

## INTRODUCTION

This unit focuses on the initial encounters between Native Americans, Europeans, and Africans. The workshop activities are designed to present a sense of the vast times and distances across which these encounters occurred. They also should provide an understanding of the effects of different encounters. Analysis of primary source materials will enable participants to explore how historians learn about the people who were involved in particular encounters.

## LEARNING OBJECTIVES

In this session, teachers will

- understand how initial encounters between Native Americans, Europeans, and Africans occurred across vast distances and over long periods of time;
- explore the far-reaching effects of the exchange of items among the three cultures involved in these encounters;
- examine a variety of historical artifacts related to initial encounters to understand how historians learn about the past.

## Before You Begin

Before the day of the *Mapping Initial Encounters* session, familiarize yourself with the reading materials assigned to the participating teachers. You should also review this facilitator's guide. Be sure to prepare the correct number of overheads, handouts, maps, charts, and illustrations needed for each activity. Each teacher should read the text materials for Unit 2 before attending the session (estimated reading time: two hours). Teachers should also complete the Web interactive *Analyzing Artifacts* which introduces them to the process of analyzing historical artifacts. Activities during the session will draw heavily on the content in the text materials, the interactive, as well as the video. Teachers should bring the unit text materials to the workshop session.

## MATERIALS NEEDED

- This *America's History in the Making* facilitator's guide
- Text Materials for Unit 2: *Mapping Initial Encounters*
- VHS tape and VCR, DVD and DVD player, or access to streaming video of *America's History in the Making* video for Unit 2: *Mapping Initial Encounters* available at [www.learner.org](http://www.learner.org)
- Overhead projector and colored pens
- Multiple copies of handouts (in the Appendix of this guide)
- Pens and paper for participating teachers and facilitator
- Chalkboard, blank transparencies, or overhead for reporting out
- Tape or pushpins for posting Initial Encounters Cards (Appendix D)

## OVERHEAD AND HANDOUT INSTRUCTIONS

1. Using Appendix A, “Themes for *Mapping Initial Encounters*,” create an overhead transparency.
2. Using Appendix B, “Definition of the Columbian Exchange,” create an overhead transparency.
3. Using Appendix C, “Columbian Exchange Items,” make enough copies for learners to work in pairs.
4. Using Appendix D, “Initial Encounters Cards,” cut each sheet into four cards. Create enough cards for each participant to have two blank ones.
5. Using Appendix E, “Initial Encounters Map,” make one copy for each learner.
6. Using Appendix F, “Initial Encounters Artifacts,” print one copy of each artifact.
7. Using Appendix G, “Artifact Reading Method,” make one handout for each participant.
8. Using Appendix H, “Florence’s Seafood Gumbo Recipe,” make one handout for each participant.

**Facilitator’s Note:** You may want to prepare overheads of the reflection and discussion questions for teachers to reference during the workshop activities.

## LEADING THE SESSION

As participating teachers arrive, have an overhead set up that lists the main themes of the unit for teachers to review (Appendix A).

After you have completed any housekeeping announcements, ask one of the teachers to read the themes aloud. Explain that they will expand their understanding of these three themes through activities and video segments that build on the reading they did prior to the workshop session.

## Warm-up and Activity 1 (30 minutes)

This activity serves as an icebreaker for the group, while defining the idea of exchange as it is used to understand this historical period. Teachers will rely primarily on what they learned from reading the article “Conquests of Chocolate” to complete this activity.

### Warm-up Discussion Questions (5 minutes)

1. What does studying chocolate tell us about Mayan, Aztec, and other indigenous American cultures that existed prior to contact with the Europeans?
2. What does studying chocolate tell us about the effect of contact and exchange on both indigenous American and European cultures?

## Activity 1

### Activity Overview

The Columbian Exchange involved a variety of people, plants, animals, goods, and even microbes. In some cases, an exchange might be beneficial to one group and harmful to another, but exchanges could also be mutually beneficial to all parties, or neutral to one or more parties.

In this activity, teachers will review some of the products of the Columbian Exchange to understand how widespread its effects were, and how varied the results might have been for Native Americans, Europeans, and Africans.

#### Part 1 (5 minutes)

After the warm-up, put the “Definition of Columbian Exchange” (Appendix B) transparency on the overhead projector. Ask teachers to brainstorm a list of items from the Columbian Exchange, based on the reading for Unit 2 and any previous knowledge they have of this period. Record this list on the overhead.

#### Part 2 (15 minutes)

Divide the group into pairs and distribute one copy of the “Columbian Exchange Items” chart (Appendix C) to each pair. Have each pair work together to fill out the worksheet. Participating teachers should use the second sheet to add other items from the brainstorm.

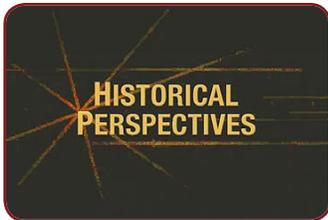
Once they have completed the sheet, ask all the pairs to compare their answers with those of the group as a whole. Remind teachers that this activity involves interpretation, and there are not always definite right answers. Teachers may disagree about whether exchanges were positive, negative or neutral for particular participants in the encounters. The goal is for teachers to explain to the rest of the group *why* they perceived an exchange as positive, negative, or neutral.

### Part 3 (5 minutes)

Allow teachers to share their responses to the following reflection question with the group.

#### Reflection Question

Historians today study the effects of the Columbian Exchange to understand the diverse long-term consequences of the initial encounters between Europeans, Africans, and Native Americans. How does the idea of the Columbian Exchange change your understanding of this historical period?



**Watch Video Segment 1:**  
**Historical Perspectives** (approximately 10 minutes)

## Activity 2 (45 minutes)

Teachers should rely on material from the video and the readings to complete this activity. They should be encouraged to refer to the text materials as a resource.

### Activity Overview

Initial encounters continued long after the Tainos interacted with Columbus, and these encounters were not limited to the eastern areas of North America. This activity deepens understanding of the lengthy time period during which different groups participated in initial encounters. It also illustrates the varied geographical areas in which these encounters occurred.

The three parts of the activity will allow you to create physical and visual representations of the times and places covered in this unit.

#### Part 1 (10 minutes)

Distribute the “Initial Encounters Cards” (Appendix D) evenly among the teachers in the workshop. Ask them to create a timeline by taping their cards along a chalkboard or wall in chronological order. (Note: Do not tell them the full range of the chronology.)

Once the cards are displayed in the correct order, give one or two blank cards to each teacher. Ask them to add other important historical events that fall along this timeline. Teachers may choose events in American history or world history. (For example, teachers might add “English defeat of the Spanish Armada, 1588,” to the timeline following Francis Drake’s encounter with the Miwok in 1578; “End of the Ming Dynasty, 1644,” just after the Huron Indians’ encounter with Jean Nicolet in 1634; or “Declaration of Independence, 1776” just prior to the card on Hawai’ians’ encounter with James Cook in 1778.)

#### Part 2 (15 minutes)

Distribute one copy of the “Initial Encounters Map” (Appendix E) to each teacher, and put one up on the overhead. Read each of the Initial Encounters Cards aloud. Ask teachers to work in pairs again. In their pairs, they will draw arrows on their maps to show the origins of the people involved in each encounter and the place where the encounter occurred. (Note: Participating teachers should number their marks on the maps in the order the cards are read, 1, 2, 3, etc.). Have the pairs take turns drawing the encounters on the overhead transparency of the map.

#### Part 3 (15 minutes)

Have the group as a whole select three of the encounters from the Initial Encounters Cards, each occurring during a different century. Ask the teachers to answer the following questions collectively.

1. What characteristics do these encounters have in common?
2. What differences are there between the encounters?
3. What are the reasons for the similarities and for the differences?

#### Part 4 (5 minutes)

Have the teachers share their responses to the following reflection questions.

#### Reflection Questions

1. How does creating and viewing physical and visual representations (such as the timeline and the annotated map) of initial encounters deepen your appreciation of the diverse tribes and nations involved in these encounters, as well as the vast time period and geographic areas covered in this unit?
2. How can completing such activities, as well as comparing encounters across centuries, increase your students' understanding of this historical period?



**Watch Video Segment 2:**  
**Faces of America** (approximately 10 minutes)

## Activity 3 (30 minutes)

### Activity Overview

The goal of this activity is to build skills in analyzing historical artifacts. This activity allows you to reflect on the discussion of multiple historical resources from the video segment.

#### Part 1 (10 minutes)

Arrange teachers into groups of two or three, making sure that participants are working with a different partner than in the earlier activities. Assign each pair or trio one of the following pairings of “Initial Encounters Artifacts” (Appendix F):

- Excerpt from *A Voyage to the Pacific*, written by Captain James Cook/*Man of the Sandwich Islands*, image by John Webber
- Tsa’Kwayna Katsina created by the Hopi/ Excerpt from *La Relación* by Álvar Núñez Cabeza de Vaca
- Excerpt from the *Journal of Captain Clark*/ Recording of Nez Perce oral history

Distribute the “Artifact Reading Method” (Appendix G) to each teacher for use with the artifacts. Ask teachers to work through the questions on the handout to analyze their assigned pair of artifacts for a deeper understanding of an initial encounter.

#### Part 2 (10 minutes)

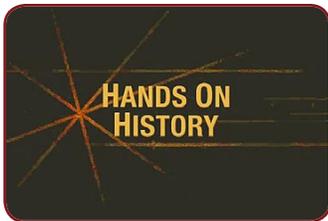
Have the first group write a three-to-five sentence explanation of what they learned about Webber’s encounters from comparing the written and visual artifacts. Have the second group write a three-to-five sentence explanation of what they learned about Esteban’s encounters from comparing the material culture artifact and the written artifact. Have the third group write a three-to-five sentence explanation of what they learned about Watkuweis’s encounters from comparing the oral history artifact and the written artifact. After they are done, have all three groups present their artifact pairs and analyses to the rest of the group.

### Part 3 (10 minutes)

Have teachers share their responses to the following reflection questions.

#### Reflection Questions

1. What do you learn about history from studying primary sources (artifacts) that you can't learn from secondary sources (such as textbooks)?
2. What can you learn from secondary sources that you can't learn from primary sources?



#### Watch Video Segment 3: Hands on History

*(approximately 5 minutes to the end of the tape)*

## Activity 4 (15 minutes)

### Activity Overview

This activity serves as a conclusion to this session of the workshop. It will provide you with an opportunity to reflect on what you have learned.

#### Part 1 (5 minutes)

After the video segment, distribute copies of “Florence’s Seafood Gumbo Recipe” (Appendix H). Have the teachers identify which ingredients were part of the Columbian Exchange, identifying the continents where the ingredients originated if they can. Have teachers discuss how this activity compares to the first activity in this workshop as a means to teach or assess students’ understanding of the Columbian Exchange.

#### Part 2 (10 minutes)

Have teachers share their responses to the following reflection questions.

#### Reflection Questions

1. What encounters covered in this unit would you categorize as new or little-known chapters in American history? Why are some encounters better-known than others?
2. Did you know the encounters that occurred in your own region (if any) better than the others?
3. The next unit in this workshop series is titled *Colonial Designs*, and it focuses on the social, cultural, and legal practices that emerged as Europeans established trading posts and other settlements in America. What aspects of *Initial Encounters* would you expect to also find in *Colonial Designs*?
4. What aspects of initial encounters would you predict changed when Europeans established settlements? Why?

## **APPENDICES – *Mapping Initial Encounters***

- A: “Themes for *Mapping Initial Encounters*”  
overhead transparency
- B: “Definition of the Columbian Exchange”  
overhead transparency
- C: “Columbian Exchange Items”  
sufficient copies for participants to work in pairs
- D: “Initial Encounters Cards”  
cut each sheet into four cards, with sufficient cards  
for each participant to have two blank ones
- E: “Initial Encounters Map”  
one handout for each participating teacher
- F: “Initial Encounters Artifacts”  
one copy of each artifact
- G: “Artifact Reading Method”  
one handout for each participating teacher
- H: “Florence’s Seafood Gumbo Recipe”  
one handout for each participating teacher



## **Appendix A: Themes for *Mapping Initial Encounters***

### **THEME 1**

Early encounters between Native Americans, Europeans, and Africans expanded existing trade practices, uniting previously isolated regions and initiating the Columbian Exchange.

### **THEME 2**

Initial encounters occurred over three centuries and a vast geographic region.

### **THEME 3**

A wide variety of historical records illustrate how differing experiences and expectations shaped initial encounters.

## **Appendix B: Definition of the Columbian Exchange**

### **The Columbian Exchange:**

A centuries-long process of intentional and unintentional exchanges of people, animals, plants, trade goods, and organisms between the previously isolated regions of Europe/Africa/Asia and the Americas, beginning in 1492.

## Appendix C: Columbian Exchange Items

<b>Product</b>	<b>Who Had It Prior to the Encounter? Who Obtained It Through Exchange?</b>	<b>Positive for Whom? Why? Did this change over time?</b>	<b>Negative for Whom? Why? Did this change over time?</b>	<b>Neutral for Whom? Why? Did this change over time?</b>
<b>Horses</b>				
<b>Tobacco</b>				
<b>Tomatoes</b>				
<b>Potatoes</b>				
<b>Steel</b>				
<b>Onions</b>				
<b>Wheat</b>				
<b>Guns &amp; gunpowder</b>				
<b>Smallpox</b>				
<b>Pigs</b>				
<b>Grapes</b>				

## Appendix C: Columbian Exchange Items

Product	Who Had It Prior to the Encounter? Who Obtained It Through Exchange?	Positive for Whom? Why?	Negative for Whom? Why?	Neutral for Whom? Why?

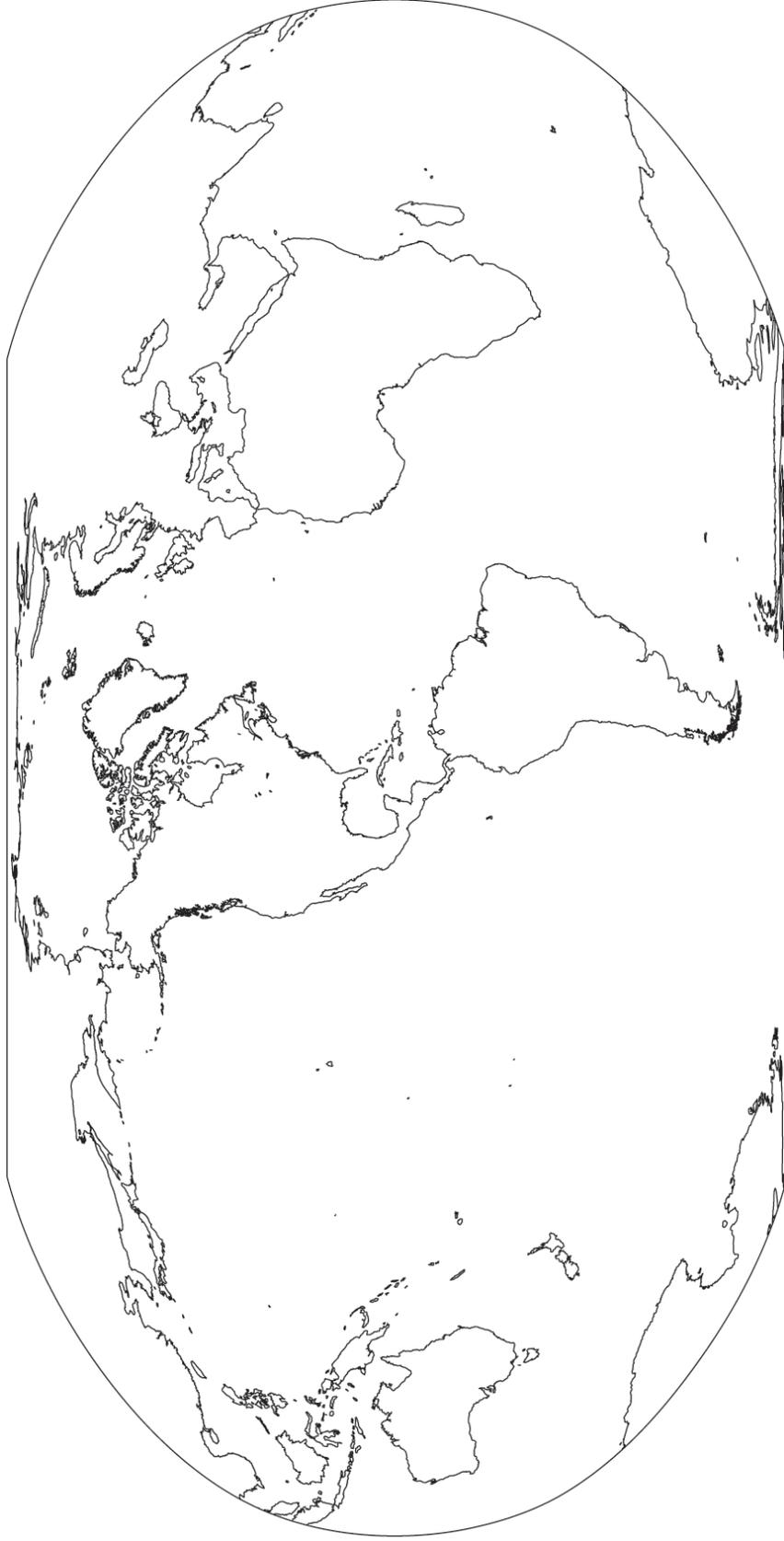
## Appendix D: Initial Encounters Cards

<b>1741</b> <b>Encounter Between Aleuts and Vitus Bering's Russian Expedition to Alaska</b>	<b>1778</b> <b>Encounter Between Hawai'ian Islanders and Cook's Expedition in Hawai'i</b>
<b>1528</b> <b>Encounter Between the Narváez Expedition and Apalachee Indians in Florida</b>	<b>1492</b> <b>Encounter Between Tainos, Caribs and Columbus's Expedition on San Salvador</b>
<b>1665</b> <b>Illinois and Sioux Encounter French Missionaries in the Southern Great Lakes Region</b>	<b>1578</b> <b>Sir Francis Drake's Expedition Encounters the Miwok People Along the California Coast</b>
<b>1805</b> <b>Encounter Between Don Antonio Narbona and the Navajo in What Will Become Arizona</b>	<b>1540</b> <b>Encounter in South Carolina Between the Timucuans and Hernando De Soto's Expedition</b>

## Appendix D: Initial Encounters Cards

<b>1534</b> <b>Jacques Cartier's Expedition Encounters the Micmac People of Quebec's Gaspé Peninsula</b>	<b>1805</b> <b>Lewis and Clark's Expedition Enters Present-Day Idaho, Encountering the Nez Perce Nation</b>
<b>1539</b> <b>The Moroccan Slave Esteban Encounters the Zuni in What Will Become New Mexico</b>	<b>1634</b> <b>Huron Indians Encounter and Travel with Jean Nicolet to Present-Day Green Bay, Wisconsin</b>
<b>1513</b> <b>The Ais and Calusa Tribes Encounter Ponce de León's Expedition in Florida</b>	

## Appendix E: Initial Encounters Map



Item 3606

Oregon Public Broadcasting, created for *America's History in the Making, WORLD MAP (2007)*.  
Courtesy of Oregon Public Broadcasting.

## Appendix F: Initial Encounters Artifacts

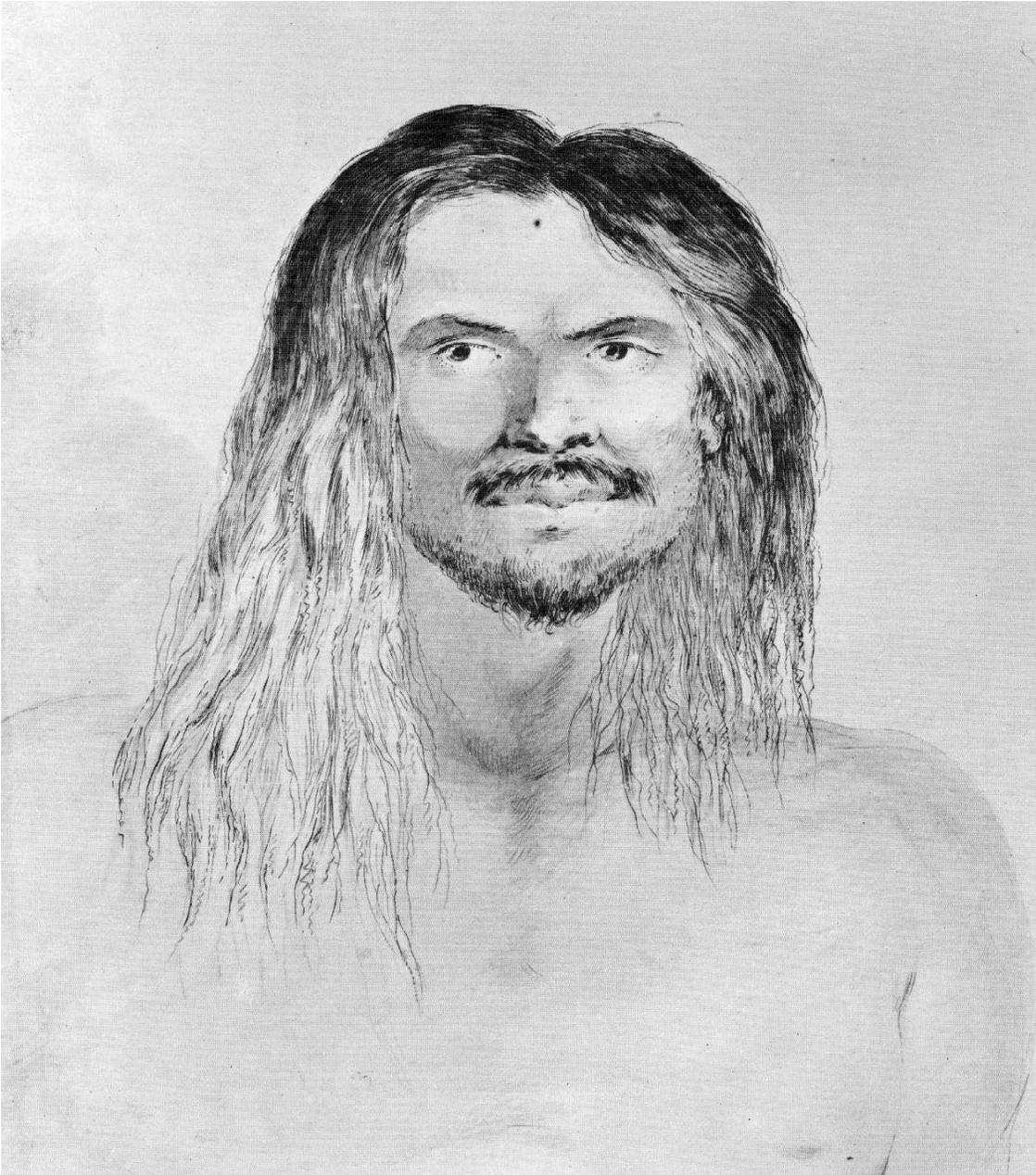
### Artifact #1

“After having made a general view of their habitations, I sought for an inside, which might furnish me with sufficient matter to convey a perfect idea of the mode in which these people live. Such was soon found. While I was employed, a man approached me with a large knife in his hand, seemingly displeased, when he observed that my eyes were fixed on two representations of human figures, which were placed at one end of the apartment, carved on planks, of a gigantic proportion, and painted after their custom. However, I took as little notice of him as possible, and proceeded; to prevent which, he soon provided himself with a mat, and placed it in such a manner as to hinder my having any longer a sight of them. Being pretty certain that I could have no future opportunity to finish my drawing, and the object being too interesting to be omitted, I considered that a little bribery might probably have some effect. Accordingly, I made an offer of a button from my coat, which, being of metal, I thought they would be pleased with. This, instantly, produced the desired effect. For the mat was removed, and I was left at liberty to proceed as before. Scarcely had I seated myself, and made a beginning, when he returned and renewed his former practice, continuing it until I had parted with every single button; and when he saw that he had completely stripped me, I met with no farther obstruction.”

Excerpted from Captain James Cook F.R.S., *A Voyage to the Pacific*, second edition, 1785, volume 2, 317–18.

## Appendix F: Initial Encounters Artifacts

### Artifact #2



Item 1178  
John Webber, MAN OF THE SANDWICH ISLANDS (1779).  
Courtesy of the British Library.

## Appendix F: Initial Encounters Artifacts



### Artifact #3

Anonymous Zuni,  
Tsa'Kwayna Katsina

Item 1157

Shannon L. Parker, ZUNI TSA'KWAYNA  
KATSINA DOLL (n.d. [collected in 1890]).

Courtesy of the School of American Research,  
catalog number SAR.1999-9-512.

## Appendix F: Initial Encounters Artifacts

### Artifact #4

“Everyone, sick or healthy, wanted to be blessed. It often happened that women who were traveling with us gave birth along the way. Once the child was born they would bring it to us to be touched and blessed. They always accompanied us until they turned us over to other people. All these people were certain that we had come from heaven. While we were with these people, we would travel all day without eating until nighttime. They were astonished to see how little we ate. They never saw us get tired, and really we were so used to hardship that we did not feel tired. We enjoyed a great deal of authority and dignity among them, and to maintain this we spoke very little to them. The black man always spoke to them, ascertaining which way to go and what villages we would find and all the other things we wanted to know. We encountered a great number and variety of languages; God Our Lord favored us in all these cases, because we were able to communicate always. We would ask in sign language and be answered the same way, as if we spoke their language and they spoke ours. We knew six languages, but they were not useful everywhere, since we found more than a thousand differences.”

Excerpt from Álvar Núñez Cabeza de Vaca, *LA RELACIÓN, THE NARRATIVE OF ÁLVAR NÚÑEZ CABEZA DE VACA (1555)*, Chapter 31. Courtesy of the Southwestern Writers Collection, Alkek Library, Texas State University-San Marcos.

## Appendix F: Initial Encounters Artifacts

### Artifact #5

“The day proved warm, 2 Chifs of Bands visited me to day -- the hunters all returned without any thing, I collected a horse load of roots & 3 Sammon & sent R Fields with one Indian to meet Capt Lewis at 4 oClock passed thro a fine Pine Country decended a Steep rugged hill verry long to a Small river which comes from our left and I suppose it to be [blank] River passed down the river 2 miles on a Steep hill side at 11 oClock P. M. arrived at a camp of 5 Squars a boy & 2 Children those people were glad to See us & gave us drid Sammon one had formerly been taken by the Minitarries of the north & Seen white men, our guide called the Chief who was fishing on the other Side of the river, whome I found a Cherfull man of about 65 I gave him a Medal.”

Journal of Captain Clark September 21, 1805,  
<http://www.nps.gov/jeff/LewisClark2/TheJourney/NativeAmericans/NezPerce.htm>

### Artifact #6

These men are So-yap-pos. Men like these were good to me. Do them no harm.

Recording of Nez Perce oral history

## Appendix G: Artifact Reading Method

### **Creator:**

What evidence do you have about who created this artifact?

### **Context:**

What evidence do you have about the context (the time and place) in which the artifact was created and first used?

### **Audience/User:**

What evidence do you have about who the original user or intended audience for the artifact was?

### **Purpose:**

What evidence do you have about the purpose for which the artifact was created? (Was it decorative, communicative, functional, etc.? Was it intended for public use or private use?)

### **Historical Significance:**

How does this artifact help us understand the past? How can a historian interpret the evidence it provides? What other information would be useful for studying this artifact?

## Appendix H: Florence's Seafood Gumbo Recipe

5 pounds fresh shrimp, peeled  
6 large crabs, cleaned and halved  
1 cup flour  
1 cup oil  
6 quarts water  
1/2 green pepper, minced  
1 onion, minced  
3 stalks celery, minced  
1 pound chopped okra  
1 can tomatoes, chopped  
1 small can tomato paste  
1 bay leaf  
Worcestershire sauce  
hot sauce  
salt & pepper

Make a roux with flour and oil. Cook equal parts on stove until golden brown—the color of coffee with cream in it. Stir continuously. Set aside.

Saute pepper, celery, and onion in 1/2 cup oil. Add okra, tomatoes, tomato paste. Season to taste with salt and pepper, Worcestershire sauce, hot sauce, and bay leaf. Add water to seasonings and then add roux. Cook for about 15 minutes, and add crabs. When the gumbo is starting to look like it might want to be ready, add the shrimp. Cook until shrimp is done.

*Serve over rice.*

Annette O'Keefe, *Cooking on the Coast* (Memphis, Tenn.: Wimmer Book Dist., 1997)



## NOTES

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