

TUESDAY SEPTEMBER 2, 2025

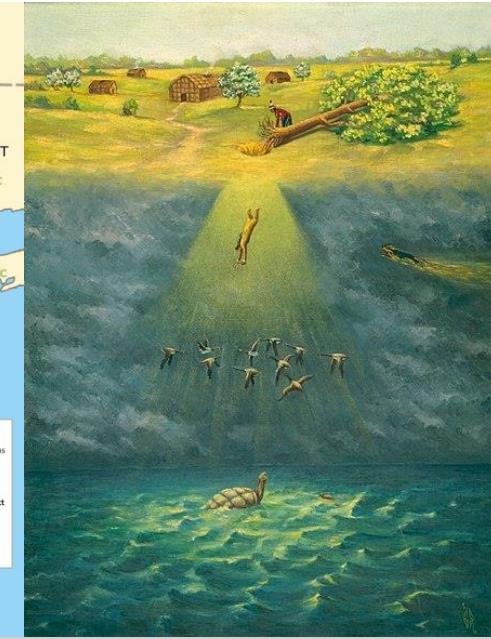
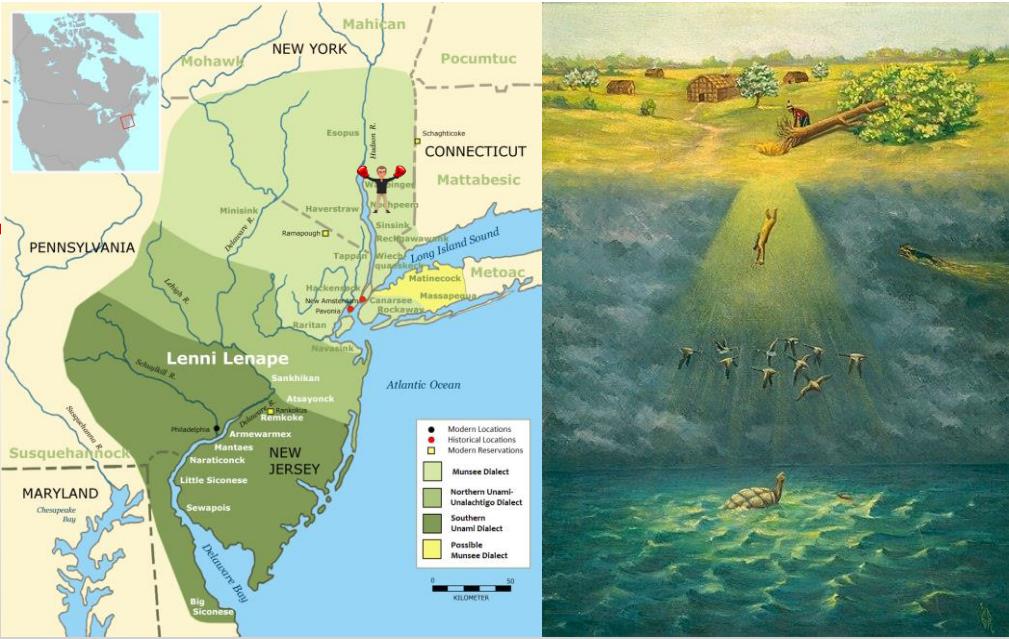
OBJECTIVE: TSWBAT
PARTICIPATE IN A GIST
ACTIVITY. STUDENTS WILL
ALSO BE INTRODUCED TO
UNIT 1 AND BE ABLE TO
LOCATE APUSH RESOURCES.

CRITERIA FOR SUCCESS:

- UNIT 1 GRAPHIC
ORGANIZER
- TIME PERIOD 1 (1491-
1607)
- APUSH RESOURCES
- ANNOTATED TIMELINE
DEADLINE IS
TOMORROW!

1.2 I can explain how and why various native populations in the period before European contact interacted with the natural environment in North America.

1.6 I can explain how and why European and Native American perspectives of others developed and changed in the period.



DYK? THE LENAPES ARE CONSIDERED THE FIRST NEW YORKERS. THEY LIVED IN THE HUDSON RIVER VALLEY AND SPREAD SOUTH THROUGH PENNSYLVANIA AND DELAWARE. THE LENAPES WERE MATRILINEAL AND NUMBERED OVER 20,000 BEFORE THE ARRIVAL OF EUROPEANS IN THE EARLY 1600s. THEY BELIEVED THAT THE FIRST PEOPLE LIVED ABOVE THE SKY, FOR THEY COULD NOT LIVE ON WATER. ONE DAY, THE SKY OPENED UP AND THROUGH THE HOLE FELL A BEAUTIFUL YOUNG WOMAN AND A TREE. TWO SWANS SWAM OVER TO HER, GENTLY LIFTED HER ONTO THEIR BACKS, AND TOOK HER TO THE GREAT TURTLE. FIND OUT MORE [HERE](#).

AS PART OF MCPS's
PARTNERSHIP WITH UMD's
PACT (PROMOTING
ADOLESCENTS'
COMPREHENSION OF TEXT),
WE WILL REGULARLY DO
DOCUMENT PRACTICE.

PACT SKILLS ARE VERY
SIMILAR TO APUSH HAPPY
SKILLS (HISTORICAL
SITUATION, AUDIENCE,
PURPOSE, AND POV).

GETTING THE GIST (MAIN
IDEA, PURPOSE)

COMPREHENSION CANOPY
(HISTORICAL SITUATION)

ESSENTIAL WORDS
(ACADEMIC VOCABULARY)

"I saw many trees, very dissimilar to those of our country, and many of them had branches of different sorts upon the same trunk; and such a diversity was among them that it was the greatest wonder in the world to behold. Thus, for instance, one branch of a tree bore leaves like those of a cane, another branch of the same tree, leaves similar to those of the lentisk. In this manner a single tree bears five or six different kinds. Nor is this done by grafting, for that is a work of art, whereas these trees grow wild, and the natives take no care about them. They have no religion, and I believe that they would very readily become Christians, as they have a good understanding."

- Christopher Columbus, October 16, 1492

ON A WHITE BOARD:

- WHAT'S THE GIST? WHAT IS THE MAIN IDEA OF THIS PASSAGE?
- PUT THE DOCUMENT IN CONTEXT. WHAT IS THE HISTORICAL SETTING?
- WHAT ELSE CAN YOU ADD? WHAT HAPPENED BEFORE THIS DOCUMENT? WHAT COMES NEXT? BE SPECIFIC!

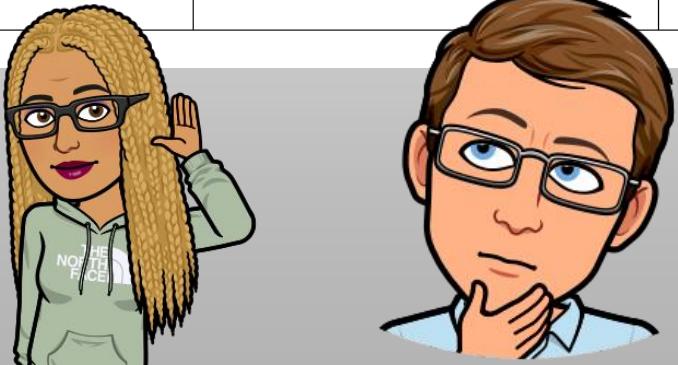
TIME PERIOD #1: 1491-1607

- “WARM UP” UNIT: 4-6% OF THE AP EXAM
- FIRST UNIT TEST WILL BE ON TUESDAY 9/9/25
- WITH READINGS, VIDEOS AND CLASSWORK YOU SHOULD BE ABLE TO COMPLETE [THIS CHART](#) BY MONDAY 9/8/25
- WATCH THE GILDER LEHRMAN U1 VIDEO FOR HW



APUSH Unit 1 1491-1607

| Learning Statement | Concept Check - This is where you show your stuff! Minimum : Three sentence answer with KEY TERMS correctly applied. | Rate Your Skill Level |
|---|---|-----------------------|
| 1.I can explain the context for European encounters in the Americas from 1491 to 1607. | | |
| 2. I can explain how and why various native populations in the period before European contact interacted with the natural environment in North America. | | |
| 3. I can explain the causes of exploration and conquest of the New World by various European nations. | | |
| 4. I can explain the causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492. | | |



THE APUSH COURSE AND EXAM DESCRIPTION ([THE CED](#)) IS A COMPREHENSIVE DOCUMENT THAT DETAILS THE ASSESSMENT LIMITS OF APUSH.

EACH OF THE 9 UNITS HAS A SERIES OF LEARNING OBJECTIVES. THESE OBJECTIVES DRIVE OUR INSTRUCTION AND YOUR LEARNING. UNIT 1 IS [HERE](#). THIS GRAPHIC ORGANIZER SHOULD BE IN YOUR APUSH GOOGLE DRIVE!!

THESE GRAPHIC ORGANIZERS ARE YOUR ROADMAP! HAVE IT WITH YOU IN CLASS, WHEN YOU'RE TAKING NOTES, WHEN YOU READ AND WHEN YOU WATCH VIDEOS. BY THE END OF EACH UNIT YOU SHOULD BE ABLE TO ANSWER ALL OF THE LEARNING STATEMENTS USING DETAILS AND EXAMPLES.



AP U.S. History

TOPIC 1.1

Contextualizing Period 1



DAILY VIDEO 1

Students will explain the context for European encounters in the Americas from 1491 to 1607. To understand the context you will examine change from and/or continuity with preceding historical developments.



YOU CAN FIND COLLEGE BOARD REVIEW VIDEOS FOR EACH UNIT BY SEARCHING YOUTUBE. THEY ARE ALSO IN AP CLASSROOM (STILL NO JOIN CODES).

THE COLLEGE BOARD HAS CONTRACTED HISTORY TEACHERS TO RECORD VIDEOS THAT ADDRESS THE LEARNING OBJECTIVES FOR EACH UNIT. EVENTUALLY, YOU WILL HAVE AN AP CLASSROOM ACCOUNT WITH ACCESS TO REVIEW MATERIALS.

OTHER APUSH RESOURCES:

- YOUR TEACHERS! – WE WANT YOU TO ASK QUESTIONS IN CLASS AND WE WANT YOU TO COME TO OFFICE HOURS!
- AMERICAN YAWP – OUR ONLINE TEXTBOOK – UNIT 1 IS COVERED IN CHAPTERS 1 & 2
- VIDEOS – BOOKMARK THESE!
 - GILDER LEHRMAN APUSH VIDEOS
 - CRASH COURSE UNITED STATES HISTORY
 - CRASH COURSE BLACK AMERICAN HISTORY
 - FIVEABLE APUSH



YOU MUST CARVE OUT TIME EVERY DAY TO DO SOME APUSH.

NO, NOT HOURS PER DAY, BUT 20-30 MINUTES WHERE YOU QUIETLY READ, WATCH OR LISTEN.

GIVE YOURSELF A CHANCE TO BE GREAT! COMMIT TO FINDING OUT HOW YOU LEARN BEST.

ONE THING IS FOR CERTAIN, THERE IS NOT A SHORTAGE OF MATERIALS FOR APUSH

1.1 I can explain the context for European encounters in the Americas from 1491 to 1607.

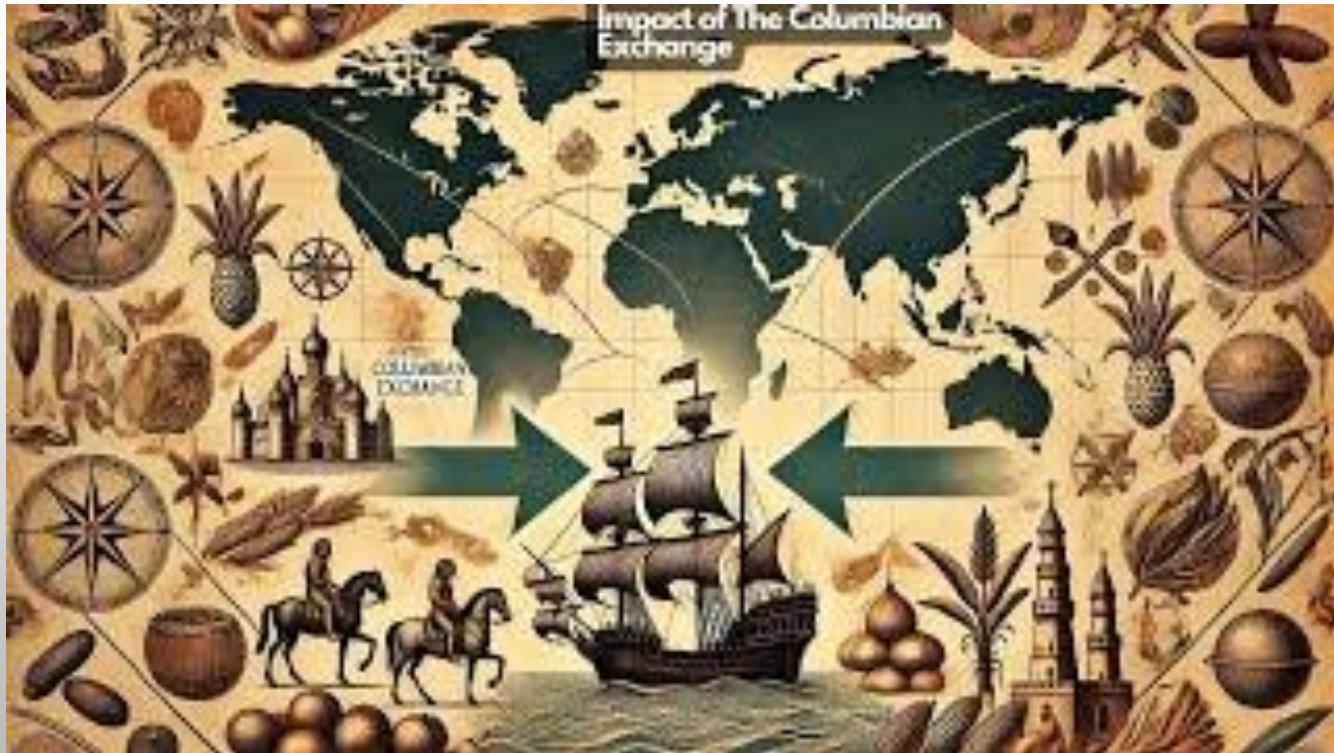


1.2 I can explain how and why various native populations in the period before European contact interacted with the natural environment in North America.



YUP! AMERICA EXISTED
BEFORE EUROPEANS SHOWED
UP!

THE UNIT 1 GRAPHIC
ORGANIZER IS [HERE](#).

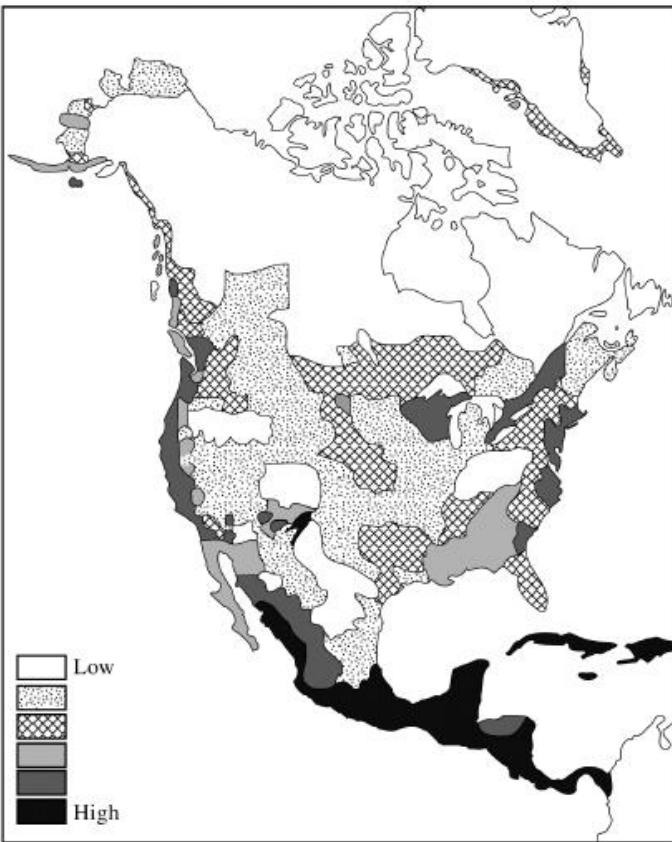


BEFORE EUROPEANS

AMERICAN INDIAN POPULATION DENSITY IN 1500

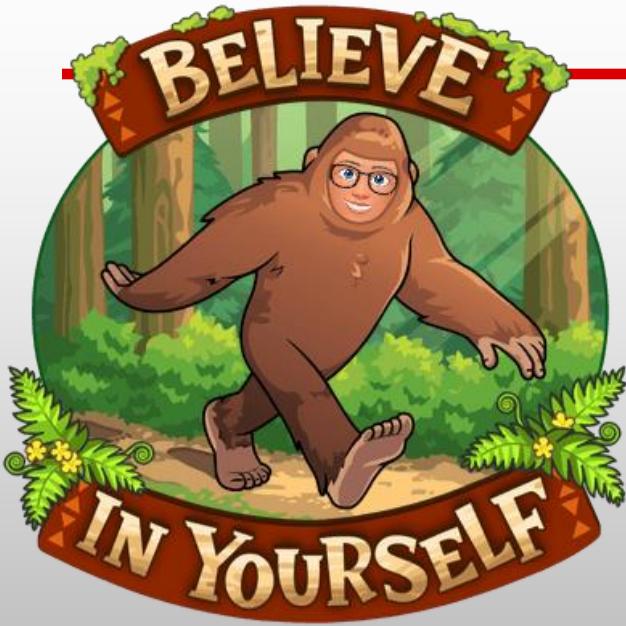
NATIVE AMERICAN TRIBES: DIVERSE AND SUCCESSFUL PRIOR TO EUROPEAN CONTACT.

- **MAYAS (YUCATAN), AZTECS (MX CITY THROUGH CENTRAL AMERICA), INCAS (PERU)**
 - ORGANIZED SOCIETIES, LANGUAGES, RELIGIONS, GOVERNMENTS, CALENDARS, AND ECONOMIES THAT RIValed EUROPEAN CITIES
- OTHERS: SW (PUEBLO), NW AND ALASKA (LUMMI AND INUIT), GREAT PLAINS (SIOUX), MW (MISSISSIPPIAN @ CAHOKIA, ADENA-HOPEWELL), NE (IROQUOIS & HURONS), ATLANTIC COAST (LENAPES, POWHATANS)
 - HUNT, FISH, PERMANENT HOUSES (PLANKS, EARTHEN MOUNDS), CONFEDERACIES, SIGNED TREATIES, CONDUCTED WARS, FARMED WITH IRRIGATION, CREATED INTRICATE TRADE ROUTES.
- 90% DECLINE DUE TO CONTACT WITH EUROPEANS



NEED MORE? THERE'S A VIDEO LINKED TO THIS MAP!

SUMMARIZER



1.1 I CAN EXPLAIN THE CONTEXT FOR EUROPEAN ENCOUNTERS IN THE AMERICAS FROM 1491 TO 1607.

1.2 I CAN EXPLAIN HOW AND WHY VARIOUS NATIVE POPULATIONS IN THE PERIOD BEFORE EUROPEAN CONTACT INTERACTED WITH THE NATURAL ENVIRONMENT IN NORTH AMERICA.

1.6 I CAN EXPLAIN HOW AND WHY EUROPEAN AND NATIVE AMERICAN PERSPECTIVES OF OTHERS DEVELOPED AND CHANGED IN THE PERIOD.

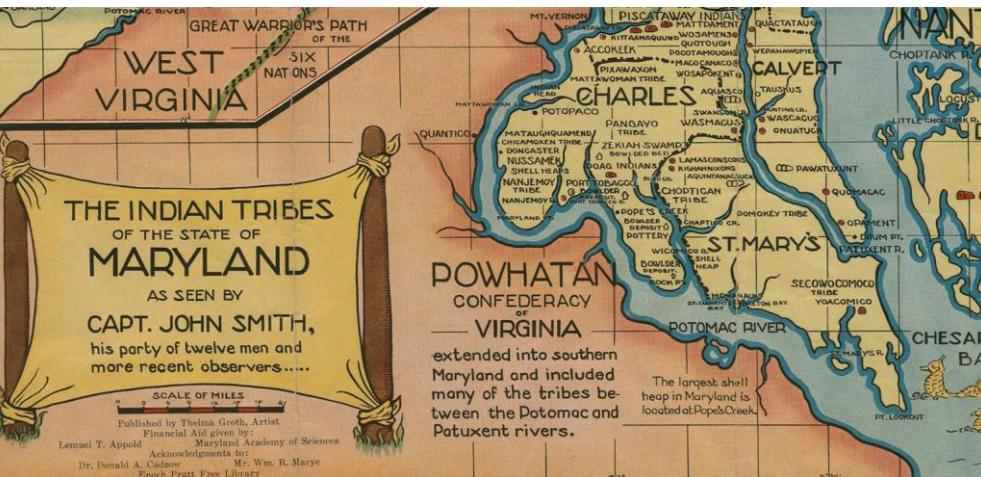
TURN AND TALK SUMMARIZER: WITHOUT LOOKING AT YOUR NOTES, HAVE A CONVERSATION WITH A CLASSMATE ABOUT THE ABOVE LEARNING OBJECTIVES. WHAT IF WE TURNED THESE INTO ESSAY PROMPTS? HOW WOULD YOU DO? CAN YOU PROVIDE DETAILS AND HISTORICALLY RELEVANT EXAMPLES?

WEDNESDAY SEPTEMBER 3, 2025

OBJECTIVE: TSWBAT USE ESSENTIAL WORDS AND KEY TERMS TO COMPLETE 1.1 TO 1.7 IN THE U1 CED GRAPHIC ORGANIZER.

CRITERIA FOR SUCCESS:

- LET'S GET SERIOUS!
- UNIT 1 CED GRAPHIC ORGANIZER
- NOTES
- YOU HAVE A QUIZ ON YAWP CHAPTER 1 ON FRIDAY!



DYK? THE STATE OF MARYLAND HAS
FORMALLY RECOGNIZED THREE TRIBES (THE
PISCATAWAY INDIAN NATION, PISCATAWAY
CONOY TRIBE AND THE ACCOHANNOCK INDIAN
TRIBE) AND THE MARYLAND COMMISSION ON
INDIAN AFFAIRS SERVES THE INDIGENOUS
TRIBES IN THE STATE.

1.3 I can explain the causes of exploration and conquest of the New World by various European nations.

1.4 I can explain the causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.

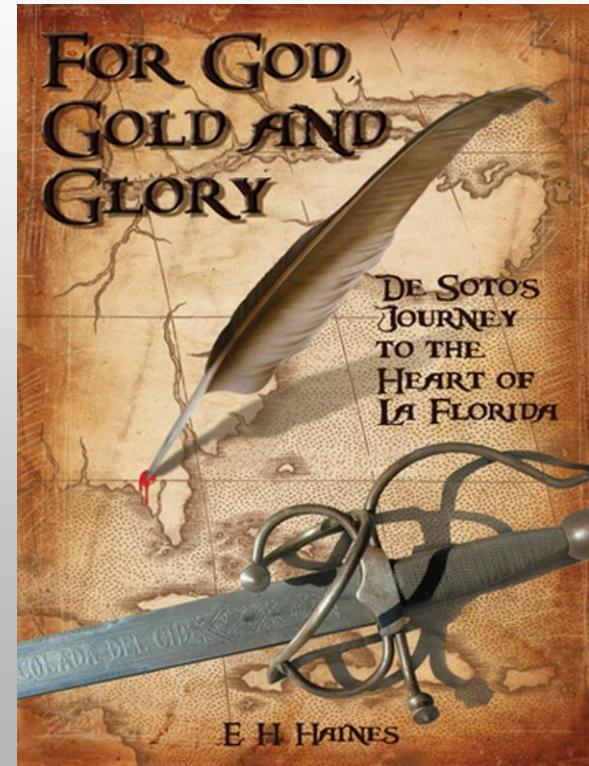
BEFORE VIEWING, CLICK [HERE](#) AND READ SKIM THE YAWP CHAPTER 1 SECTION III ON EUROPEAN EXPANSION. THEN SEE IF YOU CAN ADDRESS OBJECTIVES 1.3 AND 1.4 (5 MIN)

CAN YOU SAY GOLD, GOD, GLORY?



WHY DID THEY COME HERE AND WHERE DID THEY GO?

- THE COLUMBIAN EXCHANGE: THE PERMANENT INTERACTION BETWEEN EUROPEANS AND AMERICANS. TRANSATLANTIC TRADE OF ANIMALS, PLANTS, AND GERMS – SMALLPOX.
- WITHIN A CENTURY SPANISH AND PORTUGUESE EXPLORERS SETTLED COLONIES USING NATIVES AND AFRICANS FOR LABOR
- FRENCH, DUTCH AND ENGLISH SOON FOLLOWED
- 3 GS: GOD, GOLD, AND GLORY



WHAT DID YOU
EAT IN THE LAST
24 HOURS THAT
YOU COULD NOT
HAVE EATEN
PRIOR TO THE
ARRIVAL OF
COLUMBUS?

TURN AND TELL A
NEIGHBOR.



The Columbian Exchange



FACTORS / CAUSES OF EXPANSION IN EUROPE

RENAISSANCE (AGE OF EXPLORATION, SCIENTIFIC REVOLUTION, NAUTICAL (MARITIME) REVOLUTION = GOLD, GOD, GLORY)

PROTESTANT REFORMATION – MORE ON THIS ANOTHER DAY

- QUEST FOR RELIGIOUS FREEDOM

EUROPEAN'S ABILITY, DESIRE AND PERCEIVED NEED (COMPETITION) RESULTED IN PROLONGED CONTACT AND THE DEVELOPMENT OF RELATIONSHIPS AND EVENTUALLY AN AMERICAN IDENTITY

- THE PLAYERS: INDIGENOUS PEOPLES, EUROPEANS (SPANISH, PORTUGUESE, FRENCH, DUTCH, ENGLISH), AND WEST AFRICANS WHO WERE ENSLAVED



| | | |
|--|--|--|
| <p>1.5 I can explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.</p> | | |
| <p>1.6 I can explain how and why European and Native American perspectives of others developed and changed in the period.</p> | | |
| <p>1.7 I can explain the effects of the development of transatlantic voyages from 1491 to 1607.</p> | | |



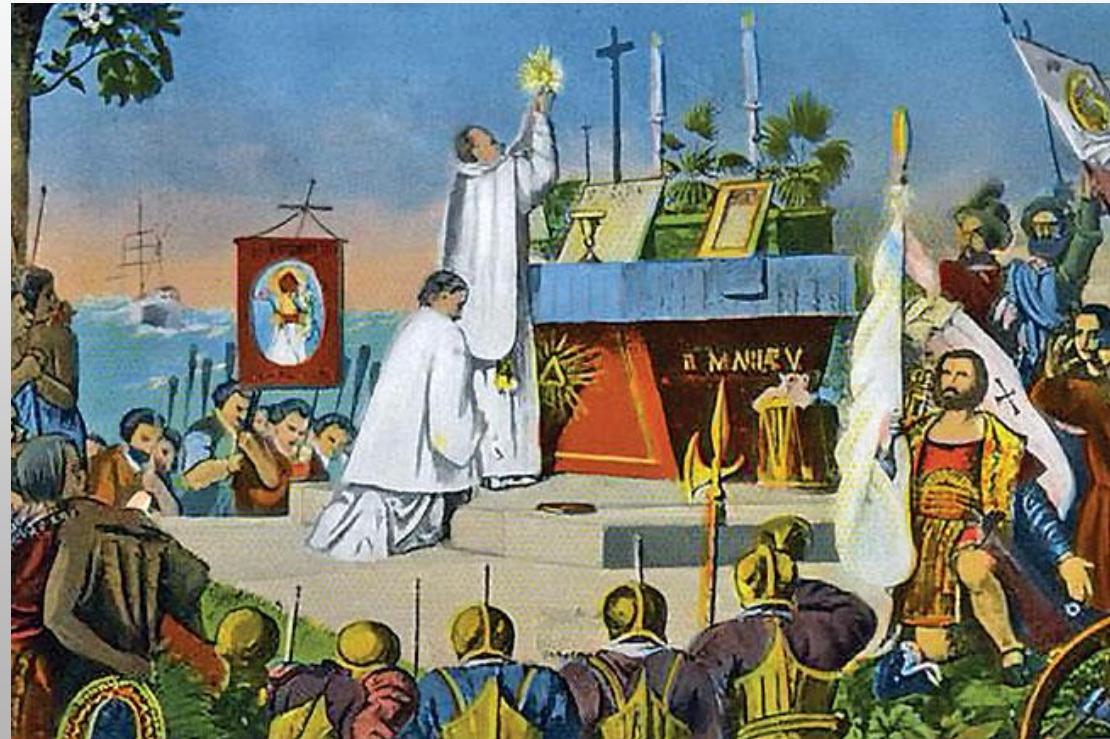
IS IT TRUE THAT NEW MEXICO'S US HOUSE OF REPRESENTATIVE STATUE IS A PUEBLO? YUP! HIS NAME IS PO'PAY!

UNIT OBJECTIVE 1.5: HOW DID SPANISH EMPIRE SHAPE THE DEVELOPMENT OF SOCIAL AND ECONOMIC STRUCTURES PRIOR TO 1607?

WE WILL DO THE SPANISH AS A CASE STUDY, BUT EVENTUALLY YOU SHOULD BE ABLE TO DO THIS WITH FRENCH AND ENGLISH.

SPOILER ALERT!

ENGLAND WILL REIGN OVER THE NORTH AMERICAN COLONIES ON THE EAST COAST. THESE COLONIES WILL BIND TOGETHER AND HAVE A REVOLUTION.



UNIT OBJECTIVE 1.5: SPANISH SOUTHWEST

CONQUISTADORS WHO CONQUERED
MAYANS, INCAS AND AZTECS TURNED
ATTENTION NORTH TO FLORIDA AND
NEW MEXICO → JUAN PONCE DE LEON
1513

- EST. ST. AUGUSTINE AND OTHER
PRESIDIOS TO PROTECT MISSIONS
(FORCED CONVERSION TO
CATHOLICISM)



• UNIT OBJECTIVE 1.6: HOW AND WHY DID EUROPEAN AND NATIVE AMERICAN PERSPECTIVES OF EACH OTHER DEVELOP AND CHANGE?

- MISSIONS CONTINUED TO BE SET UP IN FL AND NM TO CONVERT NATIVES TO CATHOLICISM
- JUAN ONATE, *CONQUISTADOR*
 - SPANISH GOVERNMENT IMPOSED **ENCOMIENDA SYSTEM** – AWARDED INDIGENOUS LABOR TO WEALTHY SPANIARDS (CONQUISTADORS)
 - SPANISH GOVERNMENT – **ASIENTO SYSTEM** ALLOWED OTHER COUNTRIES TO SELL ENSLAVED AFRICANS TO AMERICAN COLONIES



MISIÓN EN NM USED TO CONVERT PUEBLOS TO CATHOLICISMO

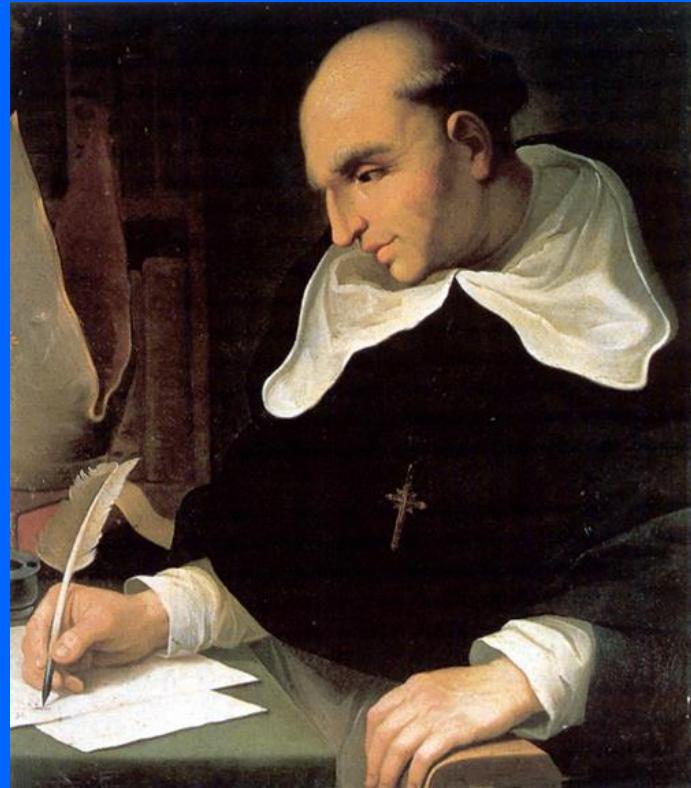
ENGRAVING OF SUGAR
PRODUCTION ON A
PLANTATION IN THE
SPANISH CARIBBEAN,
1595, THEODOR DE BRY

© THE LIBRARY
COMPANY OF
PHILADELPHIA



UNIT OBJECTIVE 1.6: SPANISH SW CONT

- AFTER BARTOLOME DE LAS CASAS WRITINGS, MANY CONQUISTADORS WERE REPLACED BY THE SPANISH GOVERNMENT FOR EXCESSIVE BRUTALITY
- MISSIONS REMAINED – *HACIENDAS* AND A FEUDAL LIKE SYSTEM DEVELOPED WITH AN EMPHASIS ON CONVERSION TO CATHOLICISM.
 - *MESTIZOS*



HOMEWORK:

- READ YAWP
- START FILLING IN YOUR CED GRAPHIC ORGANIZER FOR UNIT 1
- QUIZ ON CHAPTER 1 = FRIDAY!

CAHOKIA =
PRESENT DAY ST.
LOUIS

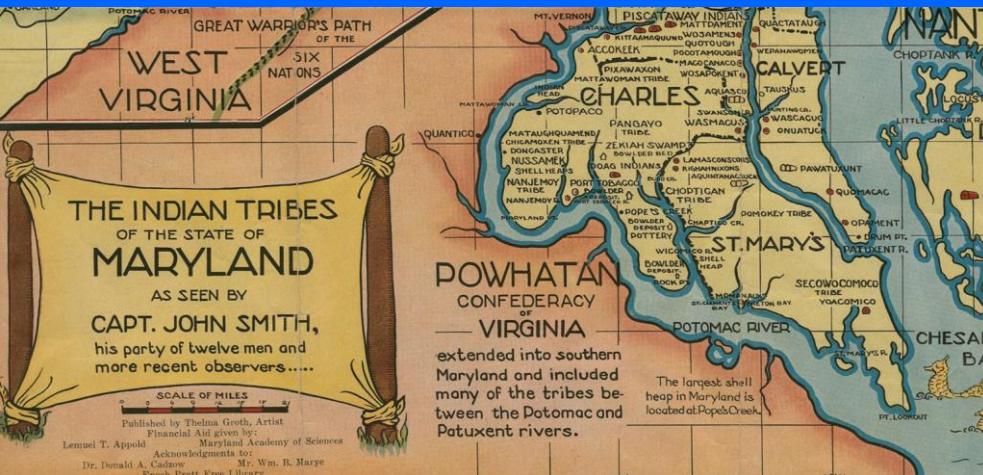


THURSDAY SEPTEMBER 4, 2025

OBJECTIVE: TSWBAT USE THE SPANISH AS A CASE STUDY TO COMPLETE 1.2-1.7 IN THE CED FOR UNIT 1. STUDENTS WILL ALSO TRY HAPPY SKILLS ON PRIMARY SOURCES.

CRITERIA FOR SUCCESS:

- HAPPY INTRODUCTION
- HAPPY ACTIVITY!
- YOU HAVE A QUIZ TOMORROW!



DYK? THE STATE OF MARYLAND HAS FORMALLY RECOGNIZED THREE TRIBES (THE PISCATAWAY INDIAN NATION, PISCATAWAY CONOY TRIBE AND THE ACCOHANNOCK INDIAN TRIBE) AND THE [MARYLAND COMMISSION ON INDIAN AFFAIRS](#) SERVES THE INDIGENOUS TRIBES IN THE STATE.

.HAPPY GUIDELINES

HAPP SKILLS!

H ISTORICAL SITUATION

A UDIENCE

P URPOSE

P OINT OF VIEW / PERSPECTIVE

Y OU EXPLAIN



HAPPy
documents make
HAPPy students!

HAPPY G

HISTORICAL SITUATION

"I PLEDGE YOU, I PLEDGE
MYSELF, TO A NEW DEAL FOR
THE AMERICAN PEOPLE."
- JULY 2, 1932



.HAPPY GUIDELINES

INTENDED AUDIENCE

DESCRIBE THE AUDIENCE AT
A MAGA EVENT HOSTED BY
PRESIDENT TRUMP. THINK
DEMOGRAPHICS!



.HAPPY GUIDE

PURPOSE

WHAT'S THE PURPOSE OF
PRINCIPAL TAYLOR'S BACK
TO SCHOOL NIGHT?



WINSTON CHURCHILL HIGH SCHOOL

Back to School Night

August 28, 2025

5:30 p.m. - 8:50 p.m.



AGENDA

| | |
|-----------------------|--|
| 5:30 p.m. - 6:45 p.m. | Senior Parent Night/Special Ed Open House/Information Fair |
| 6:55 p.m. - 7:10 p.m. | Period 1 and Principal Welcome Message |
| 7:15 p.m. - 7:25 p.m. | Period 2 (Attendance) |
| 7:30 p.m. - 7:40 p.m. | Period 3 |
| 7:45 p.m. - 7:55 p.m. | Period 4 |
| 8:00 p.m. - 8:10 p.m. | Period 6 |
| 8:15 p.m. - 8:25 p.m. | Period 7 |
| 8:30 p.m. - 8:40 p.m. | Period 8 |

5:30-6:30 p.m. - Senior Parent College Night (Auditorium): Senior parents are invited to hear about the college application process and procedures in the auditorium. This presentation will be recorded and shared.

6:00-6:45 p.m. - Special Education and 504 Open House (Media Center): Parents and families of students who receive special education services are invited to join the PTSA for an Open House to meet the case managers and service providers for our programs.

6:00-6:45 p.m. - Information Fair: During the Information Fair, parents are encouraged to visit the tables around the "Main Gym" Lobby. Representatives from the PTSA, Booster Clubs, and family supports will be available. The Athletic Booster Club will be selling spirit gear as well!

Information Tables include:

- Department Resource Teachers for content/curricular questions
- College and Career Center Supports
- WCCHS Wellness Services Team
- WCCHS Athletics Program
- And so much more

.HAPPY GUIDELINES

POINT OF VIEW (POV)

WHAT IS JOHN C. CALHOUN'S
POV? THROUGH WHAT LENS
DOES HE SEE AMERICA?

"BE IT GOOD OR BAD, [SLAVERY] HAS GROWN UP WITH OUR SOCIETY AND INSTITUTIONS, AND IS SO INTERWOVEN WITH THEM THAT TO DESTROY IT WOULD BE TO DESTROY US AS A PEOPLE. BUT LET ME NOT BE UNDERSTOOD AS ADMITTING, EVEN BY IMPLICATION, THAT THE EXISTING RELATIONS BETWEEN THE TWO RACES IN THE SLAVEHOLDING STATES IS AN EVIL:—FAR OTHERWISE; I HOLD IT TO BE A GOOD, AS IT HAS THUS FAR PROVED ITSELF TO BE TO BOTH, AND WILL CONTINUE TO PROVE SO IF NOT DISTURBED BY THE FELL SPIRIT OF ABOLITION."

— JOHN C. CALHOUN MARCH 6, 1837

"VIOLENCE IN ALL OF ITS FORMS IS POISONOUS AND DESTRUCTIVE. MY BEHAVIOR LAST NIGHT WAS UNACCEPTABLE AND INEXCUSABLE. JOKES AT MY EXPENSE ARE PART OF THE JOB, BUT A JOKE ABOUT MY WIFE'S MEDICAL CONDITION WAS TOO MUCH FOR ME TO BEAR AND I REACTED EMOTIONALLY. I WOULD LIKE TO PUBLICLY APOLOGIZE TO YOU, CHRIS. I WAS OUT OF LINE AND I WAS WRONG. I AM EMBARRASSED AND MY ACTIONS ARE NOT INDICATIVE OF THE MAN I WANT TO BE. THERE IS NO PLACE FOR VIOLENCE IN A WORLD OF LOVE AND KINDNESS. I WOULD ALSO LIKE TO APOLOGIZE TO THE ACADEMY, THE PRODUCERS OF THE SHOW, ALL THE ATTENDEES, AND EVERYONE AROUND THE WORLD. I WOULD LIKE TO APOLOGIZE TO THE WILLIAMS FAMILY AND MY KING RICHARD FAMILY. I DEEPLY REGRET THAT MY BEHAVIOR HAS STAINED WHAT HAS OTHERWISE BEEN A GORGEOUS JOURNEY FOR ALL OF US. I AM A WORK IN PROGRESS."

— WILLARD C. SMITH II, MARCH 27, 2022

TURN TO A NEIGHBOR AND DO: HS, A, P, AND POV

CRITERIA FOR SUCCESS:

- ★ USE NEW HAPPY SKILLS TO ANALYZE AND REACH CONSENSUS ON 5 NATIVE AMERICAN SOURCES
- ★ CHOOSE YOUR OWN ADVENTURE ON DOCUMENT E
- ★ EXPLICITLY ADDRESS EACH SKILL IN COMPLETE SENTENCES
- ★ USE DETAILED HISTORICAL EVIDENCE TO SUPPORT YOUR RESPONSES.
- ★ DUE DATE: SEPTEMBER 5, 2025
- ★ DEADLINE: SEPTEMBER 8, 2025

APUSH Native American Influence 1450-1607

Directions: In small groups, read each document to yourself. Analyze using the assigned 'HAPPY' technique - Historical Situation, Audience, Purpose, Perspective / Point of View (POV) and You explain the chosen skill. Be EXPLICIT! Start your answers with "Chief Powhatan's intended audience was...". Use DETAILS! The audience will never be *white people, or Americans*.

DO NOT divide the documents. Everyone in your group should read each document. Complete the HAPPY analysis as a team. Reach consensus!

DOCUMENT A:

"They attacked the towns and spared neither the children nor the aged nor pregnant women nor women in childbirth, not only stabbing them and dismembering them but cutting them to pieces as if dealing with sheep in the slaughterhouse. They laid bets as to who, with one stroke of the sword, could split a man in two, cut off his head or spill out his entrails with a single stroke of the pike. They took infants from the mothers' breasts, snatching them by the legs and pitching them headfirst against the crags and stones, and them by the arms and threw them into the rivers, roaring with laughter and saying as the babies floated into the water, "Boil there, you offspring of the devil!"



Francisco de la Casas, Brief Account of the Devastation of the Indies, 1542

HISTORICAL SITUATION:

DOCUMENT B:

"When we came over to the other side, there was a many of other Savages which directed us to their Towne, where we were entertained by them very kindly. When we came first a Land they made a dolefull noise, laying their faces to the ground, scratching the earth with their nalles. We did thinke they had beene at their Idolatry. When they had ended their Ceremonies, they went into their houses and brought out mats and laid upon the ground: the chiefeft of them sat all in a ranc; the meanest sort brought us such dainties as they had, and of their bread which they make of their Maiz or Gennea wheat. They would not suffer us to eat unless we sate down which we did on a Mat right against them. After we were well satisfied they gave us of their Tabacco."

Observations at Jamestown by Master George Percy (1606) One of the thirty-eight noblemen in the expedition; he twice served as the colony's governor.

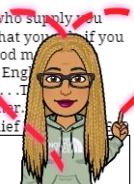
PURPOSE:

DOCUMENT C:

"Why will you take by force what you may obtain by love? Why will you destroy us who supply you with food? What can you get by war? . . . We are unarmed, and willing to give you what you want if you come in a friendly manner. . . . I am not so simple as not to know it is better to eat good meat comfortably, live quietly with my women and children, laugh and be merry with the English, being their friend, trade for their copper and hatchets, than to run away from them. . . . That you guns and swords, the cause of all our jealousy, or you may die in the same manner."

- Chief

AUDIENCE:

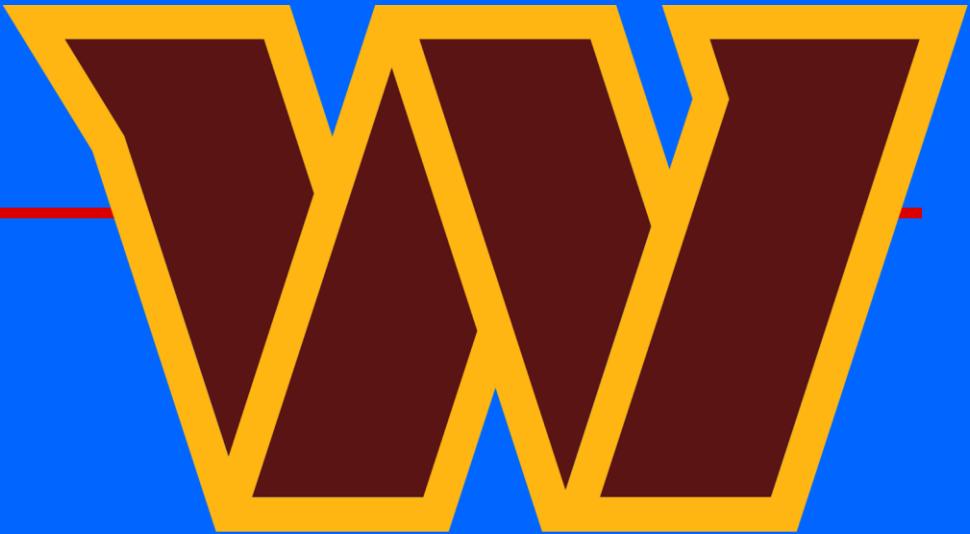


FRIDAY SEPTEMBER 5, 2025

OBJECTIVE: TSWBAT ASSESS
THEIR CED COMPREHENSION
ON A QUIZ.

CRITERIA FOR SUCCESS:

- Quiz!
- HAPPY PRACTICE
 - TEACHER MODEL:
BARTOLOME DE LAS
CASAS
 - STUDENT ACTIVITY:
MD Gov Wes Moore



DYK? ON SEPTEMBER 5, 1906 SAINT LOUIS UNIVERSITY QB BRADBURY ROBINSON THREW THE FIRST LEGAL FORWARD PASS IN FOOTBALL HISTORY TO JACK SCHNEIDER. SAINT LOUIS WON THE GAME 22-0. WHO'S YOUR FAVORITE TEAM? WHO DO YOU THINK WILL HEADLINE THE SUPER BOWL HALFTIME SHOW? JAY-Z, TAYLOR SWIFT, POST MALONE, AND BAD BUNNY HAVE BEEN GETTING A LOT OF BUZZ LATELY.

LET'S TRY A REAL ONE!

"IT WAS A GENERAL RULE AMONG SPANIARDS TO BE CRUEL; NOT JUST CRUEL, BUT EXTRAORDINARILY CRUEL SO THAT HARSH AND BITTER TREATMENT WOULD PREVENT INDIANS FROM DARING TO THINK OF THEMSELVES AS HUMAN BEINGS OR HAVING A MINUTE TO THINK AT ALL. SO THEY WOULD CUT AN INDIAN'S HANDS AND LEAVE THEM DANGLING BY A SHRED OF SKIN AND THEY WOULD SEND THEM ON SAYING "GO NOW, SPREAD THE NEWS TO YOUR CHIEFS." THEY WOULD TEST THEIR SWORDS AND THEIR MANLY STRENGTH ON CAPTURED INDIANS AND PLACE BETS ON THE SLICING OFF OF HEADS OR THE CUTTING OF BODIES IN HALF WITH ONE BLOW. THEY BURNED OR HANGED CAPTURED CHIEFS."

– BARTOLOME DE LAS CASAS, IN DEFENSE OF THE INDIAN, 1552

.MODEL – DOCUMENTS MAKE ME HAPPY!

- HISTORICAL SITUATION: AGE OF EXPLORATION, COLUMBIAN EXCHANGE – PERMANENT INTERACTION OF EUROPE AND THE AMERICAS, NAUTICAL REVOLUTION ALLOWED THE EXPANSION OF THE SPANISH EMPIRE TO NEW WORLD
- AUDIENCE: SPANISH ROYAL AUTHORITIES AND THE CATHOLIC CHURCH
- PURPOSE: INFORM SPANISH ROYAL AUTHORITY ABOUT ATROCITIES COMMITTED BY CONQUISTADORS IN THE NAME OF SPAIN. INFLUENCE THE CROWN TO INTERVENE ON BEHALF OF THE NATIVES
- POINT OF VIEW: BARTOLOME DE LAS CASAS WAS A SPANISH RELIGIOUS FIGURE WHO BECAME AN ADVOCATE FOR NATIVE AMERICAN AFTER WITNESSING THE CRUEL TREATMENT OF CONQUISTADORS. HE ORIGINALLY PARTICIPATED IN AND THEN REJECTED THE ENCOMIENDA SYSTEM. HE ADVOCATED FOR THE USE OF AFRICANS AS SLAVES INSTEAD OF NATIVE AMERICANS.
- YOU EXPLAIN: AS TIME WENT ON, THE WORK OF DE LAS CASAS ENCOURAGED SPANISH ROYALTY TO ABANDON THE ENCOMIENDA SYSTEM AND ADOPT THE ASIENTO SYSTEM.

MARYLAND GOVERNOR WES MOORE

WHO IS WES MOORE?

WHAT TO WATCH FOR...

- ★ WHAT IS THE HISTORICAL SITUATION? WHAT SPECIFICALLY DO YOU NEED TO KNOW IN ORDER TO UNDERSTAND THIS INTERVIEW?
- ★ WHAT'S WES MOORE'S POV? THROUGH WHAT LENS DOES HE SEE AMERICA?
- ★ WHAT IS WES MOORE'S PURPOSE? WHAT IS HE TRYING TO ACCOMPLISH WITH THE FACE THE NATION INTERVIEW?



WANT TO LEARN MORE ABOUT Wes Moore's GUBERNATORIAL PROGRAMS? Click [HERE](#).

HOMEWORK:

- ★ READ AMERICAN YAWP CHAPTERS 1 & 2
- ★ COMPLETE THE UNIT 1 LEARNING OBJECTIVES CHART
- ★ DEADLINE FOR NATIVE AMERICAN HAPP ASSIGNMENT IS 9/8
- ★ WE WILL REVIEW FOR UNIT 1 ON MONDAY AND TEST ON UNIT 1 ON TUESDAY (9/9)
- ★ HAVE A GREAT WEEKEND!
- ★ BE AWESOME!

• CHIEF POWHATAN (1547-1618)

- WHO WAS HE?
- WHERE DID HE LIVE?
- WHY WERE THERE THREE ANGLO - POWHATAN WARS?
- WHO WAS OPECHANCANOUGH?
- CAN YOU SAY OPECHANCANOUGH 10 TIMES FAST!?

