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Standard	1	2	3	4	5	Student Mark	Final Teacher Mark
I can apply my document analysis skills to interpret diverse primary and secondary source documents such as maps, charts, texts, images, graphs and timelines. <i>(ELP 1)</i>	With heavy scaffolding, analyze and interpret documents for a limited understanding of the documents, identifying a few key words.	With scaffold support, analyze and interpret documents with emerging accuracy, including the main idea and a few key details.	With less scaffold support, analyze and interpret documents to determine the central idea to connect to specific details. Student can summarize part of the document.	Analyze and interpret the documents for central themes supported by specific details. Student can summarize the text.	Analyze and interpret the documents to draw a substantive conclusion backed by specific evidence from the text.		
I can use Mr. Tim’s 3 Vocabulary Skills to autonomously analyze and interpret new vocabulary words in context. <i>(ELP 8)</i>	Relying heavily on context, visual aids, and knowledge of morphology in their home language, student recognizes the meaning of a few frequently occurring words, simple phrases, and formulaic expressions.	Using context, visual aids, reference materials, and knowledge of home morphology, student determines the meaning of frequently occurring words and phrases.	Using context, visual aids, reference materials, and developing consistent knowledge of English morphology, student determines the meaning of general academic and content-specific words and phrases with emerging independence.	Using context, increasingly complex visual aids, reference materials, and increasingly consistent knowledge of English morphology, student determines the meaning of general academic and content-specific words and phrases with developing autonomy.	Using context, complex visual aids, reference materials, and consistent knowledge of English morphology, student autonomously determines the meaning of general academic and content-specific words and phrases, including figurative language.		
I can constructively connect with my classmates to exchange ideas and deepen my understanding of our topic. <i>(ELP 2)</i>	Student connects with classmates to participate in a short conversation on a familiar topic. Can present simple information and respond to yes/no questions and some	Student connects with classmates to participate in short conversations on a familiar topic. Presents information and ideas and responds to simple questions and wh-	Student participates conversations, discussions, and exchanges on familiar topics, texts and issues. Conversation builds on the ideas of others, expresses	Student can participate in conversations and discussions that range beyond familiar topics and issues. Conversations build on the ideas of	Student can participate in conversations and discussions on a range of substantive topics and issues. Conversations build on the ideas of others, express her		

	wh-question.	questions.	her own ideas, asks and answers relevant questions, adds relevant information and restates some of the key ideas.	others, express her own ideas clearly, support points with specific and relevant evidence, ask and answer questions to clarify ideas and summarize key points.	own ideas clearly and persuasively, refer to specific and relevant evidence, ask and answer probing questions, and summarize key points.		
I can construct claims backed by reasoning and evidence to discuss the influence of exploration on the economic and political systems of the Americas from a particular perspective. <i>(ELP 4, ELP 9/10)</i>	The student expresses an opinion about the economic and political systems of the Americas from a familiar perspective. With support, the student communicates basic understanding with simple sentences.	The student constructs a claim about the influence of exploration from a familiar perspective. The claim has an introduction, a reason to support the claim, and a concluding sentence. With support, including modeled sentences, student recounts the events in order, providing one or two facts with common linking words to connect ideas.	The student constructs a claim about exploration from a familiar perspective. The claim has an introduction, sufficient reasons or facts to support the claim, and a concluding statement. Student uses common transitional words to connect events with developing control.	The student constructs a claim about the influence of exploration on the economy and political systems of the Americas from an accurate historical perspective. The claim includes an introduction, logically ordered reasons that support the claim, and a concluding statement. Student uses a variety of more complex transitions to link the major text sections to clarify relationships among ideas with increasingly independent control.	The student constructs a substantive claim to discuss the influence of exploration on political and economic systems in the Americas from a historical perspective. The claim is substantive and includes an introduction, a reference to counter claim, logically ordered reasons and evidence to refute the counter claim and a conclusion that summarizes the argument. Student uses complex and varied transitions to link text and clarify relationships among ideas with independent control.		
I can construct a counter claim to completely defend my argument. <i>(ELP 6, ELP 9/10)</i>	The student identifies a point the author makes. With support, the student	The student identifies the main argument an author makes and identifies	The student explains the reasons an author gives to support the claim	The student analyzes the reasoning in the historical documents to determine	The student analyzes and evaluates the reasoning in persuasive texts,		

	communicates basic understanding with simple sentences.	one reason the author gives to support the argument. With support, including modeled sentences, student recounts the events in order, providing one or two facts with common linking words to connect ideas.	and cites evidence to support the analysis. Student uses common transitional words to connect events with developing control.	whether the evidence is sufficient to support the claim. Student cites the text evidence to support the analysis. Student uses a variety of more complex transitions to link the major text sections to clarify relationships among ideas with increasingly independent control.	including historical documents to determine the evidence supports the claim. Student cites specific text evidence. Student uses complex and varied transitions to link text and clarify relationships among ideas with independent control.		
I can use the right academic language for the task to reach my intended audience. (ELP 7)	Student recognizes the meaning of some words learned through conversations and text.	Student adapts language choices to task and audience with emerging control, using some general academic and content specific words .	Student adapts language choices and style according to the purpose, task, and audience with developing ease, using an increasing number of academic and content specific words with developing control.	Student adapts language choices according to purpose, task and audience, using a wider array of complex academic and content specific words and phrases with increasing ease.	Student adapts language choices according to purpose ask and audience with ease, using a wide variety of complex academic and content specific words and phrases, employing formal and informal style as appropriate.		

1. Vocabulary Skills

Image	Context	Definition
	<p>“Age of Exploration or Age of Exploitation? Can you actually “discover” a place where people have been living for over 10,000 years? It all depends on your perspective. This encounter can be seen as triumph or tragedy, it all depends on your point of view.”</p>	<p>Perspective is..</p>

2. Map Analysis

- a. Use your Map Analysis Process to analyze the map below. Develop your claim with your map conclusion and annotations.



Source: Henry Abraham and Irwin Pleffer, *Enjoying Global History*, AMSCO (adapted)

- 20 Which conclusion regarding early European settlements is best supported by the information on the map?
- (1) Portugal became the dominant colonial power in South America by 1600.
 - (2) Geography made the interior of South America easy to explore.
 - (3) Neither the Spanish nor the Portuguese developed major urban centers in Latin America.
 - (4) In 1600, most of the land in South America was not settled by Europeans.

3. Listening with a purpose – Can we really “discover” a civilization that has flourished for thousands of years?

Geography	Political	Economic	Belief Systems	Social Structure

4. Claim Writing & Predictions

- a. Make a prediction for what we might see. What will we learn about the encounter between Native Americans and Europeans?
Create claims for each lens.

5. Extended Anticipatory Guide

- a. Respond to the Extended Anticipatory Guide prompts below by marking your opinion based on the statements. We will then use this task to help us take note of our reading passage.

Statement	Your Opinion		Finding in the Text		Text Evidence
	Agree	Disagree	Agree	Disagree	
					Provide text evidence that indicates whether or not the author agrees or disagrees with each statement.
The Arawak Indians knew how to make better metal than the Europeans.					
Europeans would do anything for resources.					
Columbus believed that God would help the Spanish steal gold and slaves.					
Even though Columbus and the Europeans made slaves of the Arawaks, they treated them well.					
Two years after the Spanish arrived in Haiti the population of the Arawaks had grown by 250,000 people.					
Before Columbus over 10 million Native Americans lived in North America. After Columbus, less than 1 million remained.					

6. Reading with a Purpose

- a. Use your [annotation strategies](#) to analyze the text below.

Arawak men and women emerged from their villages onto the island's beaches and swam out to get a closer look at the strange big boat. When Columbus and his sailors came ashore, carrying swords, speaking oddly, the Arawaks ran to greet them with food, water, and gifts.

Columbus later wrote of this in his **log**:

“They... brought us parrots and balls of cotton and spears and many other things, which they exchanged for the glass beads and hawks’ bells. They willingly traded everything they owned.... They were well-built, with good bodies and handsome features.... They do not bear arms, and do not know them, for I showed them a sword, they took it by the edge and cut themselves out of ignorance. They have no iron. Their spears are made of cane.... They would make fine servants.... With fifty men we could subjugate them all and make them do whatever we want.”

These Arawaks of the Bahama Islands were much like Indians on the mainland. They were remarkable for their hospitality and their belief in sharing. Sharing was unfamiliar to Europeans of the **Renaissance**. Europeans wanted **resources**, and they would do just about anything to get them.

Columbus wrote:

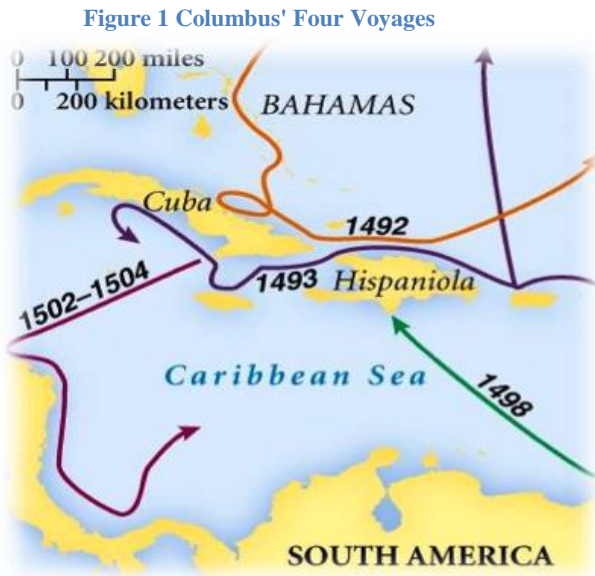
“As soon as I arrived in the Indies, on the first Island which I found, I took some of the natives by force in order that they might learn and might give me information of whatever there is in these parts.”

The information that Columbus wanted most was: ***Where is the gold?***



The Indians, Columbus reported, *"are so naive and so free with their possessions that no one who has not witnessed them would believe it. When you ask for something they have, they never say no.... they offer to share with anyone...."* He concluded his report by asking for a little help from their Majesties, and in return he would bring them from his next voyage *"as much gold as they need . . . and as many slaves as they ask."* He was full of religious talk: *"Thus the eternal God, our Lord, gives victory to those who follow His way over apparent impossibilities."*

Because of Columbus's exaggerated report and promises, his second expedition was given seventeen ships and more than twelve hundred men. The aim was clear: slaves and gold. They went from island to island in the Caribbean, taking Indians as captives. But as word spread of the Europeans' intent they found more



and more empty villages. On Haiti, they found that the sailors left behind at Fort Navidad had been killed in a battle with the Indians. Columbus’ men roamed the island in gangs looking for gold, taking women and children as slaves for sex and labor.

From his base on Haiti, Columbus sent many expeditions into the interior. They found no gold fields, but had to fill up the ships returning to Spain with some kind of **resource**. In the year 1495, they went on a great slave raid. They rounded up 1,500 Arawak men, women, and children, put them in pens guarded by Spaniards and dogs, then picked the five hundred best specimens to load onto ships.

Of those five hundred, two hundred died en route. The rest arrived alive in Spain and were put up for sale by the bishop of the town. Columbus later wrote:

"Let us in the name of the Holy Trinity go on sending all the slaves that can be sold."

But too many of the slaves died in **captivity**. Columbus was desperate to pay back **investors**. He had to fill his ships with gold. In the province of Cicao on Haiti Columbus and his men imagined huge gold fields to exist. They ordered all persons fourteen years or older to collect a certain quantity of gold every three months. When they brought it, they were given copper tokens to hang around their necks. Indians found without a copper token had their hands cut off and bled to death.



The Indians had been given an impossible task. The only gold around was bits of dust garnered from the streams. So they fled, were hunted down with dogs, and were killed.

Trying to put together an army of resistance, the Arawaks faced Spaniards who had **armor, muskets**, swords, horses. When the Spaniards took prisoners they hanged them or burned them to death. Among the Arawaks, mass suicides began, with cassava poison. Infants were killed to save them from the Spaniards. In two years, through murder, mutilation, or suicide, half of the 250,000 Indians on Haiti were dead.

When it became clear that there was no gold left, the Indians were taken as slave labor on huge estates called **encomiendas**. They were worked at a ferocious pace, and died by the thousands. By the year 1515, there were perhaps fifty thousand Indians left. By 1550, there were five hundred. A report of the year 1650 shows none of the original Arawaks or their descendants left on the island.

7. Double Entry Journal

- a. Please use this Double Entry Journal to track what we learn about Christopher Columbus and the Arawak Native Americans. How do their perspectives differ? Be sure to use original text and page numbers.

This is what Columbus did...	If I were Columbus, I would have...
This is what Columbus thought...	Columbus’ actions... (list at least 3)
Quote from the story that reveals Columbus’ thoughts...	This quote reminds me of
A new idea I learned from the text	One connection to this idea
Ideas I have seen before	Where I read (or heard) this idea
These events in the story surprised me	I expected...

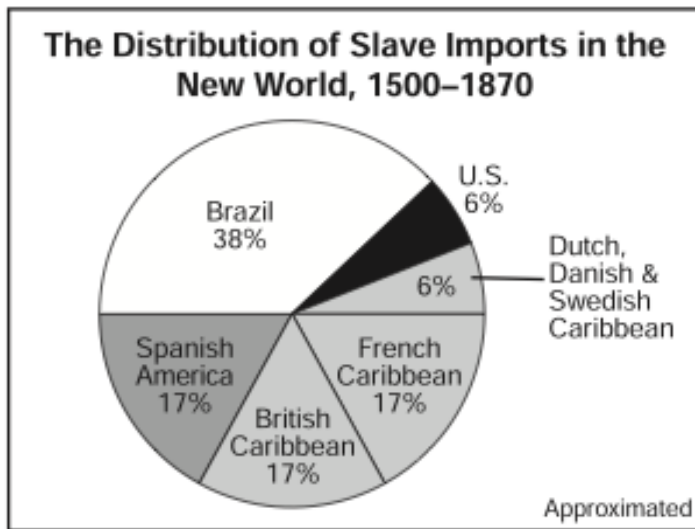


The chief **source** of information about what happened on the islands is Bartolome de las Casas, who, as a young priest, participated in the conquest of Cuba. For a time he owned a plantation on which Indian slaves worked, but he gave that up and became a **critic** of Spanish cruelty.

In Book Two of his History of the Indies, Las Casas tells about the treatment of the Indians by the Spaniards. It is a unique primary source account and deserves to be quoted at length:

“Endless testimonies . . . prove the mild and pacific temperament of the natives... But our work was to ravage, kill, mangle and destroy; small wonder, then, if they tried to kill one of us now and then.... The **admiral**, it is true, was blind as those who came after him, and he was so anxious to please the King that he committed irreparable crimes against the Indians...”

Las Casas tells how the Spaniards "grew more conceited every day" and after a while refused to walk any distance. They "rode the backs of Indians if they were in a hurry" or were carried on hammocks by Indians running in relays. "In this case they also had Indians carry large leaves to shade them from the sun and others to fan them with goose wings."



Source: R. W. Fogel and S. L. Engerman, *Time on the Cross: The Economics of American Negro Slavery*, Little, Brown and Company (adapted)

27 Which statement is supported by the graph?

- (1) Little trade in enslaved Africans took place before the 1500s.
 - (2) Slavery was most widely practiced in Sweden, Denmark, and Holland.
 - (3) Conditions of slavery in Brazil were less harsh than those in the United States.
 - (4) Most enslaved Africans were sent to the Caribbean and Spanish America.
-

Total control led to total cruelty. The Spaniards *"thought nothing of knifing Indians by tens and twenties and of cutting slices off them to test the sharpness of their blades."* Las Casas tells how *"two of these so-called Christians met two Indian boys one day, each carrying a parrot; they took the parrots and for fun beheaded the boys."*

The Indians' attempts to defend themselves failed. And when they ran off into the hills they were found and killed. So, Las Casas reports, *"they suffered and died in the mines and other labors in desperate silence, knowing not a soul in the world to whom they could turn for help."*

He describes their work in the mines:

"... mountains are stripped from top to bottom and bottom to top a thousand times; they dig, split rocks, move stones, and carry dirt on their backs to wash it in the rivers, while those who wash gold stay in the water all the time with their backs bent so constantly it breaks them; and when water invades the mines, the most arduous task of all is to dry the mines by scooping up pans full of water and throwing it up outside...."

After each six or eight months' work in the mines, which was the time required of each crew to dig enough gold for melting, up to a third of the men died. While the men were sent many miles away to the mines, the wives remained to work the soil, forced into the excruciating job of digging and making thousands of hills for cassava plants. Thus husbands and wives were together only once every eight or ten months and when they met they were so exhausted and depressed on both sides . . . they ceased to **procreate**. As for the newly born, they died early because their mothers, overworked and starving, had no milk to nurse them, and for this reason, while I was in Cuba, 7,000 children died in three months. Some mothers even drowned their babies from sheer desperation... In this way, husbands died in the mines, wives died at work, and children died from lack of milk . . . and in a short time this land which was so great, so powerful and fertile was **depopulated**. *“My eyes have seen these acts so foreign to human nature, and now I tremble as I write.”*

When he arrived on Hispaniola in 1508, las Casas says, *“there were 60,000 people living on this island, including the Indians; so that from 1494 to 1508, over three million people had perished from war, slavery, and the mines. Who in future generations will believe this? I myself writing it as a knowledgeable eyewitness can hardly believe it....”*

8. Double Entry Journal

- a. Please use this Double Entry Journal to track what we learn about Bartolomé de las Casas. Be sure to use original text and page numbers.

This is what Bartolome de las Casas did...	If I were de las Casas, I would have...
This is what de las Casas thought...	de las Casas’ actions... (list at least 3)
Quote from the story that reveals de las Casas’ thoughts...	This quote reminds me of
A new idea I learned from the text	One connection to this idea
Ideas I have seen before	Where I read (or heard) this idea
These events in the story surprised me	I expected...

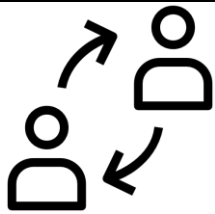
9. Claims Practice!

- a. Use this Compare and Contrast Matrix to guide your conversation with your partner. Note text evidence from your activity guide to *discuss the perspectives of Columbus and de las Casas*. Then, when you’re ready, use the prompt below to construct your comparative or contrastive claims.

Columbus	de las Casas
<p style="text-align: center;">Compare</p> <ul style="list-style-type: none"> ● <i>Like</i> ● <i>Is the same as</i> ● <i>Have in common</i> ● <i>Both</i> ● <i>These images are similar because...</i> 	<p style="text-align: center;">Contrast</p> <ul style="list-style-type: none"> ● <i>Because</i> ● <i>However,</i> ● <i>Yet</i> ● <i>These images are different because...</i> ● <i>In contrast to...</i>
<p>How did the perspectives of Bartolome de las Casas and Christopher Columbus differ?</p>	

So began the history, five hundred years ago, of the European invasion of the Indian settlements in the Americas. When we read the history books given to children in the United States, it all starts with heroic adventure-there is no bloodshed-and Columbus Day is a celebration.

*Development Hero Exploration
or or or
Catastrophe? Villain? Exploitation?*



Reflect and Connect

What do you think? Use the frames above to discuss your opinion with a partner. Use your activity guide and your understanding of the themes for reasoning and evidence.



The treatment of heroes (Columbus) and their victims (the Arawaks) the quiet acceptance of conquest and murder in the name of progress-is only one aspect of a certain approach to history. This approach is told from the perspective of governments, conquerors, diplomats, leaders. The victims are forgotten.

.....

When the Pilgrims came to New England they too were coming not to vacant land but to territory inhabited by tribes of Indians

The Indian population of 10 million that lived north of Mexico when Columbus came would ultimately be reduced to less than a million. Huge numbers of Indians would die from diseases introduced by the whites. A Dutch traveler in New Netherland wrote in 1656 that "the Indians . . . affirm, that before the arrival of the Christians, and before the smallpox broke out amongst them, they were ten times as numerous as they now are, and that their population had been melted down by this disease, whereof nine-tenths of them have died."

When the English first settled Martha's Vineyard in 1642, the Wampanoags there numbered perhaps three thousand. There were no wars on that island, but by 1764, only 313 Indians were left there. Similarly, Block Island Indians numbered perhaps 1,200 to 1,500 in 1662, and by 1774 were reduced to fifty-one. Behind the English invasion of North America, behind their massacre of Indians, their deception, their brutality, was that special powerful drive born in civilizations based on private property. It was a morally ambiguous drive; the need for space, for land, was a real human need. But in conditions of scarcity, in a barbarous epoch of history ruled by competition, this human need was transformed into the murder of whole peoples.

Reading Comprehension Check – Create a Table and Graph with the population data in the paragraph above.

Scale Review – Create a graph with the population data from your table above.



Cause		Effect	
<ul style="list-style-type: none"> As a result of ... Caused _____ was influenced by... From 	<ul style="list-style-type: none"> _____ resulted in... Affect Influence To 	<ul style="list-style-type: none"> Because So Due to Then Since 	<ul style="list-style-type: none"> Effect This led to Therefore Consequently, Impact
What	How	Effect	Enduring Impact
<p><u>Rainbow Claim Construction</u></p>			

Thematic Essay Practice:

Develop an essay to analyze and interpret the theme below. Use your activity guide, your prior knowledge, and your understanding of all we have learned to construct claims backed by reasoning and evidence. Don’t forget to attribute your evidence to primary and secondary sources.

Change:

Throughout history, the actions of individuals have changed the society in which they lived.

Task:

Identify one individual who changed the society in which they lived and:

- Describe the historical context
- Describe the actions the individual made
- Discuss the impact of their actions on society
- Evaluate the influence of their actions on modern society