

HOLY CHILD

EDUCATING YOUNG WOMEN OF CONSCIENCE AND ACTION

Team APUSH
2018 - 2019

SUMMER ASSIGNMENT

Name: _____

Dr. Hoffman,
b.hoffman@holychildrye.org

DUE SECOND DAY OF CLASS--NO EXTENSIONS-- (QUIZ GRADE)

Team APUSH -

Welcome to APUSH 2018-2019! I am very much looking forward to getting to know a whole new class of APSUH scholars! I wanted to take a moment to share with you some of the exciting changes that have been made to APUSH at Holy Child High School. Two years ago, the National College Board administered a completely redesigned Advanced Placement Exam that asked students to THINK and ANALYZE like historians. It emphasized primary source analysis and depth of understanding over memorization and breadth of knowledge. You will now be learning to ask the types of questions historians do when they read a primary source. You will engage the debates and arguments that historians have had over topics like America's role in the world, politics and power, and identity. You will master the process of writing essays that reflect historical thinking skills and rigorous analysis. Rather than just reading a textbook and memorizing countless dates, events, and famous dead people, YOU will experience what it is like to DO history!

This summer, you will prepare to dive right in to the first loop in APUSH. This material will not be thoroughly retaught so it is your opportunity to master this content. You should plan to spend approximately 10 hours on this assignment; please spread the work out. We suggest you do it in the order it is presented here, as this will help you to understand increasingly complex content as you progress. This will be due our SECOND CLASS.

The assignment is designed to help you understand the diverse cultures, economies, and political and military realities of the Americas before European conquest. The first part requires you to read an online text and answer guided reading questions. You will need to access a computer to read the class's online textbook (<http://www.americanyawp.com/>). The questions are in order and are designed as a note-taking tool. You do not have to take additional notes. We estimate that Part 1 will take 3 hours. The second half of the assignment asks you to outline TWO separate DBQ essay prompts. You must annotate and diagram the question, read each primary source carefully (at least two times) and explain its significance using what you learned from the online reading, and write an outline with a thesis and assertions that refer to sources that have been grouped based on appropriate analytical categories. Part III asks you to complete a lesson focused on a central discussion: How

Please write all responses to parts 1 and 2 on in a Mead Composition notebook

Number the questions as they are numbered in this booklet. Do not copy the questions. Write neatly and clearly. Staple all pages together.

If you have any questions, please don't hesitate to contact me this summer.

I am incredibly excited to welcome you to the team and see what you can do in 2018-2019! As you know, junior year is KEY to making yourself attractive to your dream colleges. Your APUSH teacher is likely to be one of your most important recommenders, and the positive attitude, determination, and resilience you exhibit in APUSH will be a huge factor in colleges' decisions to admit you. Junior year is the time to push yourself past your so-called "limits." You are capable of GREAT things! And I feel honored to work with you in APUSH next year.

Best,

Dr. Hoffman
APUSH Teacher

Assignment	Purpose	Description	Approximate Time	Check when Completed
Text A: "The New World" http://www.americanyawp.com/text/01-the-new-world/	Diversity of Americas before European Conquest	Online Text and Guided Reading Questions	2 to 3 hours	
DBQ 1: To what extent can we accurately refer to all of the indigenous people of North America as "Native Americans"?	Diversity of Americas Before European Conquest	Essay Prompt and Primary Source Selections	2-3 hours	
DBQ 2: Is the term "Columbian Exchange" a euphemism (a polite way of saying something that might be upsetting)?	European Conquest	Essay Prompt and Primary Source Selections	2-3 hours	
Independent Lesson: How do we explain the contrasting points of view of De Las Casas and Sepulveda regarding the indigenous peoples living in the Americas?	European Conquest	Class Lesson	45 min	



Please write all responses to parts 1 and 2 on in a Mead Composition notebook

Part I – Guided Reading Questions for online resources

INTRODUCTION

<http://www.americanyawp.com/text/01-the-new-world/#1> Introduction

1. According to the text, where does American history begin?

THE FIRST AMERICANS

<http://www.americanyawp.com/text/01-the-new-world/#2> The First Americans

1. What caused a land bridge to emerge across the Bering Strait, connecting Asia and North America?
2. Where did the first Americans most likely come from? What were megafauna?
3. Identify the way Paleo-Indian Groups supported themselves in the following areas:

Atlantic Coast:

Plains:

Northwest:

4. How many different languages did Paleo-Indian groups speak?
5. What were the different roles of men and women in Paleo-Indian societies?

6. How many people lived in Present day Mexico before the arrival of Europeans?
7. Identify three things accomplished by the Olmecs?
8. Why was corn an excellent food to start a civilization? What were the “three sisters” and why were they special?
9. What were the benefits of Agriculture?
10. How were slaves defined in Native American culture? Was slave status a permanent social status?
11. Mississippians:
 - Where:
 - Type of agriculture/economy:
 - Significant Accomplishment:
 - Reason for Decline:
12. Puebloan Peoples:
 - Where:
 - Type of agriculture/economy:
 - Significant Accomplishment:
 - Reason for Decline:

13. Kwakwaka'wakw, Tlingits, and Haidas:

Where:

Type of agriculture/economy:

Significant Accomplishment:

Potlaches:

14. Complete the Graphic Organizer below:

	Shared Native American Traits
Spirituality	
Property Rights	
Kinship	

15. Name and describe three ways that Native American societies differed from one another.

EUROPEAN EXPANSION

<http://www.americanyawp.com/text/01-the-new-world/#3> European Expansion

1. Which nation landed in North America first? What happened to the colony?
2. How did the Crusades change European trade? Name three ways that the expansion of trade changed European society.
3. How did the “Hundred Years War” and the Reconquista influence European nations like England, France and Spain to pursue the wealth of Asia?
4. What two technological breakthroughs did Prince Henry the Navigator help develop? What did each do? What country was he from?
5. What region did Portugal begin colonizing in the 15th century? Who used these forts to access India?
6. How was Sugar a unique crop? What did the Portuguese need most to develop the crop? What did this lead to?
7. Did Educated Asians and Europeans know the world was round? Why didn’t sailors try to reach Asia by sailing west? Why did Columbus think it was possible to reach Asia by sailing west?
8. Who were the Arawaks? How did Columbus describe them?
9. What were the motivations of the Spanish? What did Columbus do to the Arawaks when he returned?
10. How did biology make things worse for the unprepared Native American populations?

SPANISH EXPLORATION AND CONQUEST

http://www.americanyawp.com/text/01-the-new-world/#4_Spanish_Exploration_and_Conquest

1. What was an encomienda? How did it work?

2. Maya:

Where:

Type of agriculture/economy:

Significant Accomplishment:

Potlaches:

3. Aztecs:

Where:

Type of agriculture/economy:

Significant Accomplishment:

Chinampas:

4. Who was Hernan Cortes? How was he able to march on Tenochtitlan?

5. Was it easy to take Tenochtitlan? What was la noche triste?

6. What three things contributed to the fall of the Aztec empire?

7. Incas

Where:

Type of agriculture/economy:

Significant Accomplishment:

Steppes:

Decline (Francisco Pizarro):

8. What type of Spaniards migrated to the New World? Did they ever outnumber the Native Americans?

9. Describe each part of the Spanish Racial Hierarchy.

Peninsulares:

Criollos:

Mestizos:

Slaves and Indians:

10. What was the Spanish attitude toward interracial marriage? What was the status of mestizos?

11. Why did Spanish North America produce a hybrid culture that was neither fully Spanish nor fully Indian?

CONCLUSION:

http://www.americanyawp.com/text/01-the-new-world/#5_nbspConclusion

1. What horrors did the discovery of the Americas unleash?

2. What was the so-called "Columbian exchange"?

PART II
Summer Assignment
DBQ Section (3 to 5 Hours)

For EACH essay question, you must

1. Fully annotate the question, paying special attention to question words, parts of the question, and dates, events, or people referred to in the question.
2. Create a Diagram for organizing the documents
3. Sort the documents into groups and pair the documents with Key Terms from the online lecture. Follow the model below, your diagram needs to include the documents and a brief description why it belongs in that part of the chart.
4. Write a thesis and assertions. Each assertion should be supported by your grouping of the documents, a brief analysis of the document, and possible Outside Information (drawn from the lecture). Follow the model.

MODEL:

1. To what extent and for what reasons did the policies of the federal government from 1865 to 1900 violate the principles of laissez faire, which advocated minimal government intervention in the economy? Consider with specific reference to the following three areas of policy: railroad land grants, control of interstate commerce, and antitrust activities.

	No government intervention	Government Intervention
Railroad Land Grants	Doc F: (Congress limited funds/grants to railroads) Doc I (Expert explaining problem of government support for the railroads)	Doc D (Chart showing many gov. grants to railroads) Doc H: Railroad Businessman explaining the benefits of land grants to railroads.
Control of Interstate Commerce		Doc J (Senate argues for the need for regulation of interstate commerce) Doc K (Interstate Commerce Commission justifies its act as protection of the people)
Antitrust activities	Doc B (Businessman argues for individual enterprise and minimal government) Doc A (Economist defending less government)	

Thesis

While many experts and political theorists called for limited government intervention in the economy, in the late nineteenth century the federal government provided extensive support to railroad companies through land grants even as congressmen and senators advocated for legislation that would regulate interstate commerce and protect the pocket books of everyday Americans.

Assertion 1: In the late nineteenth century, economists and prominent business men argued that the federal government should play a minimal role in the American economy.

Grouping/Evidence

- Doc A (Economist defending less government)
- Doc B (Businessman argues for individual enterprise and minimal government)

OI: laissez faire; captains of industry

Assertion 2: Even though economists argued that the government should play a small role in the economy, the federal government often supported railroad companies through generous land grants.

Grouping/Evidence:

- Doc D (Chart showing many gov. grants to railroads)
- Doc H: Railroad Businessman explaining the benefits of land grants to railroads.

OI: Andrew Carnegie; Vertical Integration; Standard Gauge

Assertion 3: Congressmen and Senators also advocated that the federal government should play a larger role in regulating the American economy when they passed the Interstate Commerce Act.

Grouping/Evidence:

- Doc J (Senate argues for the need for regulation of interstate commerce)
- Doc K (Interstate Commerce Commission justifies its act as protection of the people)

OI: Interstate Commerce Commission; trust;

DBQ 1

To what extent can we accurately refer to all of the indigenous people of North America as “Native Americans”?

*Include a Diagram
below the question*



DOC A: The Story of the Creation of the World, Told By a Zuni Priest in 1885

Now like all the surpassing beings the Earth-mother and the Sky-father were changeable, even as smoke in the wind; transmutable at thought, manifesting themselves in any form at will, like as dancers may be mask-making.

Thus, as a man and woman, spake they, one to the other. "Behold!" said the Earth-mother as a great terraced bowl appeared at hand and within it water, "this is as upon me the homes of my tiny children shall be. On the rim of each world-country they wander in, terraced mountains shall stand, making in one region many, whereby country shall be known from country, and within each, place from place. Behold, again!" said she as she spat on the water and rapidly smote and stirred it with her fingers. Foam formed, gathering about the terraced rim, mounting higher and higher. "Yea," said she, "and from my bosom they shall draw nourishment, for in such as this shall they find the substance of life whence we were ourselves sustained, for see!" Then with her warm breath she blew across the terraces; white flocks of the foam broke away, and floating over above the water, were shattered by the cold breath of the Sky-father attending, and forthwith shed downward abundantly fine mist and spray! "Even so, shall white clouds float up from the great waters at the borders of the world, and clustering an=bout the mountain terraces of the horizons be borne aloft and abroad by the breaths of the surpassing of soul-beings, and of the children, and shall hardened and broken be by thy cold, shedding downward, in rain-spray, the water of life, even into the hollow places of my lap! For therein chiefly shall nestle our children mankind and creature-kind, for warmth in thy coldness."

Lo! Even the trees on high mountains near the clouds and the Sky-father crouch low toward the Earth-mother for warmth and protection! Warm is the Earth-mother, cold the Sky-father, even as woman is the warm, man the cold being!

DOC B: The Discovery of Corn and Tobacco as Recounted by a Penobscot Elder in 1907. The Penobscot Indians, an Algonquian speaking people were hunters and farmers who made their home in the forests and along the coast of Maine.

A famine came upon the people and the streams and lakes dried up. No one knew what to do to make it different. At length a maid of great beauty appeared and one of the young men married her. But she soon became sad and retiring and spent much time in secret place. Her husband followed her one day and discovered that she went to the forest and met a snake, her lover. He was sad, but he did not accuse her; he loved her so much he did not wish to hurt her feelings. He followed her, however, and she wept when she was discovered. Clinging to her ankle was a long green blade of a plant resembling grass. She then declared that she had a mission to perform and that he must promise to follow her instructions; if so, he would obtain a blessing that would comfort his mind in sorrow and nourish his body in want, and bless the people in time to come. She told him to kill her with a stone axe, and to drag her body seven times among the stumps of a clearing in the forest until the flesh was stripped from the bones in the center of the clearing. He was told to return to his wigwam and wait seven days before going again to the spot. During this period she promised to visit him in a dream and instruct him what to do afterward. He obeyed her. In his dream she told him that she was the mother of corn and tobacco and gave him instructions how to prepare these plants to be eaten and smoked. After seven days he went to the clearing and found the corn plant rising above the ground and the leaves of the tobacco plant coming forth. When the corn had borne fruit and the silk of the corn ear turned yellow he recognized in it the resemblance to his dead wife. thus originated the cultivation of corn and tobacco. These plants have nourished the bodies of Indians ever since and comforted their minds in trouble.

Doc C: Jesuit Missionary Reports on the Society of the Natchez of the Lower Mississippi in 1730.

Each year the people assemble to plant one vast field with Indian corn, beans, pumpkins, and melons, and then again they collect in the same way to gather the harvest. A large cabin situated on a beautiful prairie is set apart to hold the fruits of this harvest. Once in the summer, toward the end of July, the people gather by order of the great Chief, to the present at a grand feast which he gives them. This Festival lasts for three days and three nights, and each one contributes what he can to furnish it; some bring game, others fish, etc. They have almost constant dances, while the great Chief and his sister are in an elevated lodge covered with boughs, from whence they can see the joy of their subjects. The Princes, the Princesses, and those who by their office are of distinguished rank, are arranged very near the Chief, to whom they show their respect and submission by an infinite variety of ceremonies.

Doc D: The Constitution of the Five Nation Confederacy Records the innovations of an Iroquois Founding Father of the Fifteenth Century. The Five Nation Iroquois Confederacy was founded in the mid fifteenth century by the legendary Onondaga chief Deganawida renowned for his wisdom. Deganwida proposed this union of the natiосn as a way to end the persistent violence and warfare among themselves.

This is wisdom and justice of the part of the Great Spirit to create and raise chiefs, give and establish unchangeable laws, rules and customs between the Five Nation Indians, viz the Mohawks, Oneidas, Onondagas, Cayugas and Senecas and the other nations of Indians here in North America. The object of these laws is to establish peace between the numerous nations of Indians, hostility will be done away with, for the preservation and protection of life, property and liberty.

Laws, rules and customs as follows:

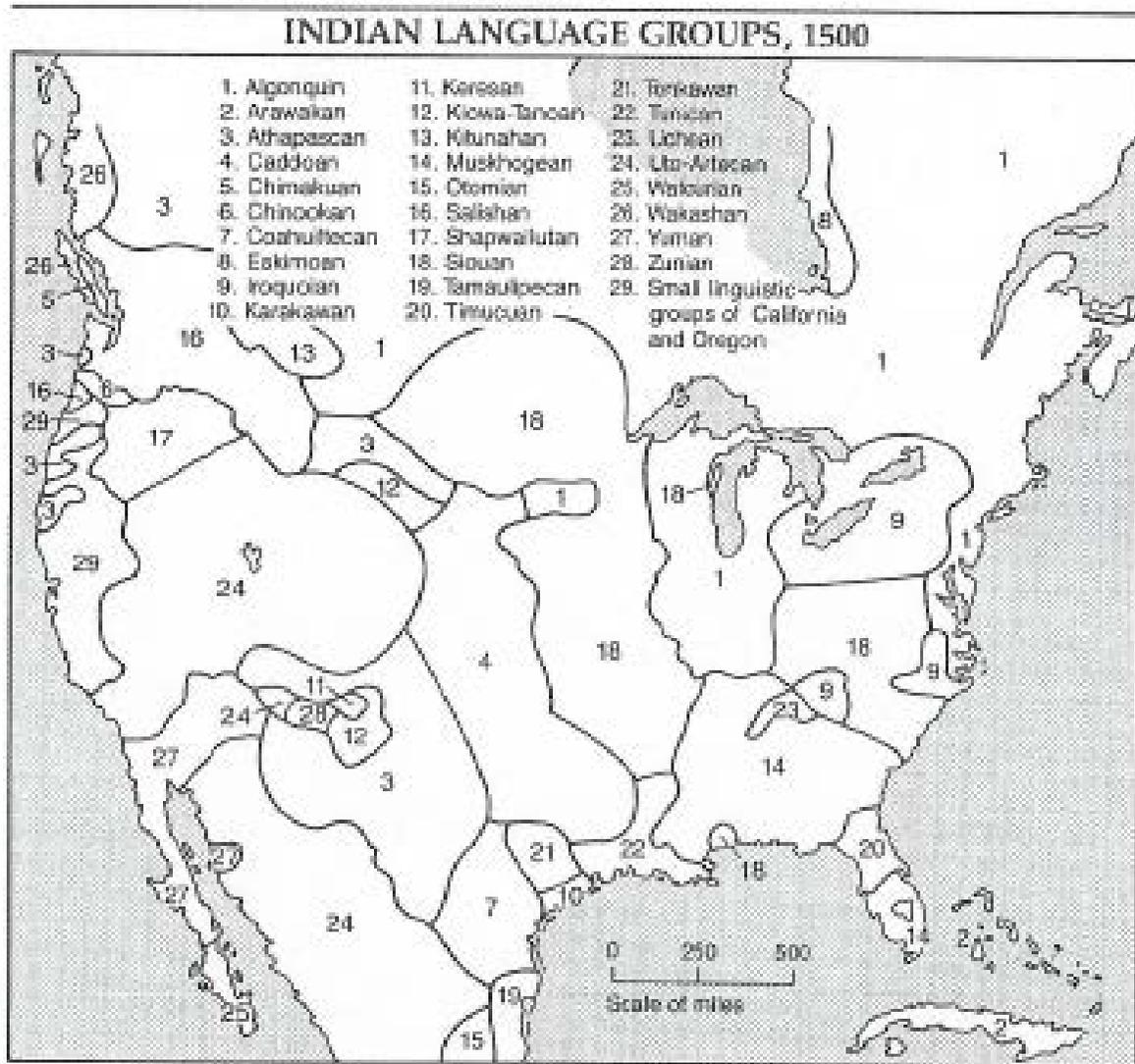
I. And the number of chiefs in this confederation of the five Nation Indians are fifty in number, no more and no less. They are the ones to arrange, to legislate and to look after the affairs of their people...

7. And when the Five Nation Indians confederation chiefs assemble to hold council, the council shall be duly opened and closed by the Onondaga chiefs, the Fire keepers. They will offer thanks to the Great Spirit that dwells in heaven above: the source and ruler of our lives, and it is him that sends daily blessings upon us, our daily wants and daily health, and they will then declare the council open for the transaction of business, and give decisions of all that is done in the council.

10. And the business of the councils of Five Nations of Indians is transacted twocombination of chief; viz first the Mohawks and Senecas, and second the Oniedas and Cayugas.

11. And when a case or proposition is introduced in the council of five nations, the Mohakw chiefs with the Seneccas shall first consider the matter, and whatever the decision may be; then the speaker will refer the matter to the other side of the council fire; to the second combination chiefs, the oniedas and Cayugas, for their consideration, and if they all agree unanimously then the speaker of the council shall refer the matter to the Fire keepers; and it is then their duty to sanction it; and it is then their duty to sanction it; and their speaker will then pronounce the case as passed in council.

Doc E: Indian Language Groups, 1500

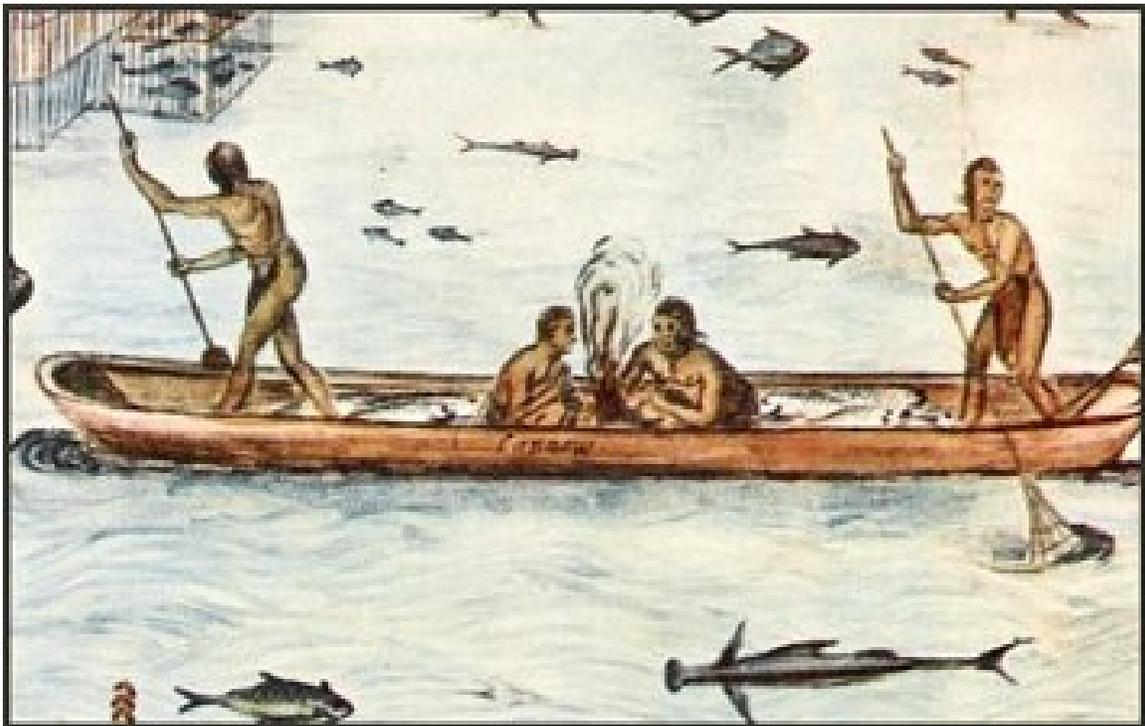


Doc F: E.G. Squier and E.H. Davis, *Ancient Monuments of the Mississippi Valley*, 1848. The Archeologists, Squier and Davis provided detailed surveys of hundreds of Indian Mounds, many of which have since been destroyed by agriculture and town building.

The facts thus far collected point to a connection more or less intimate between the race of the mounds and the semi-civilized nations which formerly had their seats among the sierras of Mexico, upon the plains of Central America and Peru, and who erected the imposing structures which from their number, vastness, and mysterious significance, invest the central portions of the continent with an interest not less absorbing that which attaches to the valley of the Nile. These nations alone, of all those found in possession of the continent by the European Discoverers, were essentially stationary and agricultural in their habits—conditions indispensable to large population, to fixed institutions, and to any considerable advance in the economical or enobling arts. That the mound builders, although perhaps in a less degree, were also stationary and agricultural, clearly appears from a variety of facts and circumstances.

Doc G:

The Manner of their Fishing by John White. White was an artist who between 1585 and 1587 made two trips to Roanoke Island, the first English Settlement in America, to sketch everything that might be of value in obtaining an overall picture of the country, to survey the area, and to make a map. .



DBQ 1 Outline:

To what extent can we accurately refer to all of the indigenous people of North America as “Native Americans”?

Thesis:		Check Yourself: <ul style="list-style-type: none"> o Answers all parts of the question o Defensible o Clarified in scope
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Assertion:		Check yourself: <ul style="list-style-type: none"> o Clarified in scope o Defensible o Supports thesis
Document 1		Check yourself: <ul style="list-style-type: none"> o Supports assertion
Document 2		Check yourself: <ul style="list-style-type: none"> o Supports assertion
OI		Check yourself <ul style="list-style-type: none"> o At least 3 OI terms o All OI supports assertion

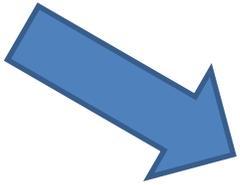
Assertion:		Check yourself: <ul style="list-style-type: none">o Clarified in scopeo Defensibleo Supports thesis
Document 1		Check yourself: <ul style="list-style-type: none">o Supports assertion
Document 2		Check yourself: <ul style="list-style-type: none">o Supports assertion
Outside Information		Check yourself <ul style="list-style-type: none">o At least 3 OI termso All OI supports assertion

Assertion:		Check yourself: <ul style="list-style-type: none">o Clarified in scopeo Defensibleo Supports thesis
Document 1		Check yourself: <ul style="list-style-type: none">o Supports assertion
Document 2		Check yourself: <ul style="list-style-type: none">o Supports assertion
OI		Check yourself <ul style="list-style-type: none">o At least 3 OI termso All OI supports assertion

DBQ 2

In what ways did the arrival of Europeans in the Americas represent an exchange of cultures, lifestyles, and economies? You must support your assertion using at least two sources.

*Include a Diagram
below the question*



Doc A: Columbus' Log Saturday, 13 October 1492

I cannot get over the fact of how docile these people are. They have so little to give but will give it all for whatever we give them, if only broken pieces of glass and crockery. One seaman gave three Portugeese cetis (not even worth a penny) for about 25 pounds of spun cotton. I probably should have forbidden this exchange, but I wanted to take the cotton to Your Highness, and it seems to be in abundance. I think the cotton is grown in San Salvador, but I cannot say for sure because I have not been here that long. Also, the gold they wear hanging from their noses comes from here.

Doc B: Bartolome de las Casas, 1565

The common ways mainly employed by the Spaniards who call themselves Christian and who have gone there to extirpate those pitiful nations and wipe them off the earth is by unjustly waging cruel and bloody wars. Then, when they have slain all those who fought for their lives or to escape the tortures they would have to endure, that is to say, when they have slain all the native rulers and young men (since the Spaniards usually spare only the women and children, who are subjected to the hardest and bitterest servitude ever suffered by man or beast), they enslave any survivors. With these infernal methods of tyranny they debase and weaken countless numbers of those pitiful Indian nations.

Doc C: Papal Bull, Inter Caetera, May 4, 1493

Where fore, as becomes Catholic kings and Princes, after earnest consideration of all matters, especially of the rise and spread of the Catholic faith, you have proposed with the favor of divine clemency to bring under your sway the said mainlands and islands with their residents and inhabitants and to bring them to the Catholic faith. All islands and mainlands found and to be found, discovered and to be discovered towards the west and south, by drawing and establishing a line from the Artic pole, namely the north, to the Antartic pole, namely the south.... Moreover we command you in virtue of holy obedience that you should appoint to the aforesaid mainlands and island worthy, God-fearing, learned, skilled and experienced men, in order to instruct the aforesaid inhabitants and residents in the Catholic Faith and train them in good morals.

Doc D: Shipwrecked Spaniard writes of his Incredible Journey through North America from 1528-1536.

Having seen positive traces of Christians and become satisfied they were very near, we gave many thanks to our Lord for redeeming us from our sad and gloomy condition. Any one can imagine our delight when he reflects how long we had been in that land, and how many dangers and hardships we had suffered. That night I entreated one of my companions to go after the Christians, who were moving through the part of the country pacified and quieted by us, and who were three days ahead of where we were. They did not like my suggestion, and excused themselves from going, on the ground of being tired and worn out, although any of them might have done far better than I, being younger and stronger.

Seeing their reluctance, in the morning I took with me the negro and eleven Indians and, following the trail, went in search of the Christians. On that day we made ten leagues, passing three places where they slept. The next morning I came upon four Christians on horseback, who seeing me in such strange attire, and in company with Indians, were greatly startled. They stared at me for quite awhile, speechless; so great was their surprise that they could not find words to ask me anything. I spoke first, and told them to lead me their captain, and we went together to Diego de Alcaraz, their commander.

Doc E: Scene from the Aztec Capital after the arrival of Cortes. From the Florentine Codex, 1585



Doc F: Adam Smith, The Results of Colonization (1776)

The general advantages which Europe, considered as one great country, has derived from the discovery and colonization of America, consists, first, in the increase of its enjoyments; and secondly, in the augmentation of its industry.

The surplus produce of America, imported into Europe, furnishes the inhabitants of this great continent with a variety of commodities which they could not otherwise have possessed; some for conveniency and use, some for pleasure, and some for ornament, and thereby contributes to increase their enjoyments.

The discovery and colonization of America, will readily be allowed, have contributed to augment industry, first, of all the countries which trade to it directly, such as Spain, Portugal, France, and England, and secondly, of all those which, without trading to it directly, send through the medium of other countries, goods to it of their own produce. All such countries have evidently gained a more extensive market for their surplus produce and must consequently have been encouraged to increase its quantity.

Doc G: Four racial groups, taken from a series of paintings by the eighteenth century Mexican Artist Adres De Islas.



DBQ 2 Outline:

In what ways did the arrival of Europeans in the Americas represent an exchange of cultures, lifestyles, and economies?

Thesis:		<p>Check Yourself:</p> <ul style="list-style-type: none"> o Answers all parts of the question o Defensible o Clarified in scope
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Assertion:		<p>Check yourself:</p> <ul style="list-style-type: none"> o Clarified in scope o Defensible o Supports thesis
Document 1		<p>Check yourself:</p> <ul style="list-style-type: none"> o Supports assertion
Document 2		<p>Check yourself:</p> <ul style="list-style-type: none"> o Supports assertion
OI		<p>Check yourself</p> <ul style="list-style-type: none"> o At least 3 OI terms o All OI supports assertion

Assertion:		Check yourself: <ul style="list-style-type: none">○ Clarified in scope○ Defensible○ Supports thesis
Document 1		Check yourself: <ul style="list-style-type: none">○ Supports assertion
Document 2		Check yourself: <ul style="list-style-type: none">○ Supports assertion
OI		Check yourself <ul style="list-style-type: none">○ At least 3 OI terms○ All OI supports assertion

Assertion:		Check yourself: <ul style="list-style-type: none">○ Clarified in scope○ Defensible○ Supports thesis
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Document 2		Check yourself: <ul style="list-style-type: none">○ Supports assertion
OI		Check yourself <ul style="list-style-type: none">○ At least 3 OI terms○ All OI supports assertion

PART III:

INDEPENDENT LESSON:

How do we explain the contrasting points of view of De Las Casas and Sepulveda regarding the indigenous peoples living in the Americas?

INTRODUCTION:

The discovery of the new world and the people who had lived there represented a unique event in human history. For the first time, Europeans came in contact with a completely different and up to that point, unknown people and way of life. Europeans were faced with a choice. They could choose to learn, live and work with Native Americans while sharing their own values, beliefs, and technologies. Or, the Spanish could use their technological advantage to conquer, exploit, and enslave the Native Americans. Its important to understand this was a choice. Europeans debated how they should respond to the “discovery” of Native Americans. The conquest of the Native Americans was not inevitable. Today, you will revisit this debate through the writings of Bartoleme de Las Casas and Juan Gines de Sepulveda.

Directions: As you read “Bartoleme de Las Casas Defends the Indians” and Juan Gines de Sepulveda “Belittles the Indians,” use the Graphic Organizer to collect specific quotes or examples of how Native Americans were described by the Spanish. Who was more positive? Who was more negative? (10 Minutes)

	De Las Casas	Sepulveda
Native Americans Government		
Religion/Christianity		
Native American civilization/culture		
Slavery/Torture		
Native Americans as Warriors		

DOC 1: Bartolome de Las Casas “Defends the Indians,” 1552

The Dominican friar Bartolome de Las Casas was Sepulveda’s great antagonist in the debates of 1550-1551 at Valladolid. As a young man, Las Casas had sailed with one of the first Spanish expeditions to the West Indies in 1502. A humane, sensitive priest, he was soon repelled by his countrymen’s treatment of the native peoples of the New World. He eventually became bishop of Guatemala and devoted himself to reforming Spanish colonial policies—for which he was recognized as the “protector of the Indians.” His vivid and polemical account *The Destruction of the Indies* did much to spread the “Black Legend” of Spain’s brutal behavior in the New World—a legend not without substance, and eagerly exploited by the rival English.

Now this infinite multitude of Men are by the Creation of God innocently simple, altogether void of and averse to all manner of Craft, Subtlety and Malice, and most Obedient and Loyal Subjects to their Native Sovereigns; and behave themselves very patiently, submissively and quietly towards the Spaniards, to whom they are subservient and subject; so that finally they live without the least thirst after revenge, laying aside all litigiousness, Commotion and hatred...

The natives are capable of Morality or Goodness and very apt to receive the principles of Catholic Religion; nor are they averse to Civility and good Manners... I myself have heard the Spaniards themselves (who dare not assume the Confidence to deny the good Nature in them) declare, that there was nothing wanting in them for the acquisition of eternal grace, but the sole Knowledge and Understanding of the Deity....

The Spaniards first assaulted the innocent Sheep, so qualified by the Almighty, like most cruel tigers, wolves, and lions, hunger-starved, studying nothing, for the space of Forty Years, after their first landing, but the Massacre of these Wretches, whom they have so inhumanely and barbarously butchered and harassed with several kinds of Torments, never before known, or heard (of which you shall have some account in the following Discourse) that of Three Millions of Persons, which lived in Hispaniola itself, there is at present but the inconsiderable remnant of scarce Three Hundred. Nay the Isle of Cuba, which extends as far, as Valladolid in Spain is distant from Rome, lies now uncultivated, like a Desert, and entombed in its own Ruins. You may also find the Isles of St. John, and Jamaica, both large and fruitful places, unpeopled and desolate. The Lucayan Islands on the North Side, adjacent to Hispaniola and Cuba, which are Sixty in number, or thereabout, together with those, vulgarly known by the name of the Gigantic Isles, and others, the most infertile whereof, exceeds the Royal Garden of Seville in fruitfulness, a most Healthful and pleasant Climate, is now laid waste and uninhabited; and whereas, when the Spaniards first arrived here, about Five Hundred Thousand Men dwelt in it, they are now cut off, some by slaughter, and others ravished away by Force and Violence, to work in the Mines of Hispaniola, which was destitute of Native Inhabitants: For a certain Vessel, sailing to this Isle, to the end, that the Harvest being over (some good Christian, moved with

Piety and Pity, undertook this dangerous Voyage, to convert Souls to Christianity) the remaining gleanings might be gathered up, there were only found Eleven Persons, which I saw with my own Eyes. There are other Islands Thirty in number, and upward bordering upon the Isle of St. John, totally unpeopled; all which are above Two Thousand miles in length, and yet remain without Inhabitants, Native, or People.

As to the firm land, we are certainly satisfied, and assured, that the Spaniards by their barbarous and execrable Actions have absolutely depopulated Ten Kingdoms, of greater extent than all Spain, together with the Kingdoms of Aragon and Portugal, that is to say, above One Thousand Miles, which now lye waste and desolate, and are absolutely ruined, when as formerly no other Country whatsoever was more populous. Nay we dare boldly affirm, that during the Forty Years space, wherein they exercised their sanguinary and detestable Tyranny in these Regions, above Twelve Millions (computing Men, Women, and Children) have undeservedly perished; nor do I conceive that I should deviate from the Truth by saying that above Fifty Millions in all paid their last Debt to Nature.

Those that arrived at these Islands from the remotest parts of Spain, and who pride themselves in the Name of Christians, steered Two courses principally, in order to the Extirpation, and Exterminating of this People from the face of the Earth. The first whereof was raising an unjust, bloody, cruel War. The other, by putting them to death, who hitherto, thirsted after their Liberty, or designed (which the most Potent, Strenuous and Magnanimous Spirits intended) to recover their pristine Freedom, and shake off the Shackles of so injurious a Captivity: For they being taken off in War, none but Women and Children were permitted to enjoy the benefit of that Country-Air...

Now the ultimate end and scope that incited the Spaniards to endeavor the Extirpation and Desolation of this People, was Gold only...

Finally, in one word, their Ambition and Avarice, than which the heart of Man never entertained greater, and the vast Wealth of those Regions; the Humility and Patience of the Inhabitants (which made their approach to these Lands more easy) did much promote the business: Whom they so despicably contemned, that they treated them (I speak of things which I was an Eye Witness of, without the least fallacy) not as Beasts, which I cordially wished they would, but as the most abject dung and filth of the Earth; and so solicitous they were of their Life and Soul, that the above-mentioned number of People died without understanding the true Faith or Sacraments. And this also is as really true that the _Spaniards_ never received any injury from the Indians, but that they rather revered them as Persons descended from Heaven, until that they were compelled to take up Arms, provoked thereunto by repeated Injuries, violent Torments, and unjust Butcheries.

DOC 2: Juan Gines de Sepulveda "Belittles the Indians," 1547

Juan Gines de Sepulveda was an outstanding example of the "Renaissance man." A Spaniard who studied in the cradle of the Renaissance, Italy, he achieved fame as a theologian, philosopher, historian, and astronomer. When Emperor Charles V convened a debate in Valladolid, Spain, in 1550-1551 to determine the future of Spain's relationship with the American aborigines, he naturally turned to Sepulveda as one of the most learned men in his realm. As a student of Aristotle, Sepulveda relied heavily on the classical distinction between "civilized" Greeks and "barbarians."

The Spaniards have a perfect right to rule these barbarians of the New World and the adjacent islands, who in prudence, skill, virtues, and humanity are as inferior to the Spanish as children to adults, or women to men, for there exists between the two as great a difference as between savage and cruel races and the most merciful, between the most intemperate and the moderate and temperate and, I might even say, between apes and men.

You surely do not expect me to recall at length the prudence and talents of the Spanish.... And what can I say of the gentleness and humanity of our people, who, even in battle, after having gained the victory, put forth their greatest effort and care to save the greatest possible number of the conquered and to protect them from the cruelty of their allies?

Compare, then, these gifts of prudence, talent, magnanimity, temperance, humanity, and religion with those possessed by these half-men (homunculi), in whom you will barely find the vestiges of humanity, who not only possess any learning at all, but are not even literate or in possession of any monument to their history except for some obscure and vague reminiscences of several things put down in various paintings; nor do they have written laws, but barbarian institutions and customs. Well, then, if we are dealing with virtue, what temperance or mercy can you expect from men who are committed to all types of temperance and base frivolity, and eat human flesh? And do not believe that before the arrival of the Christians they lived in that pacific kingdom of Saturn which poets have invented; for, on the contrary, they waged continual and ferocious war upon one another with such fierceness that they did not consider a victory at all worthwhile unless they sated their monstrous hunter with all the flesh of their enemies.... Furthermore these Indians were otherwise so cowardly and timid that they could barely endure the presence of our soldiers, and many times thousands upon thousands of them scattered in flight like women before Spaniards so few that they did not even number one hundred.... Although some of them show certain ingenuity for various works of artisanship, this is no proof of human cleverness, for we can observe animals, birds, and spiders making certain structures which no human accomplishment can competently imitate. And as for the way of life of the inhabitants of New

Spain and the province of Mexico, I have already said that these people are considered the most civilized of all, and they themselves take pride in their public institutions, because they have cities erected in a rational manner and kings who are not hereditary but elected by popular vote, and among themselves they carry on commercial activities in the manner of civilized peoples. But see how they deceive themselves, and how much I dissent from such an opinion, seeing, on the contrary, in these very institutions a proof of the crudity, the barbarity, and the natural slavery of these people; for having houses and some rational way of life and some sort of commerce is a thing which the necessities of nature itself induce, and only serves to prove that they are not bears or monkeys and are not totally lacking in reason. But on the other hand, they have established their nation in such a way that no one possesses anything individually, neither a house nor a field, which he can leave to his heirs in his will, for everything belongs to their masters whom, with proper nomenclature, they call kings, and by whose whims they live, more than by their own, ready to do the bidding and desire of these rulers and possessing no liberty. And the fulfillment of all this, not under the pressure of arms but in a voluntary and spontaneous way, is a definite sign of the servile and base soul of these barbarians. They have distributed the land in such a way that they themselves cultivate the royal and public holdings, one part belonging to the king, another to public feasts and sacrifices, with only a third reserved for their own advantage, and all this is done in such a way that they live as employees of the king, paying, thanks to him, exceedingly high taxes....And if this type of servile and barbarous nation had not been to their liking and nature, it would have been easy for them, as it was not a hereditary monarchy, to take advantage of the death of a king in order to obtain a freer state and one more favorable to their interests; by not doing so, they have stated quite clearly that they have been born to slavery and not domination, but to a servitude a little less harsh, it will not be difficult for them to change their masters, and instead of the ones they had, who were barbarous and impious and inhuman, to accept the Christians, cultivators of human virtues and the true faith....
