find fault with had they been the judge. In writing their essay, they answer the following questions: Who were the guilty parties in what happened with the Taíno during Columbus’ period of exploration? Do you see an alternative version of history? How could things have been different? What would have happened if Columbus had never found the Americas?

MIDDLE AND HIGH SCHOOL ACTIVITIES

The activities listed on the subsequent pages come from RTC (p. 139). Brief descriptions and page numbers are included to help reference the activities.

Timeline: “Spain, Columbus, and Taínos”

The timeline is found on page 99 and the lesson description is found on page 139, both in RTC. In this activity students read through the timeline, looking at the information provided. RTC provides questions to have students think about in response to the timeline. For example, “What appears to be the objective of Columbus’ first voyage? On January 13, Columbus encounters what he decides is resistance. Why does he presume that these people are Caribs and not Taínos? How does Columbus justify taking slaves? What prevented the Tainos from mounting an effective resistance to Columbus’ invasions? RTC also provides writing activities and projects in response to the timeline. For example, “Write Caonabó’s interior monologue as he is led in chains onto a ship bound for Spain.” Or, “Have students do more research and continue the timeline. Have them choose events on the timeline to research more thoroughly. Are there particular “choice points” suggested in the timeline where people’s discussions could have resulted in different historical outcomes?” (p. 139).

“Open Your Hearts”: A Dominican Friar Speaks Out

This activity is based upon a reading excerpt adapted by Bill Bigelow from writings by Bartolomé de las Casas found in RTC (p. 103). In this reading, students hear another alternative view to the ramifications of exploration on the Americas. Guided reading questions and activities are provided in RTC (p. 139).

On page 61 is a primary source excerpt from Bartolomé de las Casas’ “Of the Island of Hispanola,” in “Very Brief Account of the Devastation of the Indies” taken from *A History of US: Sourcebook and Index, Book 11*. Sections of this excerpt are graphic, so it is up to the teacher to decide the appropriateness.

Ceremony: A poem

This activity uses the poem “Ceremony” by Leslie Marmon Silko found in RTC (p. 114). After students read the poem, use questions provided by RTC on page 139 to analyze the meaning and author’s purpose for writing the poem. RTC also suggests that you expand the activity to have students bring in stories from their lives that teach, amuse or remember significant things or events and then share them with the class.

Columbus Day: A poem

This activity is also based upon a poem “Columbus Day” by Jimmie Durham found in RTC (p. 123). The activity that accompanies this poem (found on p. 139) asks students to think about the visual images and emotional responses that the poem elicits from the reader. The activity also suggests having students write their own poem using the same format as Durham.

CURRICULUM STANDARDS

This curriculum has been linked to New Mexico standards. For a more comprehensive understanding of which standards and benchmarks are met by the materials in this guide, please refer to the following pages.

To see how this standards-based content translates across state guidelines, we encourage you to visit the Common Core State Standards Initiative website: <http://www.corestandards.org/>.

NM Language Arts Standards and Benchmarks

KINDERGARTEN-4TH GRADE

STRAND I: Reading and listening for comprehension.

Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard and viewed.

K-4 Benchmark 1-A: Listen to, read, react to and retell information:

K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum.

K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information.

K-4 Benchmark I-D: Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and comprehension.

STRAND II: Writing and speaking for expression.

Content Standard II: Students will communicate effectively through speaking and writing.

K-4 Benchmark II-A: Demonstrate competence in speaking to convey information.

K-4 Benchmark II-B: Apply grammatical and language conventions to communicate.

K-4 Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process.

STRAND III: Literature and Media

Content Standard III: Students will use literature and media to develop an understanding of people, societies and the self.

K-4 Benchmark III-A: Use language, literature and media to gain and demonstrate awareness of cultures around the world.

K-4 Benchmark III-B: Identify and use the types of literature according to their purpose and function.

5TH-8TH GRADES

STRAND I: Reading and Listening for Comprehension

Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

5-8 Benchmark I-A: Listen to, read, react to, and interpret information

5-8 Benchmark I-B: Gather and use information for research and other purposes

5-8 Benchmark I-C: Apply critical thinking skills to analyze information

5-8 Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process

STRAND II: Writing and Speaking for Expression

Content Standard II: Students will communicate effectively through speaking and writing.

5-8 Benchmark II-A: Use speaking as an interpersonal communication tool

5-8 Benchmarks II-B: Apply grammatical and language conventions to communicate

5-8 Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process

STRAND III: Literature and Media

Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.

5-8 Benchmarks III-A: Use language, literature, and media to understand various social and cultural perspectives

5-8 Benchmarks III-B: Identify ideas and make connections among literary works

9TH -12TH GRADES

STRAND I: Reading

Content Standard I: Students read and understand a variety of materials

Benchmark I-A: Use comprehension strategies for unfamiliar vocabulary

Benchmark I-B: Use comprehension strategies to understand the meaning of a text

Benchmark I-C: Infer, analyze, and synthesize to increase comprehension

Benchmark I-D: Use meta-cognitive strategies to increase comprehension

STRAND II: Language

Content Standard II: Students write and speak using correct grammar, syntax usage, punctuation, capitalization, and spelling.

Benchmark II-A: Demonstrate control of Standard English through the effective use of syntax

Benchmark II-C: Demonstrate control of Standard English through the correct use of punctuation, capitalization, and spelling.

STRAND III: Communication

Content Standard III: Students communicate effectively through listening and speaking.

Benchmark III-A: Give spoken instructions to perform specific tasks, to answer questions or to solve problems.

Benchmark III-B: Make oral presentations with a logical structure appropriate to the audience, context and purpose, using effective speaking skills.

Benchmark III-C: Follow spoken instructions to perform tasks, to answer questions or to solve problems.

Benchmark III-D: Summarize and paraphrase information presented orally by others.

Benchmark III-E: Identify the thesis of a speech and determine the essential elements that elaborate it, including logos, ethos, and pathos.

Benchmark III-F: Participate productively in self-directed work teams for particular purposes (e.g., to interpret literature, write or critique a proposal, solve a problem or make a decision).

STRAND IV: Writing

Content Standard IV: Students write effectively for a variety of purposes and audiences.

Benchmark IV-A: Demonstrate proficiency in producing a variety of compositions.

Benchmark IV-B: Plan writing by taking notes, writing informal outlines, and researching.

Benchmark IV-C: Use formal or informal, literary or technical language appropriate for the purpose, audience, and context of the communication.

Benchmark IV-D: Organize ideas in writing, with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole.

STRAND V: Research

Content Standard V: Students utilize the research process to produce a variety of products.

Benchmark V-A: Define and narrow a problem or research topic.

Benchmark V-B: Gather relevant information for a research topic from a variety of print and electronic sources, as well as from direct observation, interviews, or surveys.

Benchmark V-C: Make distinctions about the credibility, reliability, consistency, strengths and limitations of various resources, including those on the internet.

Benchmark V-D: Report research findings in an effective manner appropriate to a designated audience.

Benchmark V-E: Compose a researched project to be shared with an appropriate audience.

STRAND VI: Logic

Content Standard VI: Students employ critical thinking and abstract reasoning to make and assess inferences, conclusions, and predictions.

Benchmark VI-A: Distinguish facts and opinions, evidence and inferences, true and false premises.

Benchmark VI-B: Describe the structure of a given argument; identify its claims and evidence; evaluate connections among evidence, inferences and claims.

Benchmark VI-C: Evaluate the range and quality of evidence used to support or oppose an argument

(including the use of logos, ethos, pathos).

STRAND VII: Informational Text

Content Standard VII: Students read and interpret a wide range of reference materials and other informational documents that may contain technical information.

Benchmark VII-C: Synthesize information from a variety of informational and technical sources or texts.

Benchmark VII-D: Analyze the ways in which an informational or technical text's organizational structure supports or confounds its meaning or purpose.

STRAND VIII: Media

Content Standard VIII: Students create and evaluate a variety of media for particular purposes.

Benchmark VIII-A: Evaluate aural, visual, and written images and other special effects used in television, radio, film, and the internet for their ability to inform, persuade and entertain.

Benchmark VIII-B: Evaluate the effectiveness of a particular medium (e.g., verbal, visual, photographic, television and the internet) in achieving a particular purpose.

STRAND IX: Literature

Content Standard IX: Students read and interpret a variety of literature to develop an understanding of people, societies, and the self.

Benchmark IX-F: Analyze works of literature for what they suggest about the time period and social or cultural context in which they were written.

NM Social Studies Standards and Benchmarks

KINDERGARTEN-4TH GRADES

STRAND : History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

K-4 Benchmark II-B: Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change.

K-4 Benchmark I-D—Skills: Understand time passage and chronology.

STRAND : Geography

Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

K-4 Benchmark II-A: Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information about people, places, and environments.

K-4 Benchmark II-B: Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change.

K-4 Benchmark II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.

K-4 Benchmark II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.

K-4 Benchmark II-F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.

STRAND: Economics

Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

K-4 Benchmark IV-A: Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic).

K-4 Benchmark IV-B: Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.

K-4 Benchmark IV-C: Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.

5TH-8TH GRADES

STRAND : History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience. Students will:

5-8 Benchmark 1-B. United States: analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history.

5-8 Benchmark 1-C. World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration.

5-8 Benchmark 1-D. Skills: research historical events and people from a variety of perspectives.

STRAND : Geography

Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments. Students will:

5-8 Benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues.

5-8 Benchmark 2-B: explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change.

5-8 Benchmark 2-C: understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes.

5-8 Benchmark 2-E: explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict.

5-8 Benchmark 2-F: understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution and relative importance of resources.

Strand: Economics

Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. Students will:

5-8 Benchmark 4-C: describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world:

5-8 Benchmark 4-C: describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world.

9TH-12TH GRADES

STRAND: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience. Students will:

9-12 benchmark 1-D. Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts:

STRAND : Geography

Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments. Students will:

9-12 Benchmark 2-B: analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change.

9-12 Benchmark 12-C: analyze the impact of people, places and natural environments upon the past and present in terms of our ability to plan for the future.

9-12 Benchmark 2-E: analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict.

STRAND: Economics

Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. Students will:

9-12 Benchmark 4-A: analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating.

9-12 Benchmark 4-B: analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services.

RESOURCES

The following pages provides additional information, including a bibliography of works cited, an invitation for evaluatory feedback, and an additional, supplementary document.

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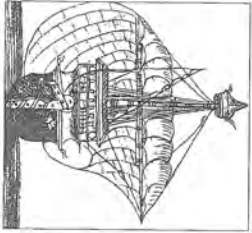
Evaluation

We welcome your comments, suggestions, thoughts, and critiques. If you would like to share feedback regarding this curriculum project, please send an email to laii@unm.edu.

Supplementary Documents

The following supplementary document is an excerpt from Joy Hakim's *A History US: The First Americans, Prehistory-1600*.

15 A Boy Named Christopher Has a Dream



A fully rigged 15th-century ship called a *caravel*, much like Columbus's *Niña*, *Pinta*, and *Santa Maria*.

When Christopher Columbus was a boy he had two dreams. One was to go to sea; the other was to get to China. When he grew up, he thought he had done both.

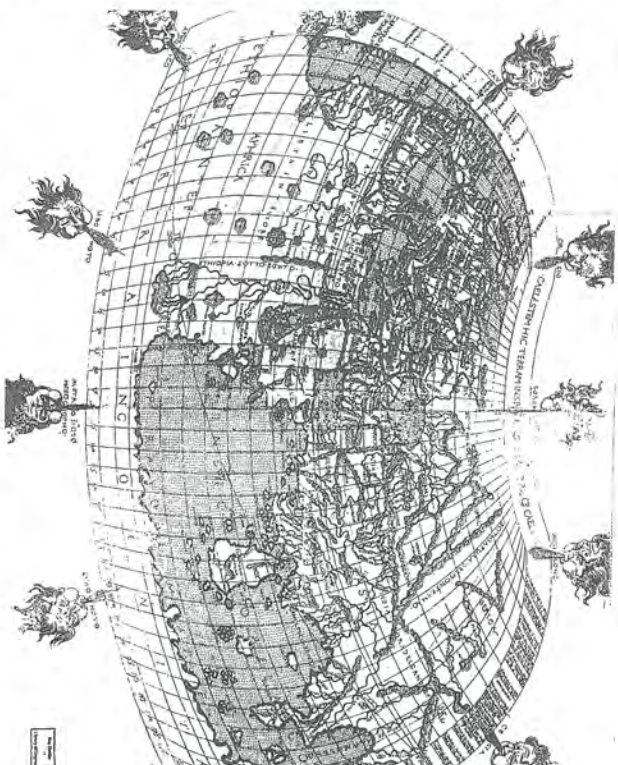
Columbus was born in Genoa, an Italian city on the Mediterranean Sea. Genoa was prosperous because of the sea trade, and many Genoese boys wanted to be sailors. Columbus became one of the best in the world has ever known.

Columbus knew about China because he had read Marco Polo's book. He had read it carefully. His copy of the book is full of notes.

Most people in the 15th century couldn't read. That meant they were ignorant of many things. Some believed the world was flat. They thought if you sailed too far you'd fall off the edge. But people who could read, like Columbus, knew that wasn't so. Scientists had proof that the world was round, and they told about it in books.

There was a problem, though. No one was quite sure how big the world was. So no one knew how far you would have to sail to go around it. One way to try and figure that out was by measuring lines of longitude and latitude.

Longitude and latitude are very useful lines. How about looking at a map—right now? That's the only way you will understand what is coming next. Do you see the thin lines going up and down and across the map? Those are lines of longitude and latitude. They are imaginary lines—you won't see them if you look down from an airplane. They are drawn on maps to help map readers divide up the globe. Latitude and longitude lines make it easy to read a map and measure the earth.



Think of the earth as a big, fat man. Put a belt around his middle. That belt is a line of latitude. We call it the equator, or zero degree line of latitude (0°). Latitude lines are numbered north and south of the equator. Now give the fat man a round cap. The edge of the cap is the Arctic Circle, which is the 66½-degree line of latitude north (66½°N) of the equator. The center of the cap is the North Pole (90°N). Turn the fat man the other way, and the cap on the globe becomes the Antarctic Circle; now it has the South Pole as its center. (And now those numbers are 66½°S and 90°S.)

Lines of latitude circle the globe and run parallel to each other. Some people even call them *parallels*. (Parallel lines are an equal distance from each other and never touch, like the sides of a ladder.) Lines going the other way—from the North Pole to the South Pole—are lines of longitude. Longitude lines are not parallel. They all touch at the poles but spread far apart at the equator.

One more thing: those lines of longitude and latitude are actually circles. They circle the globe. If you divide the earth at the equator—that zero degree line of latitude—you get two halves. Those halves are called hemispheres. (Another word for a globe or ball is a sphere. Half a sphere is a hemisphere.) We live in the Northern Hemisphere. If you divide the world in half on a line of longitude, you will also get two hemispheres; this time they are Eastern and Western Hemispheres.

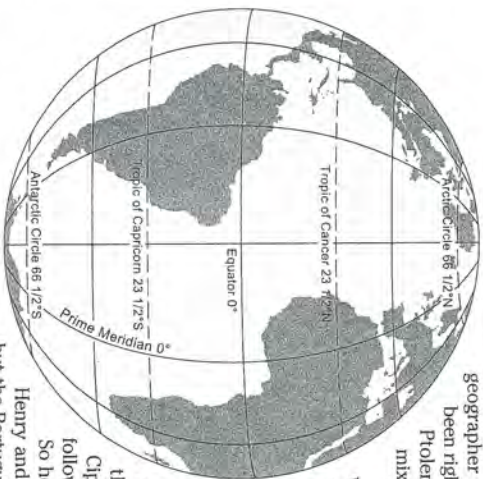
To tell longitude from latitude, remember that the first syllable of LATITUDE rhymes with FAT—like the belt around our fat earth.

This map formed Columbus's idea of the world and how it looked. Ptolemy, the Greek geographer and mathematician who first drew the map, lived in the second century. So his map was very old to Columbus—much, much older than Columbus is to us.

Compare this map to a modern map to see how mixed up Columbus was.

Columbus first went to sea at age 14. When he was 26, he was shipwrecked off Portugal and swam to shore. He sailed to Iceland, too, and may have seen horse maps. Columbus's brother was a mapmaker. That was a big help to Columbus.

Some people call lines of longitude meridians. They help measure time.



The lines that run horizontally (across) the globe show latitude. The vertical lines (up and down) show longitude. To tell where you are on earth, you need two numbers: a latitude and a longitude. Virginia Beach, Virginia (where I live), is at about 37°N (latitude) by 76°W (longitude).

Longitude starts with "long"—like the long distance from the North Pole to the South Pole.

Understanding latitude and longitude can help you figure out a lot of things. Columbus, by the way, was very smart. He did everything well, except one thing. When he measured the earth he goofed.

He figured the earth was much smaller than it is. He also figured that Cathay was much larger than it is. Actually, it wasn't Columbus's fault that he was mixed up. He studied the work of an ancient Greek geographer named Ptolemy (TOE-luh-me), and if Ptolemy had been right, China would be where America is. If you compare Ptolemy's map with a modern map, you will see just how mixed up Columbus was.

Now as you know, people who could read knew the world was round. They understood that if you went west from Europe you would finally get to Asia. But no one wanted to try going that way—it seemed too dangerous and too far. Most people believed there were ferocious monsters in the deep waters. Every sailor knew the dangers of storms at sea.

Because Columbus believed the earth was small and because he was a superb sailor, he thought he could make it to Cathay. Since he knew about latitude, he knew that the same line of latitude passed through Spain and Japan. And Japan (he called it Cipango) was right next to China! It would be easy to follow that line, wouldn't it?

So he went to Portugal to ask for help. Remember Prince Henry and his mathematicians? Well, Henry had died in 1460, but the Portuguese were still world leaders in exploration and navigation. When the Portuguese mathematicians figured out the size of the earth, it came out much bigger than it did for Columbus. Today we know they had it just about right. But, back then, nobody was sure because nobody had actually sailed around the globe. Anyway, the Portuguese weren't willing to take the risk. They turned Columbus down.

So did almost everyone else. Columbus took his ideas to one person after another. Each one said "sorry," except King Ferdinand and Queen Isabella of Spain, who said "perhaps." Maybe they were just being polite, because they seemed to forget all about Columbus. Years passed. He asked them again; this time they said "no." One thing you can say for Columbus: he never gave up. He was on his way to see the King of France when a messenger called him back to Spain. Finally, Ferdinand and Isabella had agreed to help. They gave him three small ships and some sailors, and sent him in search of China and Japan.

16 A New Land Is "Discovered"



None of the many portraits of Columbus was made during his lifetime, so no one knows what he really looked like.

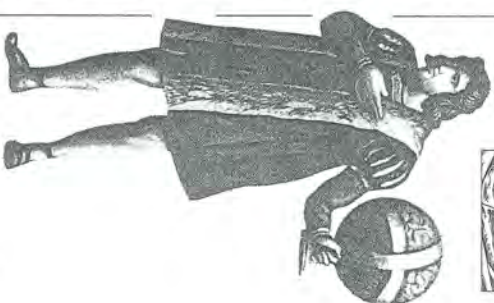
If you've ever seen a painting of Christopher Columbus, forget it. All of them were done long after he died. We can trust descriptions of him written by those who knew him best: his sons.

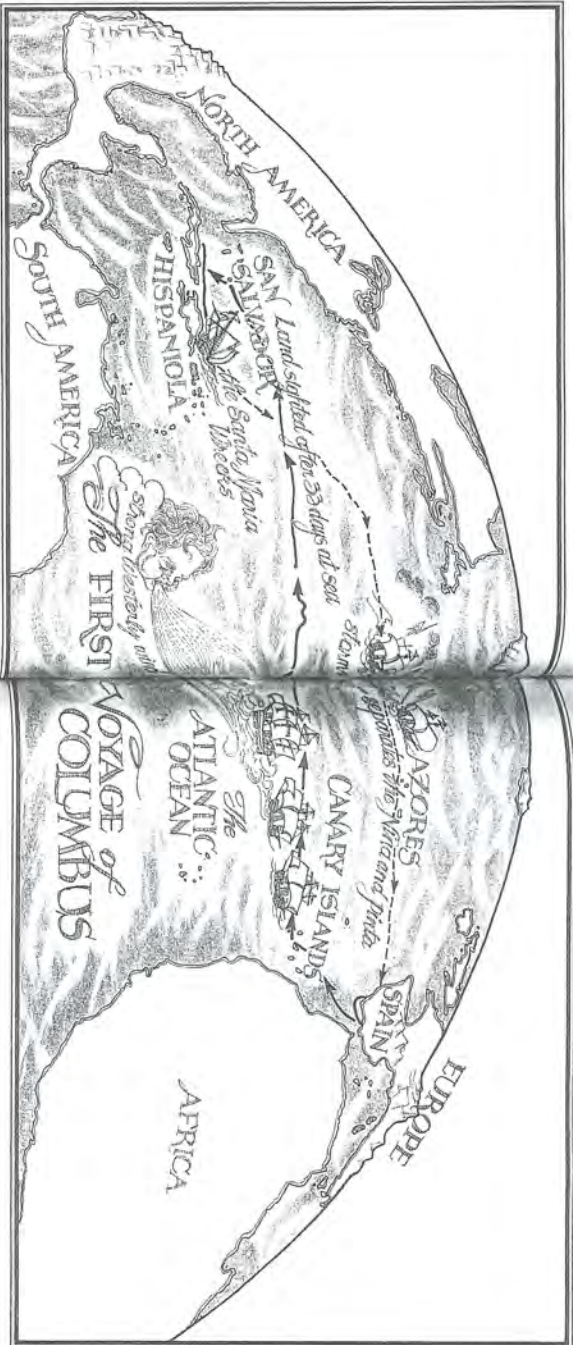
They tell of a man who is six feet tall, slim, with blond hair that turns white when he is 30. He has the manners and dignity of a nobleman, although his father was said to be a weaver of wool. Perhaps if Columbus were less of a gentleman, he could better handle the rough men who sail with him. That will always be a problem for him.

It is August 3, 1492, and three tiny ships—the *Niña*, the *Pinta*, and the *Santa Maria*—set sail from Palos, Spain. Columbus, on the *Santa Maria*, is 41 years old and commander of the three-ship fleet and its crew of 90 men. In his pocket is a letter from King Ferdinand to the Grand Khan, the ruler of China. On board is a learned man who speaks Arabic and Hebrew; Columbus thinks those languages will help him talk to the people of Cathay. When the sailors cast off, it is with a feeling of excitement. They know that if they make it, this will be one of the great voyages of all time. They hope to return with gold and spices. Spices make food taste good even if it is a bit spoiled. In these days before refrigerators, spices are very valuable.

The ships stop in the Canary Islands for supplies and perhaps courage; then, on September 6, they head out into the unknown ocean. Columbus has his compass and an astrolabe to guide him. The astrolabe tells him how high the North Star is above the horizon. With

He has many names, too: Cristobal Colon to the Spanish, Cristoforo Colombo to the Italians.





Mutiny—it means revolt or rebellion. Some sailors talked of taking over the ship and heading back to Spain. That would have been a mutiny.

Cabin Boys

Every sailing ship had boys as sailors. Boys were obedient, easy to control, and good at climbing the sails' ropes, or rigging. Every half hour a boy shouted out the time. Here is the call for five o'clock:

Five is past and six
floweth;
More shall follow if God
willeth.
Count and pass,
Make voyage fast.

Magnetic North

Magnets always point north, don't they? Well, not quite. Columbus was the first person to discover that. As he sailed west his compass direction changed a bit. Columbus knew something was wrong, but he didn't tell his crew. They would have panicked had they thought the compass couldn't be trusted. Now we know a compass points not to the North Pole but to a magnetic pole nearby.

It, he is able to tell his latitude. If he follows a line of latitude, he can keep a straight course. That sounds easier than it is. The rolling of the ship makes the astrolabe readings uneven. Columbus is one of the best sailors the world will ever know. Being a good sailor, he keeps a record of the winds, the speed of the ship, and the compass direction. That tells him how far he has gone in the vast sea. Calculating your position, or longitude, this way is called "dead reckoning." Besides, Columbus seems to have a natural sense of the best way to go: he is famous for being able to find his way at sea. He picks a route with fair winds. Still, it is frightening to go where no one has gone before.

In mid-September they come to what seems to be a meadow of grass in the middle of the ocean. It is the Sargasso Sea—an area of thick, green seaweed. The sailors have never seen anything like this. They are afraid the ships will get tangled in the green muck. But soon they are out of it and into the open sea again. Now there is a fierce storm with waves that rise higher than the church towers in Palos. The ships are sturdy and the seamen skilled, so they survive the tempest. But the sailors are discouraged and fearful. The sea seems endless. On October 9 they say they will go no farther. Columbus pleads for three more days of sailing. Then, he says, if they don't see land they may cut off his head and sail home in peace.

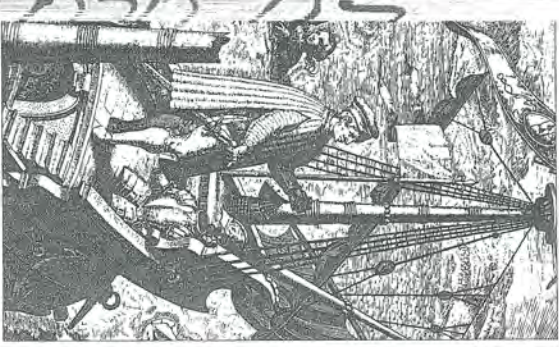
Three days later, on October 12, a lookout high on the *Prima's* mast yells, "Terra! Terra!" It is the Spanish word for land. The Bahama Islands are straight ahead.

They have made it to the Indies! Columbus was right after all, or so they think. Columbus names the island where they land San Salvador; that means "Holy Saviour." He plants a cross and a Spanish flag on San Salvador. Columbus is a religious man; he believes it is God's wish that he sail and conquer in the name of a Catholic king and queen.

Soon he knows he is not in China. That doesn't bother Columbus. Marco Polo wrote that there were thousands of islands in the Indies. San Salvador must be one of those islands. Japan, China, and the rest of the Indies are sure to be nearby. The island is small but splendid, with tall trees, gorgeous birds, a beautiful beach, and friendly people.

Columbus calls the people Indians. He is puzzled when they don't understand Arabic. Actually, the language they speak is Arawak. They are members of a Taino (TY-no) tribe. King Ferdinand of Spain watches regally from his side of the Atlantic Ocean as Columbus and his crew are greeted by Arawaks.





Why isn't Columbus looking for land through a telescope? tak pajuavuni useq i, upaq it

Historians aren't sure about this, but many believe that the Caribs (in their language it means "valiant people") were cannibals. One thing is sure: the Tainos feared them. That may explain why the Tainos were so eager to help Columbus. Perhaps they wanted him as an ally against their enemies.

although soon others will be calling them Indians. Columbus says of them: "They remained so much our friends that it was a marvel... they came swimming to the ships' boats, and brought us parrots and cotton thread... and many other things, and in exchange we gave them little glass beads.... Finally they exchanged with us everything they had, with good will."

Columbus is lucky. If he had landed on a nearby island, he would have been greeted by the Caribs—a tribe of warriors—and might not have lived to tell the world of his discovery.

The Tainos are peaceful fisherfolk. They welcome the voyagers who have come in bright ships and brought shining beads that seem to capture the sunshine. But what must be in the Indians' minds when they first see these men? Do they think it strange that they wear heavy clothing in a warm land? (Columbus says they wear nothing at all.) Are they surprised that the strangers have skin the color of melons, or that one—a black man from Africa—is dark as chocolate? (Columbus says they are handsome and that their skin is brown, their hair straight.) Do the smells of the seafarers bother them? (The Europeans do not bathe.) Whatever they think, the swords that Columbus and his men carry help convince the natives to do as the strangers wish.

Besides, they want to please. The Taino are generous and intelligent people. Columbus says they learn Spanish words quickly. They also communicate through sign language.

The Tainos don't realize that they do not have long to live. Columbus will kidnap some and take them to Europe as trophies of his voyage. He will help turn many of them into slaves. Soon all the Arawak-speaking tribes will be dead—killed by European weapons, slavery, and diseases. Those diseases—like smallpox and measles—are new in this hemisphere. The natives have no immunity to them.

But that is to come. At first the Tainos help Columbus. He is determined to find gold and the Grand Khan. The Tainos take him to a huge island they call Colba. It is Cuba. Here there are many natives, and some are wearing ornaments of gold! Yet the Grand Khan is nowhere to be found. (Columbus is not discouraged: China and Japan must be nearby.) These Indians seem to be fire-eaters: they put a smoking weed in their mouths. It is the first time the Spaniards have seen tobacco.

There are pearls on Cuba, and enough gold ornaments to take samples to please King Ferdinand and Queen Isabella. Columbus sails home to Spain with brightly colored parrots, Indians, and gold tinkets. Can you imagine what happens when he arrives in Spain? Hardly anyone believed they would ever see him again. But he has found Cathay! At least that is what he says and believes. Now he is a great hero. The king and queen name him Lord Admiral of the Ocean Seas.



From Columbus's Pen

These are the actual words of Christopher Columbus written in a letter in 1493 to Luis de Santangel, Treasurer of Aragon, Spain, telling of his discovery:

"...I write this to tell you how in thirty-three days I sailed to the Indies with the fleet that the illustrious King and Queen, our Sovereigns, gave me, where I discovered a great many islands, inhabited by numberless people; and of all I have taken possession for their Highnesses by proclamation and display of the Royal Standard....

[Hispaniola is] full of trees of endless varieties, so high that they seem to touch the sky, and I have been told that they never lose their foliage. I saw them as green and lovely as trees are in Spain in the month of May. Some of them were covered with blossoms, some with fruit.... There were palm trees of six or eight varieties.... There are wonderful pinewoods, and very extensive ranges of meadowland. There is honey, and there are many kinds of birds, and a great variety of

fruits.... [Hispaniola is a marvel.

...[The Indians] are well-made men of commanding stature, they appear extraordinarily timid. The only arms they have are sticks of cane, cut when in seed, with a sharpened stick at the end, and they are afraid to use these. Often I have sent two or three men ashore to some town to converse with them, and the natives came out in great numbers, and as soon as they saw our men arrive, fled without a moment's delay although I protected them from all injury.

...they are so unsuspecting and so generous with what they possess, that no one who had not seen it would believe it.

...In the first isle I discovered, I look by force some of

Until Columbus met Indians who slept in them, hammocks so useful on a ship, were unknown to Europeans. the natives, that from them we might gain some information of what there was in these parts; and so it was that we immediately understood each other, either by words or signs. They...believe that I come from heaven...wherever I went out, [they ran] from house to house and to the towns around, crying out, "Come! Come! and see the men from heaven!"

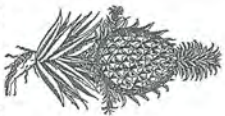
As for monsters, I have found no trace of them except at the point in the second isle as one enters the Indies, which is inhabited by a people considered by all the isles as most ferocious, who eat human flesh. They possess many canoes, with which they overrun all the isles of India, stealing and seizing all they can. —Christopher Columbus

3. A. S.
X M Y
X P O F E R E N S

This is Columbus's signature. The bottom word is half Greek, half-Latin: it says "Christ-bearer"—which is what Christopher means in Latin.



17 The Next Voyage



Q: What did the ocean say to Columbus?

A: "I saw you first."

The pineapple was just one of many foods new to the Spanish.

If you're going to be an explorer, you need a base: a place you can go for supplies and help. Columbus knew that, so on his first voyage he set up a base on the island of Hispaniola (the island is now divided down the middle into two countries, which we call Haiti and the Dominican Republic). He thought the base would become an important trading post when he found the Grand Khan.

Hispaniola was the first Spanish settlement in the Americas—and it flopped. As soon as Columbus sailed back to Spain for more ships and men, the settlers he left behind started fighting over gold and Indian women. Soon they were killing each other. The Indians—who must have been angry at the way they were being pushed around—killed most of the rest of them.

While this was going on, Columbus was in Spain being a hero. Now Isabella and Ferdinand were happy to give him ships and men. After all, he had found the Indies, he was sure. "It's just a matter of getting past those outlying islands to reach Cathay," he must have said.

His second trip was to be the payoff voyage. Now that he knew the way, it wouldn't be difficult to cross the ocean. This time he had 17 ships and 1,200 men. He took horses and armor and European goods. Everyone was sure Columbus would meet the Grand Khan and come home with boats full of gold and silk and spices. So adventurers from some of the most important families in Spain went with him.

The adventurers were nothing but trouble. They expected to find China and when they didn't find it they blamed Columbus.

To keep the men happy, Columbus gave them land on the islands he discovered. They soon began capturing Indians and using them as slaves. Then Columbus sent a boatload of Indians back to Spain to be



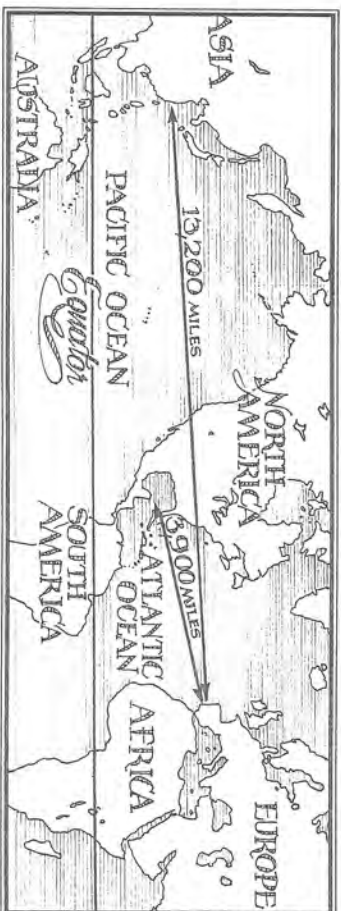
Cipango = Japan
Cathay = China

sold as slaves. It was a poor way to begin in a new land—especially as the Indians never made good slaves. They just died off.

Columbus kept searching for gold mines, but he didn't find any. He never guessed that the Caribbean islands would make some Europeans very rich—but with sugar, cotton, and tobacco, not gold. Huge plantations would produce crops for Europe's markets, creating enormous wealth.

Because workers are needed to grow crops, and because Spaniards didn't want to work in the fields—and the Indians were dying—black people would be brought from Africa to be fieldworkers. The first Africans would come in 1503; by 1574 there were 12,000 black

Top: Columbus's idea of the length of his voyage and the whereabouts of his hoped-for destination. Below: what was really there—and how far it was.



The Europeans called America a "new world"—but it was another old world with its own ancient civilizations and peoples. They were just different from those in Europe.



These Indians are preparing a corn liquor drink. The woman in the foreground isn't throwing up; she's mixing the corn with saliva to start fermentation. Corn wasn't the only new food Europeans found in America. More are listed below, at left.

The Columbian Exchange

From the Old World to the New World:

Horses, cattle, pigs, sheep, chickens, honey bees, wheat, Asian rice, barley, oats, soybeans, sugarcane, onions, lettuce, okra, peaches, pears, watermelon, citrus fruit, rye, bananas, olives, chickpeas.

From the New World to the Old World:

Corn, potatoes, tomatoes, peppers, chocolate, vanilla, tobacco, beans, pumpkin, cassava, avocado, peanuts, cashews, pineapple, blueberries, sunflowers, squashes, quinine, wild rice, turkey, marigolds, petunias, sweet potatoes.



Africans on Hispaniola—and that was just one island. It was the beginning of black slavery in America.

Columbus did something important that no one noticed at first: he helped start an agricultural revolution. Before long, American corn, peppers, beans, pumpkins, and tomatoes were growing in Europe. One plant—the potato—proved more valuable to the Old World than all the gold in both the Americas.

The exchange went both ways. Columbus brought oranges to the West Indies, where they were unknown. Cattle, sheep, horses, and pigs were sent to America from Europe. That transfer of plants and animals provided a way to feed bigger and bigger world populations. Corn was soon a basic food in Africa, as were potatoes in Ireland. The American sweet potato became important in China. Italians took the tomato and created a new sauce for spaghetti.

But nobody in Spain was interested in agricultural revolutions. It was gold and spices that they wanted. So Columbus was no hero when he returned from his second voyage. He had a few gold pieces,

What If Columbus

Suppose the old geographers were right. What if the world were tiny and there were no American continents? What if Columbus had got to Cathay? Would he have met the Grand Khan? Would he have returned home in ships laden with gold and spices?

We can be sure about the answer to only one of those questions. We know Columbus would *not* have met the Grand Khan. There was no Grand Khan. Most of what Columbus knew of Cathay came from Marco Polo's book, and it was old knowledge. The Grand Khan and his family had been replaced in the 14th century by rulers of the Ming family. The word *khan* was no longer used in China. Columbus even had China and India confused.

In 1492, China was the most advanced civilization in the world. Its people were better fed, better housed, better clothed, and better educated than people anywhere else on the globe. Most Chinese

Had Reached Cathay?

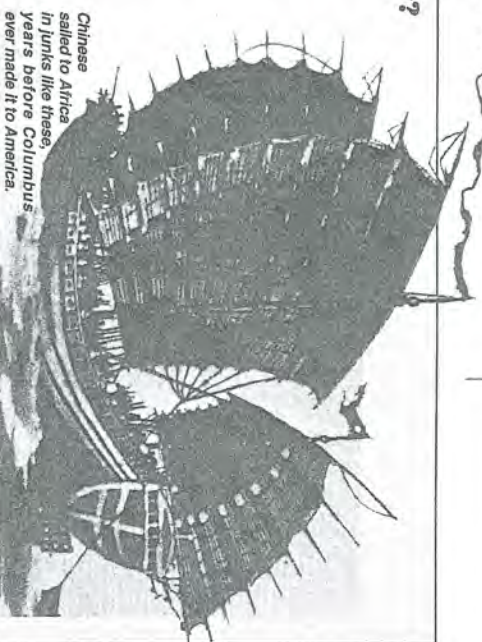
lived in family-centered farming villages. They were led by a hereditary emperor, but government officials—often scholar-artists chosen by fair examinations—ruled the nation. Anyone, from any village, had a chance at success.

Chinese technology was way ahead of that of the West. The Chinese had been printing books for centuries. Chinese mathematics, astronomy, ship design, and navigation aids were more sophisticated than anything the Spanish or Portuguese had developed. The great admiral Zheng He, a Chinese Muslim, sailed from China across the Indian Ocean to Africa 60 years before Columbus's voyage. Zheng He commanded a fleet of more than 100 junks carrying about 25,000 men. His treasure ship was 400 feet long. Compare that with Columbus's flagship, the *Santa Maria*, at 85 feet.

"It now seems certain that occasional visits of Asian people to the Americas occurred between the 7th and the 15th centuries,

but he hadn't found a source of gold, and he hadn't found China. Still, if Columbus had stopped then, he could have retired with wealth and honors. But he was the kind of man who never stopped. That's what made him a great explorer: he kept going. He made two more voyages—four trips in all. He discovered more islands and the mainland of South America. He never did discover North America, and he was always convinced he had found the Orient. He was sure that all those islands he found were off the coast of Cathay. South America bothered him because it did seem like a mainland. It had a great river. He knew it wasn't China; China couldn't be that far south. Columbus solved the problem of the southern land by deciding it was the

King John of Portugal said Columbus was "a big talker and boastful in his accomplishments." Can you think why bragging might sometimes be useful and not just conceited?



Chinese sailed to Africa in junks like these, years before Columbus ever made it to America.

bringing to the New World ideas, knowledge, and artifacts," writes historian Geoffrey Parker.

Why did those voyages stop? Why, after the 15th century, did Westerners, sailing puny boats, lead the world in exploration? No one knows. Perhaps the Chinese were so self-sufficient that they didn't need tribute from abroad. And they seem to have

had no desire to rule other lands. Competition drove the European nations; the Chinese didn't feel a need to compete with anyone. If Columbus had made it to Cathay? He probably would not have been allowed to see the emperor. The Chinese would have thought him a barbarian. Columbus, with his tiny fleet and his scruffy sailors, would not have impressed them.

Garden of Eden, the place the Bible describes as the first home of Adam and Eve. Columbus believed the Garden of Eden must be somewhere on earth. When he saw brilliantly colored birds and flowers in the southern land, he was sure he had found it. South America was like an Eden. He wasn't the only explorer to be fooled.

Living at the Center of the Universe

When, in the 20th century, men reached the moon, it was an astonishing feat of technology. People actually built a spaceship and rocketed it away from the pull of earth's gravity and on through space. But even so, everyone knew the moon was there. They even knew in advance what the moon would look like when they got there. That wasn't the case in 1492. No one was prepared for Columbus's discovery.

Imagine that you live in the 15th century. Put yourself in school in Egypt or Korea or Italy. Your lesson for today is about world geography. The teacher is telling you that the earth is the center of the universe. But since you're smart, you already know that. Everyone in the 15th century knows that. You also know that the earth doesn't move. The sun and stars move around the earth, the teacher says.

Today you will learn that this world was created with one great three-part mass of land (divided into Africa, Asia, and Europe) and one great ocean that laps its shores. The seas and rivers and lakes are like highways to be traveled. The great

ocean is no highway; it is a moat that protects the land. The world is orderly and easily understood.

So when news comes of the voyage of Columbus, it never occurs to you to think that he has found a new continent. Columbus himself couldn't believe what his eyes told him; why should you consider it? And when, in the early 16th century, it finally becomes clear—Europe, Asia, and Africa are not the only continents—you realize that some things school and church were wrong. The Old World is not the center of the universe and not as easy to understand as you once believed. It makes you begin to ask new questions. It makes you begin to think for yourself.

The same kind of thing happened to Indian girls and boys in America. They, too, thought they lived at the center of the universe. They knew of no other



This map was a bit out of date even in 1492, when it was made. But most people thought the world looked roughly like this. Turn the book sideways to help you find Spain and Europe. continents or cultures—until some brightly painted ships came from the east and changed their view of the world forever.

18 Stowaways: Worms and a Dog

1508
Eclipse Lune
27 13 30
February
Orinda Lurido
1 8 0



Columbus used this almanac's prediction of an eclipse of the moon to fool the Indians into helping him.

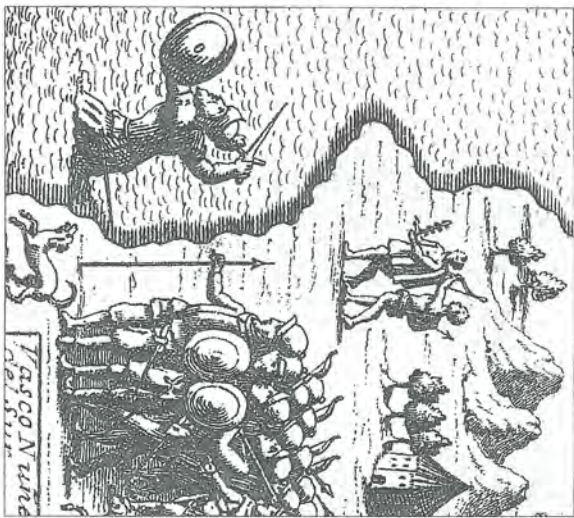
On Columbus's fourth voyage he was attacked. Who was the enemy?

Worms. Yes, you read that right, the enemy was worms—worms that ate holes in the ships' bottoms. Worms did so much damage that the ships were ruined and couldn't sail anymore. Columbus and his crew were marooned—stuck—on the island of Jamaica.

Now if you're going to get marooned, Jamaica is a pretty nice place to be. It's a beautiful island where foods grow easily. However, the Spanish explorers (and later the English explorers) weren't interested in growing their own food. Columbus and his men sat around waiting for the Indians to feed them. At first the Indians did that, but then they said something like "Get your own food." The explorers didn't know how, and they began to starve. Then the Indians decided to attack.

The situation was serious when Columbus got out his scientific papers and read something that gave him an idea. Columbus had Abraham Zacuto's charts of the stars—astronomical charts. Zacuto was a leading scientist and a Portuguese royal mathematician. His charts helped sailors figure out latitude. They also told about eclipses of the moon and sun. Columbus read in Zacuto's charts that there would be an eclipse of the moon on the last day of February in 1504.

"They all made fun of my plan then; now even tailors wish to discover," wrote Columbus about the way people changed their ideas after he returned from his first voyage.



Balboa made it across the jungles and mountains of Panama without losing any men. His stowaway dog Leoncico made it, too; that's him frisking at the edge as his master strides into the Pacific Ocean.

Balboa and other Spanish explorers were **conquistadors** (kon-KES-tah-dors). It is a Spanish word that means "conqueror."

So on that day Columbus called the Indian chiefs together and told them he had power over the moon. He said if they didn't give his men food, he would blot out the moon. It happened just as Columbus said it would, and the Indians cried and begged Columbus to bring back the moon. He agreed, the eclipse ended on schedule, and his men never went hungry again. (You can see Zacuto's tables, with Columbus's notes, if you go to Seville, Spain.)

Finally, after more than a year, Spanish ships rescued Columbus and his men. Columbus went home to Spain, but now no one paid any attention to him. Isabella was dead and Ferdinand wouldn't even see him. Most people thought the islands he had discovered were worthless. It was only after Columbus died that people began to realize the value of his discoveries.

The most important thing he did was to sail into the unknown. That took great courage and skill. Once he showed it could be done, others followed. Among them was Giovanni Caboto (go-VAH-kah-BOW-tow), an Italian who went to England, where he was called John Cabot and given a small ship. Cabot sailed across the Atlantic in 1497 with only 18 sailors. He had to be very brave to do that. He landed in Newfoundland, where the Vikings first landed 500 years earlier. Later the English claimed all of North America because of Cabot's voyage.

If you think exploring is just a matter of luck, consider the story of Vasco Nuñez de Balboa (VASS-ko NOON-yez day bah-BOW-ah), one of the greatest of the Spanish explorers. He was a stowaway, which means he hid on a ship. The ship was heading for Darien (now called Panama) to search for gold.

Balboa hid in a flour barrel with his dog, Leoncico (lay-on-SEK-ko). He waited until the ship was far out at sea before popping out of the barrel. Why was he hiding? Balboa owed money to some people on the island of Hispaniola, and he couldn't pay his debts.

So if you'd asked his creditors (the people he owed money to), they would have told you that Balboa wasn't a very nice person. But if you'd asked others who knew him, they would have said something else. Balboa was a born leader. By the time the ship landed in Darien,

in 1513, he was in command. He sent the incompetent leader, Enciso (en-SEE-zo), home in chains. (That was a mistake—you'll see why.)

Then Balboa established the first permanent European settlement in the Americas. That would have been enough to get him into the history books, but it wasn't enough for Balboa. He wanted to find gold. It wasn't gold that made him famous, though. Balboa was the first European to see the Pacific Ocean from the American continent. He "discovered" the Pacific for the peoples of Europe. An Indian chief, Comaco, told Balboa about that ocean: "When you cross over these mountains you shall see another sea, where they sail with ships as big as yours, using both sails and oars as you do, even though the men are like us." (Before Balboa's discovery, Europeans thought there was only one ocean. They called it the Ocean Sea.)

Balboa married Comaco's daughter, so the Indian chief helped the white men even though he was disgusted by their constant fights over gold. Here are more of Comaco's words, written down by Peter Martyr, who lived in those times: "What is the matter, you Christian men, that you so greatly value so little gold more than your own peace of mind?" (What did he mean by that? Do you think peace of mind was more important to the Indians than gold? Were they wise or foolish?)

"I will show you a region flowing with gold, where you may satisfy your appetites," said Comaco. Of course Balboa was anxious to go for the gold, but he also wanted to know about the sea that Comaco described. He had an explorer's curiosity.

Balboa decided to march across Panama. Let's go with him. Getting to the Pacific will not be an easy jaunt. Imagine smothering heat, pounding rainstorms, and jungles so thick you can hardly hack your way through them. Add killer bugs, snakes, and germs—and you'll begin to get the picture. Balboa and his men are wearing padded leather jackets and, on top of that, metal armor. Can you see them in the jungle in those hot, heavy garments? They make it to the Pacific Ocean and back—and not a man dies. It is quite an accomplishment.

If you are an explorer, discovering is not enough. You also have to tell people what you find. Balboa did that, too. He sent news of the Pacific Ocean to the people in Spain. Then he started organizing his next exploration. He was planning to go south, to the region flowing with gold. It was called Peru.

But in the meantime, back in Spain, Enciso was thirsting for revenge. He accused Balboa—falsely—of treason. People in Spain believed Enciso. A new governor was sent to Darien with orders to get rid of Balboa. He did. Balboa was beheaded; his head was stuck on a pike for all to see. The officer who arrested Balboa was named Francisco Pizarro (gh-SAR-oh)—remember that name.

When Columbus arrived in San Salvador in 1492, he set off a cultural tornado. He, and those that followed, brought ideas, technology, and germs that overwhelmed the lands they invaded. In that way, they did make a New World.



Balboa was brave and adventurous, but of course he wasn't the first European to see the Pacific—he was just the first European to see the Pacific's western coast. Explorers and traders knew the eastern side quite well.