

## Lesson 1: Foundations (Where We Began) and Colonization

**Tip 1:** Most Lessons are built so you can **teach yourself** if you start **at the top** and **work down**. If you need more:

- Look up information in our textbook or in another **college level** textbook
- **Caution:** history is **detailed** and **complex (interconnected)** like government—and like life. They are required in most states like the other courses in the 1<sup>st</sup> 2 years of college. **Why?** They teach **survival skills**—survival **in college, on a job or in your own company, and in making a life decision.**

**Tip2 and a Caution:** Each Unit provides a folder for the **required Learning Quizzes** and **the supporting** information in Videos. **Caution:** You are welcome to look at Videos, but they are **addictive** to some. It **safer** to use **sections** of videos identified in the Lessons with a **blue band**, such as this one in this lesson: **Video: A World Apart Search Word: Iroquois**

Lesson 1—**like** the other Lessons—provides a copy of the section of the Study Guide for **this** lesson. The term *Study Guide* refers to **all** of the terms you are required to know. Lessons are a Study Guide but more **your battle plan** to teach yourself the Study Guide's terms. **Term** = “a word or expression that has a **precise meaning** in some uses” Link Address: <https://www.merriam-webster.com/dictionary/term>

### Lesson 1 –Use its **3 Learning Quizzes 1st**

1. Portuguese- plantation system and slave trade
2. Spanish - Christopher Columbus
3. Columbian Exchange
4. Treaty of Tordesillas (Line of Demarcation) – parts to Portugal and to Spain
5. Spain and the Aztecs
6. Spain and the encomienda system
7. Representative Native Americans encountered:
  - Aztecs
  - Algonquin and Iroquois
8. Traits of earliest wave of exploring nation states:
9. Protestant Reformation-what it was and these religions with consequences on North America:
  - Roman Catholicism
  - Calvinism (in England Separatists and Puritans)
  - Anglicanism (Church of England)
10. Location of colonization in the Americas, response to Native Americans, and who will win:
  - the Spanish (Spain)
  - the French (France)
  - the English (England)
  - the Dutch (the Netherlands)

**Caution:** Do the 1st **3 Learning Quizzes before** you use Lesson 1. For **most** students, they are better off if they use the 1st 3 Learning Quizzes before they look at the Lesson 1. **Why?**

- They introduce you to the vocabulary of this **very different** time.
- They also cover the **location** of the newly developed nations in 1492.

## List of What Is Covered

**What's a CHUNK?** You will find a variety of definitions on the Internet, but—in brief—a chunk is a **small** but **essential** part of the information you need to understand, with those chunks a) **named** and b) **placed in an order** to help you understand the whole bit by bit (or rather chunk by chunk).

CHUNK 1: About the Eras BEFORE What Some Textbooks Call the <i>Age of Exploration</i> .....	2
CHUNK 2: 3 Events in the Age of Exploration .....	3
CHUNK 3: Changes in Religion from Roman Catholicism to the Protestant Reformation.....	3
CHUNK 4: Comparing Patterns of Religion with Consequences on the English Colonies.....	3
CHUNK 5: Representative Native Americans <i>Before</i> Columbus (AKA Pre-Columbian) .....	4
CHUNK 6: The Spanish in the Americas .....	4
CHUNK 7: French Beginnings .....	5
CHUNK 8: Dutch Beginnings (Dutch = Name for the people from The Netherlands).....	5
CHUNK 9: English Beginnings and the End of Spanish Dominance.....	5
CHUNK 10: Bringing It All Together – An Aid You Will Need .....	5
OPTIONAL: If You Want More about Native Americans .....	6

**Tip:** Why all the **tables** (also called **charts**) in these Lessons? You can **compare** related information even **before** you learn it and frequently you can understand it more **accurately** and quickly once it is in a table.

### CHUNK 1: About the Eras BEFORE What Some Textbooks Call the *Age of Exploration*

You need to recognize the past **enough** to notice words we still use and to how hard the eras are for ordinary people.

**This is a different world.** If you (or I) were sent back in time, the odds are you would be in a world:

- Where **your birth** determined **your importance** and **safety** in the world—and you could **not** change that status
- Where **someone owns you** and you get nothing for your labor except a chance to live another day
- Where you would believe in the god or the religion **of your owner** or your **king**

These things were true in many places and times before the Age of Exploration and most colonies in the new world.

Unlike you, these people are **fine (no guilt at all)** and most of the list below **stays the same in each era to come:**

- With **slavery** (those in **bondage as forced labor** but could be **sold anywhere**)
- With **serfdom** (those who were landless and in bondage as **forced labor** and **bound** to the land and listed along with the cattle on the manor)
- With levels of **nobility** who were bound to an upper noble as **vassals** or **subjects** (concepts you need to think about)  
**Key concept:** vassal or subject (a term **still** in use) **tip:** a subject of the king not only owed the king, but the king owed the subject protection. We are still calling ourselves subjects of the king until just before 1776.
- With **land** ownership determining power because **land meant people had a place to grow food and have animals for food**
- With **land** being passed down to **the 1st born male only** (primogeniture) so that the estates remained large (they were not split among the sons.)
- With the pope at Rome as the head of the Church and with:
  - Bishops and other levels
  - Two paths: in a **parish** as a **priest** or in a **monastery** as a **monk** (or a **nun**)

## CHUNK 2: 3 Events in the Age of Exploration

**First**, European events with Spain and Portugal

- Portugal – sails **East** and also develops:
  1. The **plantation system with these key traits**:
    - Large land holdings
    - Not food for a people in the area, but agricultural products for world-wide sale such sugar, tobacco, and later cotton
    - Slave labor—*forced* labor
  2. The **slave trade with the Portuguese**:
    - Purchasing Africans defeated in war by other tribes and brought to the Atlantic Coast for sale
    - Using these Africans as forced labor on Portuguese plantations
    - Selling these Africans to others, such as to the Spanish in the New World when the Native Americans began to die in great numbers
- Spain – 1492 – the Italian Christopher Columbus sails **West** expecting to reach India, thus the name Indians.

**Second**, in 1494, the Treaty of Tordesillas (AKA Line of Demarcation) divided the world —between two nations:

- Portugal – the East
- Spain – the West

**Third**, the beginning of the race by the nation-states that follows. It is covered below.

## CHUNK 3: Changes in Religion from Roman Catholicism to the Protestant Reformation

This introduces the names of nations and religious leaders that create the Protestant Reformation. Skim it and then compare their belief using the tables provided in CHUNK 4.

- 1500 and prior eras– Roman Catholicism dominant in **Western** Europe in the period before 1517
- Protestantism (developed by 3 individuals in **3** regions):
  - In the area of modern day Germany – Lutherans  
1517 -Martin Luther with German princes determining the faith of their peoples
  - On the island of England and Scotland – Anglicans (an old name for the English)  
1530s - King Henry VIII– with the English sovereign determining the faith of the nation and with the Catholic Church being replaced by the Church of England as an **established** church  
(*Merriam-Webster* defines **established church** as “a church recognized by law as the official church of a nation or state and supported by civil authority” Link Address: <https://www.merriam-webster.com/dictionary/established%20church>)
  - In Geneva Switzerland - Calvinist  
1530s - John Calvin

**Tip:** For believers in a religion and for **nation-states (a key term)**, religion was a **reason**:

- To kill each other in Europe and in the New World
- To try—for some nation-states—to convert Native Americans to their faith

## CHUNK 4: Comparing Patterns of Religion with Consequences on the English Colonies

Notice in the 2 links (one without answers and one with answers) below:

- The money (gold at this time)—where does it come from and where does it go?
  - The church hierarchy of that faith?
  - The desires of princes or kings for a nation-state?
1. **Without answers for self-testing:** [What Were the Broad Patterns in Religion with Consequences on the English Colonies?](http://www.cjbibus.com/0500BC_1500AD_ReligionSummary_for_selftesting.htm) Link Address: [http://www.cjbibus.com/0500BC\\_1500AD\\_ReligionSummary\\_for\\_selftesting.htm](http://www.cjbibus.com/0500BC_1500AD_ReligionSummary_for_selftesting.htm)
  2. **With answers for observing patterns:** [Comparison with Answers](http://www.cjbibus.com/0500BC_1500AD_ReligionSummary.htm). Link Address: [http://www.cjbibus.com/0500BC\\_1500AD\\_ReligionSummary.htm](http://www.cjbibus.com/0500BC_1500AD_ReligionSummary.htm) < This will help you.

**OPTIONAL** and Hand-written per a student-request: [content in the 4<sup>th</sup> column of the table as a hierarchical chart](#)— something a student requested and I drew for him.) Link Address: [http://www.cjbibus.com/0500BC\\_1650s\\_Religious\\_Splintering.jpg](http://www.cjbibus.com/0500BC_1650s_Religious_Splintering.jpg)

## CHUNK 5: Representative Native Americans *Before* Columbus (AKA Pre-Columbian)

- Algonquians and Iroquois in North America
  1. Location (Eastern Woodlands—on the East Coast where there were numerous trees.)
  2. Economy
  3. Government

**Video:** A World Apart **Search Word:** Iroquois **Tip:** This also shows Algonquians.

- Aztecs in Mexico
  1. Location
  2. Economy
  3. Government

**Video:** A World Transformed **Search Words:** Aztec and Columbus

OPTIONAL: If you want more information about Native Americans, click Ctrl-End to move to the bottom.

## CHUNK 6: The Spanish in the Americas

- Why the phrase *Columbian Exchange*
  1. **Columbian? A reference to Christopher Columbus**
  2. **Exchange? Merriam Webster's Online Dictionary defines the word as "the act of giving or taking one thing in return for another" or "reciprocal giving and receiving"** Link Address: <https://www.merriam-webster.com/dictionary/exchange>
- Examples of the word *exchange* as it actually happened:
  1. **The New World provided plants such as tobacco and potatoes and also had syphilis**
  2. **The Old World provided sugar cane and cattle and horses and also brought malaria, smallpox, and yellow fever** Your textbook states "In the centuries after Columbus/s landfall, **as many as 90 percent of Native Americans perished**, a **demographic catastrophe without peril in human history.**" (*American Pageant*, p. 14).
- (Do those examples sound like the "act of giving... in return" or "reciprocal"?)
  1. Exchange: crops and foods and animals (and horses)
  2. Reality: 90% death rate of Native Americans from disease -- and servitude
  3. Spanish Conquistadores in the Americas Why go? The king gave the conquistador permission to conquer. Examples:
- Spain in the Americas in the Years That Follow Conquest
  1. encomienda (a feudal term that deserves to be a test question-and is) – **Merriam-Webster Online** defines it as "an estate of land and the inhabiting American Indians formerly granted to Spanish colonists or adventurers in America for purposes of tribute and evangelization." Link Address: <https://www.merriam-webster.com/dictionary/encomienda>
  2. Spanish expansion in the Americas –
    - 1519 - Aztecs in Mexico - Hernán Cortés
    - 1532 - Incas in Peru – Francisco Pizarro
    - 1599 - Pueblo Indians in what is now New Mexico – The Spanish cut off a foot of those who had fought them.

## CHUNK 7: French Beginnings

- When? 1608 Where? Canada
- Role of religion in coming to the New World? — Unlike the English, the French do **not** allow those who oppose the state’s dominant religion to move to the New World. In addition, the French grant toleration to the Protestants (Huguenots) so the Huguenots do not have a reason to take their families and leave France.
- Relationship with Native Americans, including war? The French do fur trading with the Native Americans and also fight on their side. The term for these fur traders is *coureurs de bois* (“runners of the woods”).

## CHUNK 8: Dutch Beginnings (Dutch = Name for the people from The Netherlands)

- When? 1623-1624 at New Amsterdam [Notice how these nations call their areas **New** England and **New** Amsterdam]
- Where? New York
- Role of religion in coming to the New World? The people of The Netherlands are Protestant. They fight the Spanish in the OLD World and come to the NEW for freedom of religion and to trade.

## CHUNK 9: the End of Spanish Dominance

- Role of religion in coming to the New World particularly into New England - Calvinists
- Role of “sea dogs” – English pirates who attack Spanish vessels carrying gold back to Spain.
- The shift - 1588 defeat of the Spanish so called **Invincible** Armada in their attack on the English

## CHUNK 10: Bringing It All Together – An Aid You Will Need

Below the table, you will find a link with detailed answers. **Caution:** Below is not yet worked out.

### 1. **Without answers for observing patterns as we talk:**

- For **distance learning classes**, I will be glad to talk about this table with one or many of you via Blackboard Zoom
- For **on-campus classes**, we will do this in the classroom using Blackboard Zoom so we can record what we talk about and I will be typing what we notice in the file below this link—a file I will save as a pdf in the same place.

**Tip:** If you want to fill in this table on your own and if do not know the answer, click on the CHUNK link in the table. We’ve covered these facts above, but we can now look at them side by side in the table. The table also shows you **who will eventually win in North America**.

Look at each row in the table. Ask yourself what is the **difference in the practical consequences** if the Europeans are:

- Predominantly individual **males** **OR** come with their **families**?
- Few in number and spread out **OR** concentrated in one place?
- Doing agriculture **OR** trading with the native population?
- Are individual farmers **OR** large-scale agriculture such as tobacco or later cotton with many laborers needed?
- Believe they **must** convert the Indians **OR not**?

Trait	Spanish	French	English	Dutch
Where they went?	<a href="#">CHUNK 6</a>	<a href="#">CHUNK 7</a>	<a href="#">CHUNK 9</a>	Area later called New York (Most of their colonies are in the Far East.)
Demographics of the colonies?	<ul style="list-style-type: none"><li>• 450,000 through mid-1600s</li></ul>	<ul style="list-style-type: none"><li>• 15,000 by 1700</li><li>• Mainly <b>males</b></li></ul>	<b>Families<sup>1</sup>:</b> <ul style="list-style-type: none"><li>• 2,000 early 1600s</li></ul>	<b>Families:</b>

<sup>1</sup> The religions of the English kings varied so who was being persecuted varied—and who wanted to get out of England varied. Click [here to see for yourself](http://www.cjbibus.com/1485_1776_English_Rulers.pdf). (Link Address: [http://www.cjbibus.com/1485\\_1776\\_English\\_Rulers.pdf](http://www.cjbibus.com/1485_1776_English_Rulers.pdf))

Trait	Spanish	French	English	Dutch
	<ul style="list-style-type: none"> <li>Mainly males</li> </ul>		<ul style="list-style-type: none"> <li>50,000 by mid-1600s</li> </ul>	<ul style="list-style-type: none"> <li>300 in early 1600s</li> </ul>
Demographics of the colonies? (Would ordinary people come?)	<a href="#">CHUNK 6</a>	<a href="#">CHUNK 7</a>	<a href="#">CHUNK 9</a>	Some Protestant refugees <sup>2</sup>
Economy of colonies?	<a href="#">CHUNK 6</a>	<a href="#">CHUNK 7</a>	<a href="#">CHUNK 9</a>	Fur trade, breweries, agriculture
Large landholdings? (feudal landholdings)	<a href="#">CHUNK 6</a> , - Yes, see the word <i>encomienda</i>	<a href="#">CHUNK 7</a>	<a href="#">CHUNK 9</a>	Yes, called patroonships
Local governance?	<a href="#">CHUNK 6</a>	<a href="#">CHUNK 7</a>	<a href="#">CHUNK 9</a>	No, a Dutch administration
Missionary effort?	<a href="#">CHUNK 6</a>	<a href="#">CHUNK 7</a>	<a href="#">CHUNK 9</a>	—
Mix with the native population, including intermarriage?	<a href="#">CHUNK 6</a>	<a href="#">CHUNK 7</a>	<a href="#">CHUNK 9</a>	—

2. **With answers for observing patterns:** [Completed Table Comparing Spain, France, England, and the Netherlands](#) Link Address: [http://www.cjbibus.com/1500\\_1700\\_Major\\_Issues\\_Colonization\\_Answers\\_in\\_Detail.pdf](http://www.cjbibus.com/1500_1700_Major_Issues_Colonization_Answers_in_Detail.pdf) < This will help you.

### OPTIONAL: If You Want More about Native Americans

As with other things in this course, I had a student ask for this and therefore I put it in the course as OPTIONAL.

- Without answers for self-testing:** What were the broad patterns in Native Americans? Link Address: [http://www.cjbibus.com/500\\_1500\\_Quick\\_Comparison\\_Native\\_Americans\\_self-testing.pdf](http://www.cjbibus.com/500_1500_Quick_Comparison_Native_Americans_self-testing.pdf)
- With answers for observing patterns:** [Comparison with Answers](#) Link Address: [http://www.cjbibus.com/500\\_1500\\_Quick\\_Comparison\\_Native\\_Americans.pdf](http://www.cjbibus.com/500_1500_Quick_Comparison_Native_Americans.pdf)

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<sup>2</sup> Once the Spanish—those who were persecuting the Dutch Protestants—were forced out of the Netherlands, Protestant families were safe without moving to colonies. This and the remaining entries in the column are from the *Oxford Companion to United States History*, p. 199.