

Inquiry Set 5.3 - Interactions between American Indians and European Explorers

I. Inquiry Set Introduction	
Inquiry Set Title	Interactions between American Indians and European Explorers
Brief Description	This inquiry set is designed to provide students with an introduction to and a geographic overview of the ways in which different European explorers and settlers interacted with American Indians. The investigative question How did European explorers interact with American Indians? provides the opportunity for teachers to introduce three key concepts to students — conflict, diplomacy, and religion — and to consider the role that each concept plays in the development of the United States.
Authors	Kate Bowen, Teacher Leader, CHSSP Beth Slutsky, Program Coordinator, CHSSP
Grade Levels	5
Topics/Concepts	conflict, diplomacy, religion, indigenous people, European explorers
CA HSS Standards / Frameworks	<p>United States History and Geography: Making a New Nation</p> <p>5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.</p> <p>5.3.1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.</p> <p>5.3.2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).</p> <p>5.3.3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip’s Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).</p>

	<p>5.3.4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).</p> <p>5.3.5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).</p>
<p>Framework Excerpt</p>	<p>Students investigate the relationships between natives and Europeans by exploring this question: How did European explorers and settlers interact with American Indians? The arrival of Europeans in North America in the late fifteenth century set into motion cross-cultural cooperation and conflict among the American Indians and between the Indian nations and the new settlers. In what the Europeans termed as the New World, they competed with one another and the Indian nations for territorial, economic, and political control. By the seventeenth century, the French had established Nova Scotia and Quebec; the English, Jamestown and Massachusetts Bay Colony; the Spanish, New Spain; and the Netherlands, New Amsterdam.</p> <p>How did American Indians change as a result of the new settlers? In the territory that would become the United States, individual Indian nations responded differently to European settlement. Some American Indians declared war in defense of their sovereignty. Others remained neutral. Whether in conjunction with each other or through independent compacts and treaties, many of the American Indians negotiated terms for coexistence.</p> <p>Indian nations cooperated with Europeans and one another in the areas of agriculture, fur trading, military alliances, and cultural interchanges, especially in the Great Lakes region where French traders depended on such relationships for the success of their mission. Europeans introduced new food crops and domestic livestock that diversified the diets of the American Indians. This exchange dramatically altered the natural environment and introduced diseases that decimated many American Indian tribes.</p> <p>European explorers and colonists were fascinated by American Indian culture, but condemned most of their traditions and practices as savage because they differed from their own way of life and as devilish because they were not Christian. Historical fiction such as <i>Encounter</i> by Jane Yolen or <i>The Birchbark House</i> by Louise Erdrich encourages students to consider the two worlds' cultural perceptions and experiences during their first encounters.</p>

For a time, Indian nations and European settlers coexisted. Native peoples served as independent traders and mediators. European settlement brought the American Indian population a more diverse selection of food and introduced new tools for hunting and warfare. This coexistence was short-lived, however. Broken treaties, skirmishes, and massacres increasingly came to characterize the relationship between the groups. Students may consider these questions: Why did American Indians fight with each other? Why did they fight with European settlers? American Indian resistance included armed conflict, rejection of European culture and political authority, reappraisal of native spiritual traditions, and the creation of military, political, and economic alliances among American Indian nations and tribes.

Of particular concern to American Indians in the seventeenth and eighteenth centuries were permanent European settlements and the expansion of commercial farming on native land. The American Indians resisted encroachments to their territories for more than two centuries. Major armed conflicts included the Powhatan Wars in Virginia (1622 – 1644); the Pequot War (1637) and King Philip's War (1675) in New England; and in Ohio country, Lord Dunmore's War (1774), brought on by Chief Logan's retaliation for the killing of his family.

Students may collect information about how and why Indian wars developed. They can organize this information by noting who was involved in the conflict (for example, British leaders or particular tribes); when the conflict(s) developed; the circumstance of the conflict (whether it related to depleted resources or lack of power, for example); the kind of conflict it became; and the outcome. Once students have collected and organized this information, they can put it in a comparative context by creating a timeline or map. With this information side by side, students can begin to extract larger meaning and identify parallels in how or why conflicts developed and the consequences of such conflicts.

The presence of the Europeans exacerbated historical tensions among nations. Lucrative trade with Europeans altered traditional inter-Indian trading networks that existed prior to European arrival. Additionally, land disputes among American Indians such as the Iroquois, Huron, and Sioux led to armed warfare (made more violent with the introduction of gunpowder and horses), involved new military alliances with European settlers, and redefined boundaries of political and economic influence. Certain military alliances proved critical. The Iroquois, for example, played a decisive role in the outcome of the French and Indian War (1754 – 1763), also known as the Seven Years' War. The conflict pitted British forces against French soldiers over control of the upper Ohio River Valley. The Iroquois provided invaluable support and knowledge of native terrain to inform the British military strategy.

<p>Standards</p>	<p>California English Language Development Standards for Grade 5</p> <p>Part I. Interacting in Meaningful Ways</p> <p>A. Collaborative</p> <ol style="list-style-type: none"> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics 2. Interacting with others in written English in various communicative forms 3. Offering and supporting opinions and negotiating with others in communicative exchanges <p>B. Interpretive</p> <ol style="list-style-type: none"> 1. Reading closely literary and informational texts 2. Evaluating how well writers and speakers use language to support ideas and opinions <p>Part II. Learning About How English Works</p> <p>A. Structuring Cohesive Texts</p> <ol style="list-style-type: none"> 1. Understanding text structure <p>C. Connecting and Condensing Ideas</p> <ol style="list-style-type: none"> 6. Connecting ideas <p>Common Core State Reading Standards for Literacy in History/Social Studies, Grade 5</p> <ol style="list-style-type: none"> 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<p>Investigative Question</p>	<p>How did European explorers interact with American Indians?</p>
<p>Historical Background</p>	<p>This inquiry set is designed to provide students with an introduction to and a geographic overview of the ways in</p>

which different European explorers and settlers interacted with American Indians. The investigative question How did European explorers interact with American Indians? provides the opportunity for teachers to introduce students to three key concepts — conflict, diplomacy, and religion — and to consider the role that each concept played in the development of the United States. These concepts can be discussed using a classroom chart where students are encouraged to brainstorm definitions and examples of these concepts and to share and record them on a classroom chart.

These three concepts are essential in framing students' deeper study of Native and settler interactions. The excerpted framework text in this inquiry set establishes the geographic, cultural, and chronological span of how settler and Natives should be covered in the standard. This set of documents can help introduce the larger unit of study, or it can be woven into a pedagogical approach that centralizes region or colonizing power.

Sources 1, 2, 3, and 9 help students understand English and Native interactions in the seventeenth century on the Atlantic Seaboard. Through reading primary documents, exploring images that reveal the English perspective of Natives, and analyzing the interactions, students will likely come away with a sense of the ways that conflict and diplomacy more than religion characterized the interactions. This can be a difficult topic to cover with fifth-grade students because of the intense exploitative nature of English people's treatment of Natives. These documents and the accompanying activities do not shy away from these topics; students are asked to navigate primary sources in order to better comprehend the historical context.

Sources 4 and 5 explain how William Penn sought to establish different kinds of relationships with Natives in Pennsylvania. Diplomacy and to a degree religion influenced this relationship. Penn knew of unlawful theft of Indian lands and resources that had defined Puritan and Pilgrim settler relations with Natives. Aiming instead to adopt a peaceful relationship with Natives, Penn held real negotiations with tribal people and attempted to have settlers and Indians live in peace. He and other Quakers made that attempt, but wars, removals, and treaties continued in Pennsylvania and beyond until settlers, militias, and governments forced most Native Americans of the eastern woodlands into Canada or the trans-Mississippi West.

Sources 6-8 explain how Spanish explorers and settlers in the American Southwest sought to establish religious and diplomatic relationships but ultimately show that conflict defined the relationships, especially through the example of the Pueblo Revolt.

	Taken together, these documents begin to illustrate the varied relations between different European explorers and colonizers and Natives. By framing the relationships using the three concepts — which are by no means mutually exclusive — we can begin to understand the legacy of conquest and resistance.
Map	Virginia, Pennsylvania, California, Mexico, New Mexico

II. Source Sets	
#1 Primary Source	John Smith's Map of Virginia



Title of Source	Virginia
Date	1624
Holding Institution	Library of Congress
Link to Record	https://www.loc.gov/item/99446115/

<p>For the Student</p>	<p>Captain John Smith, an important English settler, created the first detailed map of Virginia and the Chesapeake region. Published in 1624, his map was used for over 70 years by North American explorers. Notice that there are many Indian towns named in the map. The Powhatan, the powerful Indian confederacy that controlled much of this region, worked with Smith as he traveled throughout their homeland and communicated with people who lived there.</p> <p>Take a closer look at the images on the edge of the map that represent natives. Based on how Natives are depicted by the English in this map, how do you think the English viewed Natives? What evidence can you provide that supports your answer?</p>
<p>For the Teacher</p>	<p>Captain John Smith, one of the most famous English leaders in North America, created the first detailed map of Virginia and the Chesapeake region. Published in 1624, his map was used for over 70 years by North American explorers. The accuracy of Smith’s map is remarkable, considering the primitive mapmaking tools he had to work with in the 1600s. Draw your students’ attention to the fact that there are many Indian towns named in the map. The Powhatan, the powerful Indian confederacy that controlled much of this region, worked with Smith as he traveled throughout their homeland and communicated with people who lived there.</p> <p>Ask your students to look closely at the images on the edge of the map that represent Natives. The upper left features Chief Powhatan, and the upper right features a Native with a bow and arrow. In between are named Native settlements. The map was produced by English settlers. Ask your students to consider the following questions: Based on how Natives are depicted by the English in this map, how do you think the English viewed Natives? What evidence can you provide that supports your answer? In some ways this image could help students understand the diplomacy and the conflict areas of a native European relationship.</p>
<p>#2 Secondary Source</p>	<p>Violence in Virginia</p> <p>“At the time of this massacre a party of Indians embarked in four boats for Jamestown, with the intention of attacking and murdering the English in this town and the surrounding country, but the hellish plan was frustrated by</p>

the disclosure of the project by a converted Indian... on the night preceding the contemplated attack two Indians, brothers, who had embraced the Christian religion, one in the employ of a Mr. Perry, the other in the employ of a Mr. Pace, ... discussed the plan of murdering their masters and by the doing assist and please their King Powhatan and thus also to aid the massacring party who were to arrive the following day by order of King Powhatan to murder all the settlers. Apparently the plan as discussed by the two brothers was agreed upon, but the Indian in the employ of Mr. Pace arose early in the morning while his brother was yet asleep and ... disclosed to him (Mr. Pace) the entire murderous plan, for he regarded and loved Mr. Pace as a father while Mr. Pace loved his Indian as a son. Mr. Pace was not slow in heeding the warning, at once placing his residence in a state of defence; and hastily rowed in a canoe across the river to Jamestown to notify the Governor of the impending danger. Hardly had we completed our defensive preparations when the boats bearing the savages hove in sight, but as soon as we opened fire upon them with our muskets they retreated in a cowardly manner.

... the heart of this converted Indian to give us timely warning the lives of more than a thousand of our people, of whom I was one, were spared...

...the Indian escaped from his captors, and being unable to overtake him they shot him dead. This occurrence enraged King Opechankenough so that they say he swore to revenge the death of this Indian upon the English...

When the occurrence of this massacre became known in the mother country, the English were ordered to take revenge by destroying with fire and sword everything of the Indians; consequently they set out for Pamunkey, destroyed both the houses and crops of the Indians, took Opechankenough prisoner and shot him on the very place where his house stood before it was burned down. On this spot the English then built a new town. By these means the Indians became very much subdued and lived in constant dread of the English..”

Title of Source	Two Tragical Events: 1. The Seafight of Capt. Anthony Chester, 1621 2. The Indian Massacre, 1622
Holding Institution	Virtual Jamestown, Digital History

	<table border="1"> <tr> <td data-bbox="388 207 684 272">Link to Record</td> <td data-bbox="684 207 1890 272">http://www.virtualjamestown.org/exist/cocoon/jamestown/fha/J1022</td> </tr> <tr> <td data-bbox="388 272 684 500">Preferred Citation</td> <td data-bbox="684 272 1890 500"> <p>"The Seafight of Capt. Anthony Chester, 1621/ First Hand Accounts." <i>Virtual Jamestown</i>. IATH, University of Virginia.</p> <p>http://www.virtualjamestown.org/exist/cocoon/jamestown/fha/J1022.</p> </td> </tr> </table>	Link to Record	http://www.virtualjamestown.org/exist/cocoon/jamestown/fha/J1022	Preferred Citation	<p>"The Seafight of Capt. Anthony Chester, 1621/ First Hand Accounts." <i>Virtual Jamestown</i>. IATH, University of Virginia.</p> <p>http://www.virtualjamestown.org/exist/cocoon/jamestown/fha/J1022.</p>
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Preferred Citation	<p>"The Seafight of Capt. Anthony Chester, 1621/ First Hand Accounts." <i>Virtual Jamestown</i>. IATH, University of Virginia.</p> <p>http://www.virtualjamestown.org/exist/cocoon/jamestown/fha/J1022.</p>				
For the Student	<p>This primary source is a journal of an English settler named Anthony Chester, who wrote about Native and English attacks and interactions in Virginia in 1622. This diary entry is filled with details about members of the Powhatan Confederacy who staged surprise attacks at the English settlements surrounding Jamestown. Chester also wrote about how the English settlers sought revenge. Based on reading these details, how well do you think the Natives and English knew one another? How do you think they interacted with each other through both conflict and other ways of communication?</p>				
For the Teacher	<p>This primary source is a journal of an English settler named Anthony Chester, who wrote about Native and English attacks and interactions in Virginia in 1622. This diary entry is filled with details about members of the Powhatan Confederacy who staged surprise attacks at the English settlements surrounding Jamestown. Yet the diary entry includes words and phrases associated with religion, like “convert,” which may be new to your students. Chester also wrote about how the English settlers sought revenge. In order for your students to understand the textual complexity of this document, be sure to use the literacy strategy that helps students to break down the text.</p> <p>Once they understand the literal facets of the text, ask students these historical questions: Based on reading these details, how well do you think the Natives and English knew one another? How do you think they interacted with each other through both conflict and other ways of communication? While this document most clearly highlights the way that conflict characterized the nature of the Powhatan and English settlers’ relationship, in order for the two sides to know how to stage attacks, they clearly had a close familiarity with each other’s culture and daily life.</p>				
#3 Primary Source	Smith capturing king of Pamunkey				



Title of Source	"John Smith capturing a Powhatan"
Date	1624
Holding Institution	Mariner's Museum and Park

	<p>Link to Record https://www.marinersmuseum.org/sites/micro/cbhf/captions/col007-05.html</p>
For the Student	<p>This 1624 image, produced soon after English settlers organized Jamestown in Virginia, shows how English settlers viewed their interactions with the Powhatan Confederacy, the largest group of Natives in the surrounding areas. As you look closely at this image, find clues that help us know that this image represents the English perspective. Look at the size of the people in the foreground and their weapons. Look at the number of people in the background to see how many Natives appear to be fighting a much smaller number of Englishmen. Why do you think English settlers would produce this kind of visual image, which in all likelihood did not match the reality?</p>
For the Teacher	<p>This 1624 image, produced soon after English settlers organized Jamestown in Virginia, shows how English settlers viewed their interactions with the Powhatan Confederacy, the largest group of Natives in the surrounding areas. Tell students early on that this image shows how primary sources often show the perspective of the producer of the source, and that this is a clear example of the English perspective of how they easily overpowered Natives (though it also depicts the Englishmen’s feeling that they were vastly outnumbered). Ask students to find clues that help us know that this image represents the English perspective. Direct students to look at the size of the people in the foreground and their weapons. In addition, have them look at the number of people in the background to see how many Natives appear to be fighting a much smaller number of Englishmen. Finally, ask students to consider why they think English settlers would produce this kind of visual image, which in all likelihood did not match the reality.</p>
#4 Primary Source	Treaty of Shackamaxon



The Great God, who is the power and wisdom that made you and me, Incline your hearts to Righteousness, Love, and peace. This I send to Assure you of my Love, and to desire your love to my Friends and then when the Great God brings me among you, I Intend to order all things in such manner, that we may all live in Love and peace one with another, which I hope the Great God will Justice both me and you to do. I seek nothing but the Honour of his Name, and that we who are his Workmen, may do that which is well pleasing to him. The man which delivers this unto you, is my special friend, whose wife and Living, you may believe true. I have already taken care that none one of my people wrong you, by your Land, I have provided for that purpose, we will let them allow any of my people to sell Rumme to make your people drunk. If anything should be said of order, or port when I come, it shall be answered, and I will bring you some things of our Country that are useful and pleasing to you. So I rest In Love of our God
 England 25: 2: 1682

I send this to the Indians
 by an Indian to the
 6th mo 1682 The Solar

Your Loving Friend

 Wm. Penn

Transcription:

The Great God who is the power and wisdom that made you and me, Incline your hearts to Righteousness, Love, and peace. This I send to Assure you of my Love, and to desire your love to my Friends and then when the Great God brings me among you, I Intend to order all things in such manner, that we may all live in Love and peace one with another, which I hope the

Great God will incline me and you to do. I seek nothing but the honor of His name, and that we who are His workmanship, may do that which is well pleasing to Him. The man which delivers this unto you is my Special Friend, Sober, wise and Loving. You may believe him. I have already taken Care that none of my people wrong you, by good Laws I have provided for that purpose, nor will I ever allow any of my people to sell Rumme to make you people Drunk. If any thing should be out of order, expect when I come, it shall be mended, and I will bring you some things of our Country that is useful and pleasing to you. So I rest In the Love of our God that made us. I am.

*Your Loving Friend,
Wm. Penn*

Title of Source	Treaty between William Penn and the Indians
Holding Institution	Library of Congress
Link to Record	https://www.loc.gov/item/2003680963/

For the Student

The Treaty of Shackamaxon, or the Great Treaty, is considered one of the most important documents in Pennsylvania history. While it is not clear if William Penn wrote this text in 1682, his message of peace and love for all was unique. Based on the language in this treaty and on the image (zoomed in on the following document), how do you think Penn wanted to interact with natives? What evidence in the text and in the image helps you answer this question?

For the Teacher

The Treaty of Shackamaxon, or the Great Treaty, is considered one of the most important documents in Pennsylvania history. While it is not clear if William Penn personally wrote this text exactly in 1682, his message of peace and love for all was unique. Penn knew of unlawful theft of Indian lands and resources, so he held real negotiations with indigenous people and attempted to have settlers and Indians live in peace. He and other Quakers made that attempt, but wars, removals, and treaties continued in Pennsylvania and beyond until settlers, militias, and governments forced most Native Americans of the eastern woodlands into Canada or the trans-Mississippi West.

Ask your students to study the text and the image in order to answer the following questions: Based on the language in this treaty and on the image (zoomed in on the following document), how do you think Penn wanted to

interact with Natives? What evidence in the text and in the image helps you answer this question? Make sure that students can place this settlement on a map and on a timeline in order to see how Pennsylvania stood in contrast to Native-settler interactions to the north and to the south.

#5 Primary Source

Engraving of Penn's Treaty with Native Peoples



Title of Source	William Penn's treaty with the Indians, when he founded the province of Pennsylvania in North America 1681 / Benj. West pinxit ; John Boydell excudit 1775 ; John Hall sculpsit.
Holding Institution	Library of Congress
Link to Record	https://www.loc.gov/item/99401118/

For the Student	This engraving based on a painting by Benjamin West shows a legendary meeting between William Penn and Lenni Lenape people in the town of Shackamaxon on the Delaware River. The depicted treaty is considered to be a symbol of peace between the new Dutch settlers in Pennsylvania and the Lenni Lenape who lived there. Review this image along with the accompanying text.
For the Teacher	This engraving based on a painting by Benjamin West shows a legendary meeting between William Penn and Lenni Lenape people in the town of Shackamaxon on the Delaware River. The depicted treaty is considered to be a symbol of peace between the new Dutch settlers in Pennsylvania and the Lenni Lenape who lived there. Have your students analyze this image in tandem with the text in order to understand the significance of settler and native interactions in Pennsylvania. Ask your students to consider the clues in this source that help them determine ways that indigenous people and settlers interacted.
#6 Primary Source	Map of Baja California



Title of Source

Carte de la Californie / levée par la Société des Jesuites

	<table border="1"> <tr> <td data-bbox="388 207 684 277">Date</td> <td data-bbox="684 207 1654 277">1757</td> </tr> <tr> <td data-bbox="388 277 684 347">Holding Institution</td> <td data-bbox="684 277 1654 347">California Historical Society</td> </tr> </table>	Date	1757	Holding Institution	California Historical Society
Date	1757				
Holding Institution	California Historical Society				
For the Student	<p>This map shows the Spanish occupation of Baja California (including the Jesuit missions there) as well as Spanish settlements in the Pimería Alta in the seventeenth century. Today these locations are Sonora in northern Mexico and southern Arizona in the United States. How do you think the missions and settlements show how Natives and Spanish settlers interacted? Given the purpose of the missions and Spanish occupation, do you think the Spanish interacted with Natives through conflict, diplomacy, religion — or a combination of all three?</p>				
For the Teacher	<p>This map shows the Spanish occupation of Baja California (including the Jesuit missions there) as well as Spanish settlements in the Pimería Alta. Today these locations are Sonora in northern Mexico and southern Arizona in the United States. The Jesuit missionary and explorer Eusebio Kino established a Jesuit mission in this area in the seventeenth century, and he interacted with many different indigenous communities. The lands of the Apaches are shown at the northeastern edge of this map. The Spanish viewed the Apaches as a major threat to the frontier; the Apaches first encountered the Spanish as brutal slavers. In his <i>Historical Memoir of the Pimería Alta</i>, Kino argued that the reduction of the Apaches was one of the justifications for establishing missions in the region.</p> <p>Ten years after the publication of this map, the Jesuits were expelled from the Americas. The presence of missions, settlements, and the expansive Spanish occupation demonstrates the multiple goals of Spanish missionaries. Have your students analyze this source in conjunction with the subsequent one about the Pueblo Revolt in order to consider the longer history of religious conversion and military conquest in the region.</p>				
#7 Secondary Source	<p>Pueblo Revolt Interview</p> <p>“In the said plaza de armas on the said day, month, and year, for the prosecution of the judicial proceedings of this case his lordship caused to appear before him an Indian prisoner named Pedro Naranjo, a native of the pueblo of San Felipe, of the Queres nation, who was captured in the advance and attack upon the pueblo of La Isleta. He makes himself understood very well... He took the oath in due legal form in the name of God, our Lord, and a sign of the cross, under charge of which he promised to tell the truth....</p>				

Asked whether he knows the reason or motives which the Indians of the kingdom had for rebelling... and why they burned the images, temples, crosses, rosaries, and things of divine worship, committing such atrocities as killing priests, Spaniards, women and children...

It was proclaimed in all the pueblos that everyone in common should obey the commands of their father whom they did not know, which would be given through El Caydi or El Pope. This was heard by Alonso Catiti, who came to the pueblo of his declarant to say that everyone must unite to go to the villa to kill the governor and the Spaniards who remained with him, and that he who did not obey would, on their return, be beheaded; and in fear of this they agreed to it... as soon as the Spaniards had left the kingdom an order came from the said Indian, Pope, in which he commanded all the Indians to break the lands and enlarge their cultivated fields, saying that now they were as they had been in ancient times, free from the labor they had performed for the religious and the Spaniards, who could not now be alive. He said that this is the legitimate cause and the reason they had for rebelling, because they had always desired to live as they had when they came out of the lake of Copala....

He [Pope] saw to it that they at once erected and rebuilt their houses of idolatry which they call estufas, and made very ugly masks in imitation of the devil in order to dance the dance of the cacina; and he said likewise that the devil had given them to understand that living thus in accordance with the law of their ancestors, they would harvest a great deal of maize, many beans, a great abundance of cotton, calabashes, and very large watermelons and cantaloupes; and that they could erect their houses and enjoy abundant health and leisure."

Title of Source	Revolt of the Pueblo Indians of New Mexico and Otermín's Attempted Reconquest, 1680-1682
Holding Institution	Wisconsin Historical Society
Link to Record	http://content.wisconsinhistory.org/cdm/ref/collection/aj/id/1671
Preferred Citation	"AJ-009b." In <i>Revolt of the Pueblo Indians of New Mexico and Otermín's Attempted Reconquest, 1680-1682</i> , edited by Charles Wilson Hackett, 245-49. Albuquerque: University of New Mexico, 1942.

	Courtesy of Wisconsin Historical Society.
For the Student	<p>In 1680, the Pueblo Indians of New Mexico rebelled against the Spanish missionaries and soldiers, destroying every Catholic church in the region. This document is a transcription of an interview taken by Spanish authorities of a man named Pedro Naranjo, an Indian prisoner. It also mentions Pope, a figure who had spiritual power and authority with Pueblo people. This is one of the few written sources that we have of a Pueblo man explaining the reasons behind the revolt.</p> <p>Based on your reading of this document, do you think Pueblo Indians revolted for reasons that relate to diplomacy, conflict, and religion, or a combination of the three? What information does Naranjo give us that helps us understand how Natives and Spanish settlers interacted?</p>
For the Teacher	<p>In 1680, the Pueblo Indians of New Mexico rebelled against the Spanish missionaries and soldiers, destroying every Catholic church in the region. This document is a transcription of an interview taken by Spanish authorities of a man named Pedro Naranjo, an Indian prisoner. It also mentions Pope, a figure who had spiritual power and authority with Pueblo people. This is one of the few written sources that we have of a Pueblo man explaining the reasons behind the revolt.</p> <p>Ask your students to read this document with a critical eye toward how Naranjo explained his view of the Catholic Church and Spanish missionaries. Ask your students to consider the following questions: Based on your reading of this document, do you think Pueblo Indians revolted for reasons that relate to diplomacy, conflict, and religion — or a combination of all three? What information does Naranjo give us that helps us understand how Natives and Spanish settlers interacted?</p>
#8 Primary Source	Kachina dancers



Title of Source	[Hopi dressed as a kachina. "Moqui. Niman kachina. One figure.]
Holding Institution	National Anthropological Archives, Smithsonian Museum
Link to Record	http://collections.si.edu/search/detail/edanmdm:siris_arc_89854?q=record_ID%3Asiris_arc_89854&record=1&hlterm=record_ID%3Asiris_arc_89854&inline=true

<p>For the Student</p>	<p>This photograph, taken in 1897 — more than 200 years after the other primary sources in this collection — shows a Pueblo Native American spiritual practice. This photo features kachina dancers, who are the members of the community wearing masks at this religious ceremony. In many ways, this document shows the persistence of indigenous religious practices.</p> <p>Given that the Pueblo Indians rebelled against the Spanish colonizers in the Pueblo Revolt, and that more than 200 years later they continued to practice their own religion, how does this photograph help us answer the question How did European explorers and Natives interact? Do you think this photograph documents religion, diplomacy, conflict — or a combination of all three? What evidence helps you answer this question?</p>
<p>For the Teacher</p>	<p>This photograph, taken in 1897 — more than 200 years after the other primary sources in this collection — shows a Pueblo Native American spiritual practice. This photo features kachina dancers, who are the members of the community wearing masks at this religious ceremony. In Pueblo culture, such rituals are practiced by several tribes in the Southwest, including the Hopi and Keresan tribes.</p> <p>Given that the Pueblo Indians rebelled against the Spanish colonizers in the Pueblo Revolt, and that more than 200 years later they continued to practice their own religion, ask your students to consider how this photograph helps us to answer the question How did European explorers and Natives interact? Draw your students' attention to the persistence of Indian religious practices over time. Do you think this photograph documents religion, diplomacy, conflict — or a combination of all three? What evidence helps you answer this question? Make sure that your students understand the persistence of Native religious and cultural practices as a form of power and autonomy that resulted from Native-settler interactions.</p>
<p>#9 Primary Source</p>	<p>Secoton Community Map</p>



Title of Source	Native American Village of Secoton
Date	1590
Creator	Theodore de Bry
Holding Institution	University of North Carolina at Chapel Hill Libraries

For the Student	This engraving was based on watercolors painted by John White, an English artist and explorer who lived in Secoton, North Carolina, for a year. Note the activities of the people, the orderly structures, and the rows of planted corn. Do you think potential English settlers viewing this engraving in England believed that they would interact with Indians through conflict, diplomacy, or religion? What evidence in the engraving helps you answer the question?
For the Teacher	This engraving was based on watercolors painted by John White, an English artist and explorer who lived in Secoton, North Carolina, for a year. Have your students note the activities of the people, the orderly structures, and the rows of planted corn on the right. Point out that Do you think potential English settlers viewing this engraving in England believed that they would interact with Indians through conflict, diplomacy, or religion? What evidence in the engraving helps you answer the question?

III. English Language Development extension activity

- Student Handout 1 is a 1592 map of North America that helps students visualize where native populations lived.
- Student Handouts 2 and 3 are a two-page graphic organizer that students can complete as they survey the primary sources in this inquiry set. Student Handout 2 establishes the vocabulary of conflict, diplomacy, and religion. Student Handout 3 asks students to locate examples of the terms in the organizer.
- Student Handouts 4 - 6 contain two literacy support activities to support Source 2.
- Student Handout 5 provides scaffolded questions for students to complete as they navigate the text in order to discover meaning from obscure words and phrases.
- Student Handout 6 provides a cause and effect strategy for students to complete in order to understand the relationships and sequencing of events in the text.