European Colonization of the Americas

*Surveys the motivations, methods, and impacts of Spanish, French, and English colonizing efforts, including early exploration, settlement patterns, and encounters with Indigenous peoples.*

### **MAIN CONCEPTS**

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| **#** | **Main Concept** | **Prominence** | **Source(s)** | **Primary Source Reference** |
| 1 | Explain the motivations behind European exploration and colonization, including the pursuit of wealth, resources, and religious expansion. | Core | TCI (European Colonization in the Americas); MGH (A Changing World; Early Exploration) |  |
| 2 | Describe how technological advances in navigation and shipbuilding enabled European exploration. | Core | MGH (A Changing World) |  |
| 3 | Compare Spanish, French, Dutch, and English approaches to colonization in the Americas. | Core | TCI (European Colonization in the Americas); MGH (Competing for Colonies) |  |
| 4 | Analyze how the Columbian Exchange transformed ecosystems, economies, and cultures in Europe and the Americas. | Core | TCI (European Colonization in the Americas) |  |
| 5 | Evaluate the role of religion—both Catholic and Protestant—in motivating and justifying European colonization. | Core | TCI; MGH (Competing for Colonies) | Marie Guyard letter – MGH (Competing for Colonies) |
| 6 | Explain the causes and consequences of Spain’s conquest of the Aztec and Inca Empires. | Core | MGH (Spain in America) |  |
| 7 | Assess the short- and long-term effects of Spanish colonization on Indigenous societies in the Americas. | Core | TCI; MGH (Spain in America) | Bartolomé de Las Casas – TCI |
| 8 | Describe the establishment and hardships of the English colonies at Roanoke and Jamestown. | Core | TCI; MGH (Roanoke and Jamestown) |  |
| 9 | Analyze the role of individuals like John Smith and Pocahontas in the survival of early English colonies. | Core | TCI; MGH (Roanoke and Jamestown) | John Smith’s writings on Pocahontas – TCI; MGH (Roanoke and Jamestown) |
| 10 | Compare the goals and outcomes of early Spanish, French, and English colonial ventures. | Core | TCI; MGH (Spain in America; Competing for Colonies) |  |
| 11 | Interpret John White’s observations to understand early English perceptions of Native American societies. | Peripheral | MGH (Roanoke and Jamestown) | A Briefe and True Report of the New Found Land of Virginia – MGH |
| 12 | Assess how competing claims in the Americas fueled conflicts between European powers. | Peripheral | MGH (Competing for Colonies) |  |
| 13 | Identify key explorers and explain their impact on the European understanding of the Americas. | Peripheral | MGH (Early Exploration; Competing for Colonies) |  |
| 14 | Evaluate the accuracy and tone of Columbus’s descriptions of the Americas and Indigenous peoples. | Peripheral | TCI (European Colonization in the Americas) | The Log of Christopher Columbus – TCI |
| 15 | Compare how Las Casas and Columbus portrayed Native peoples and justify the differences in their perspectives. | Peripheral | TCI (European Colonization in the Americas) | Las Casas and Columbus logs – TCI |

### **PRIMARY SOURCES**

**A general definition on primary sources:** [**Thinking Like A Historian (McGraw Hill)**](https://drive.google.com/file/d/1_mO-zLzI4LvvfFmGUjaOP48b69eHQxf8/view?usp=sharing) **could be helpful for developers to understand their value. (pages 3-4)**

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| **Primary Source** | **Description** | **Source Chapter** | **Example DBQ Prompt(s)** |
| The Log of Christopher Columbus (1492) | Columbus’s journal of his first voyage, describing the land, people, and his motives for colonization. | TCI (European Colonization in the Americas) | - How does Columbus portray the Indigenous people he encounters?  - What motivations does Columbus express in his writing?  - In what ways does this log reflect early European attitudes toward exploration and conquest? |
| The Devastation of the Indies by Bartolomé de Las Casas (1542) | A firsthand account by a Spanish priest condemning the violent treatment of Indigenous people by colonizers. | TCI (European Colonization in the Americas) | - How does Las Casas’s account challenge other European narratives about colonization?  - What does this document reveal about the moral debates in Spain about colonization?  - Compare Las Casas’s tone and purpose with Columbus’s log. |
| Letter from Marie Guyard (Marie of the Incarnation) | A French missionary describes her commitment to learning Indigenous languages and spreading Christianity. | MGH (C2L4 - Competing for Colonies) | - What does this letter reveal about the personal motivations of European missionaries?  - How does Marie Guyard's approach to Indigenous culture differ from that of other colonizers?  - What role did religion play in European colonization efforts? |
| John Smith’s Writings on Pocahontas | John Smith’s retrospective claims that Pocahontas saved his life and supported the colony. | TCI (European Colonization in the Americas); MGH (C3L1 - Roanoke and Jamestown) | - How does John Smith depict Pocahontas and her role in Jamestown’s survival?  - What biases might be present in Smith’s version of events?  - How does this account contribute to the mythologizing of early American history? |
| A Briefe and True Report of the New Found Land of Virginia (1588) by John White | Descriptions of Native American settlements and early English encounters with Indigenous groups. | MGH (C3L1 - Roanoke and Jamestown) | - What can we learn about Indigenous societies from White’s report?  - How do White’s observations reflect English goals in colonization?  - What role did such descriptions play in shaping public perception of the New World? |

### **SOURCE TEXTBOOK MATERIAL**

* [European Colonization in the Americas](https://drive.google.com/file/d/1x2UedfH9oZTPZ95WoJYUUnraKsN7aH9b/view?usp=sharing)
* [A Changing World](https://drive.google.com/open?id=1qN_ZFizoLk1jovMUpTPZqgitF_tfgtf6&usp=drive_copy)
* [Early Exploration](https://drive.google.com/open?id=1jNXcSzoCDcxz5-K5m_3WkCVFobjGCZFE&usp=drive_copy)
* [Spain in America](https://drive.google.com/open?id=1royIkyMWVuqw_aXWeon1wWVFoyup3QBb&usp=drive_copy)
* [Competing for Colonies](https://drive.google.com/open?id=1d4j6H-C_7YXAb8DycN_eC_iZSrlp62qW&usp=drive_copy) (French, Dutch, and English settlement rivalry)
* [Roanoke and Jamestown](https://drive.google.com/open?id=1tNqfmPFHe93vEsT2RxLrI9-KVVSnTOFp&usp=drive_copy)

### **ADDITIONAL RESOURCES**

* {{TO BE FILLED IN}}

### **Reference: Key Aspects of the Social Studies Education**

(Highlighted parts are most applicable to this project, but showing all of it for context)

1. **Inquiry-Based Approach**
   * The framework emphasizes inquiry as the core method for learning social studies.
   * Students ask compelling and supporting questions, conduct research, evaluate sources, and communicate conclusions.
2. **Four Dimensions of the C3 Framework**
   * **Dimension 1: Developing Questions and Planning Inquiries**
     + Encourages students to ask meaningful questions and develop investigations.
   * **Dimension 2: Applying Disciplinary Concepts and Tools**
     + Covers four key disciplines:
       - **Civics** (government, political participation)
       - **Economics** (market economies, financial literacy)
       - **Geography** (spatial relationships, human-environment interaction)
       - **History** (historical inquiry, continuity, and change)
   * **Dimension 3: Evaluating Sources and Using Evidence**
     + Focuses on sourcing, contextualizing, and corroborating evidence from primary and secondary sources.
   * **Dimension 4: Communicating Conclusions and Taking Informed Action**
     + Encourages students to present their findings in various formats and engage in civic participation.
3. **Alignment with Common Core and State Standards**
   * The C3 Framework is not a set of content standards but a framework that states and districts can use to strengthen their social studies curricula.
   * It aligns with **Common Core literacy standards**, emphasizing reading, writing, and critical thinking in social studies.
4. **"Taking Informed Action" Component**
   * A unique feature of the framework that encourages students to **apply their learning** to real-world problems.
   * This could involve writing letters to policymakers, organizing civic projects, or creating public awareness campaigns.