

NAME:

DATE:

CLASS:

DBQ FOCUS: Exploration and Colonization



Document-Based Question Format

Directions: The following question is based on the accompanying Documents (The documents have been edited for the purpose of this exercise.) This question is designed to test your ability to work with and understand historical documents.

Write a response that:

- Has a relevant **thesis** and **supports that thesis with evidence** from the documents.
- Cites evidence from included source perspectives.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account both the sources of the documents and the author's points of view.

Historical Context: Europeans had spent almost a thousand years for the most part locked into one area of the world. By the end of the fifteenth century they set out to explore in mass quantities areas further and further to the west. In the process of this exploration of the "New World" they encountered new people. These indigenous people had flourished in developing their own unique cultures separate from the European World. However, this "New World" would forever be changed by the invasion of Europeans into the everyday lives of the people in the Western Hemisphere.

Question

What was the impact of Exploration and Colonization on the native peoples?

Document 1

Source: Hernan Cortes Letter to Charles V

They have a custom, horrible, and abominable, and deserving punishment...Whenever they ask anything of their gods, in order for their request to be fulfilled, they take many boys, girls, men, and women, and in the presence of the statues of their gods they cut open their chests. While they are still alive they take out their hearts and entrails. Then they burn the organs, offering the smoke as a sacrifice to their gods...No year passes in which they do not kill and sacrifice 50 souls at each temple in their kingdom... I did everything I could to steer them away from their false gods and to draw them to our Lord God. Montezuma agreed that I probably knew best...He said that as long as I taught the Aztecs our religion they would follow my directions. Therefore, I removed the statues of the false gods, cleaned the temples, and taught the people our religion. The rest of the Aztecs did not accept the new religion that I was giving them. They did make sure, though, that they did not sacrifice any more humans while I was in the city...

Student Analysis

Why does Cortes oppose the religious beliefs of the native people?

Why do you think the Aztecs would not change their religious beliefs?

Document 2

Source: Christopher Columbus Letter to Santangel

As for new blancas, for them they would give everything which they had, although it might be two or three castellanos' weight of gold or an arroba or two of spun cotton. They took even the pieces of the broken hoops of the wine barrels and, like savages, gave what they had, so that it seemed to me to be wrong and I forbade it. I gave them a thousand handsome good things, which I had brought, in order that they might conceive affection for us and, more than that, might become Christians and be inclined to the love and service of your highnesses and of the whole Castilian nation, and strive to aid us and to give us of the things which they have in abundance and which are necessary to us.

Student Analysis

How does Columbus characterize the native people?

Document 3

Source: Bernal Diaz *The True History of the Conquest of New Spain*

Let us state how most of the Indian natives have successfully learned all the Spanish trades...There are gold and silversmiths...and carvers also do the most beautiful work with iron tools...Many sons of chieftains know how to read and write, and to compose books...Now they breed cattle of all sorts, and break in oxen, and plough the land, and sow wheat, and thresh harvest, and sell it, and make bread, and they have planted their lands with all the trees and fruits, such as apples and pears which they hold in higher regard than their native plants, which we have brought from Spain.

Student Analysis

How did European conquest effect the native peoples?

Document 4

Source: Miguel Leon-Portilla *The Broken Spears: The Aztec Account of the Conquest of Mexico*

[After the Spaniards fled Tenochtitlan after La Noche Triste, a great plague broke out here in Tenochtitlan.] It began to spread during [the month of October] and lasted for seventy days, striking everywhere in the city and killing a vast number of our people. Sores erupted on our faces, our breasts, our bellies; we were covered with agonizing sores from head to foot. The illness was so dreadful that no one could walk or move. The sick were so utterly helpless, they could only lie on their beds like corpses, unable to move their limbs or even their heads. They could not lie face down or roll from one side to the other. If they did move their bodies, they creamed with pain. A great many died from this plague and many others died of hunger. They could not get to search for food and everyone else was too sick to care for them, so they starved to death in their own beds. ... Their looks were ravaged, for wherever a sore broke out, it gouged an ugly pockmark in the skin. And a few of the survivors were left completely blind. The first cases were reported outside of the city. By the time the danger was recognized, the plague was so well established that nothing could halt it and spread to all of the region around Lake Texcoco. Then its virulence diminished considerably, though there were many isolated cases for many months after. The very first victims were stricken during [early September] and the faces of our warriors were not clean and free of sores until [the end of November].

Student Analysis

How did smallpox effect Tenochtitlan?

How did smallpox impact the culture of the natives?

Document 5

Source: El Requerimiento

Wherefore, as best we can, we ask and require you that you consider what we have said to you, and that you take the time that shall be necessary to understand and deliberate upon it, and that you acknowledge the Church as the Ruler and Superior of the whole world, and the high priest called Pope, and in his name the King and Queen Doña Juana our lords, in his place, as superiors and lords and kings of these islands and this Tierra-firme by virtue of the said donation, and that you consent and give place that these religious fathers should declare and preach to you the aforesaid.

If you do so, you will do well, and that which you are obliged to do to their Highnesses, and we in their name shall receive you in all love and charity, and shall leave you, your wives, and your children, and your lands, free without servitude, that you may do with them and with yourselves freely that which you like and think best, and they shall not compel you to turn Christians, unless you yourselves, when informed of the truth, should wish to be converted to our Holy Catholic Faith, as almost all the inhabitants of the rest of the islands have done. And, besides this, their Highnesses award you many privileges and exemptions and will grant you many benefits.

But, if you do not do this, and maliciously make delay in it, I certify to you that, with the help of God, we shall powerfully enter into your country, and shall make war against you in all ways and manners that we can, and shall subject you to the yoke and obedience of the Church and of their Highnesses; we shall take you and your wives and your children, and shall make slaves of them, and as such shall sell and dispose of them as their Highnesses may command; and we shall take away your goods, and shall do you all the mischief and damage that we can, as to vassals who do not obey, and refuse to receive their lord, and resist and contradict him; and we protest that the deaths and losses which shall accrue from this are your fault, and not that of their Highnesses, or ours, nor of these cavaliers who come with us. And that we have said this to you and made this Requisition, we request the notary here present to give us his testimony in writing, and we ask the rest who are present that they should be witnesses of this Requisition.

Student Analysis

How does the reader of this document seem to view the natives?

What is the threat if the natives don't comply with orders?

Why would the natives consider following these orders?

Document 6

Source: Geoffrey Cowley in the Great Disease Migration

Many experts now believe that the New World was home to 40 million to 50 million people before Columbus arrived and that most of them died within decades. In Mexico alone, the native population fell from roughly 30 million in 1519 to 3 million in 1568. There was similar devastation throughout the Caribbean islands, Central America and Peru. The eminent Yale historian David Brion Davis says this was "the greatest genocide in the history of man." Yet it's increasingly clear that most of the carnage had nothing to do with European barbarism. The worst of the suffering was caused not by swords or guns but by germs.

By the time Columbus set sail, the people of the Old World held the distinction of being thoroughly diseased. By domesticating pigs, horses, sheep and cattle, they had infected themselves with a wide array of germs. And through centuries of war, exploration, and city-building, they had kept those agents in constant circulation. Virtually any European who crossed the Atlantic during the 16th century had battled such illness as smallpox and measles during childhood and emerged fully immune.

By contrast, the people of the Americas had spent thousands of years in biological isolation. By the time Columbus had arrived, groups like the Aztecs and Maya of Central America and Peru's Incas had built cities large enough to sustain major epidemics. Archeological evidence suggests they suffered from syphilis, tuberculosis, a few intestinal parasites and some types of influenza. Yet they remained untouched by the diseases that had raged for centuries in the Old World. When the newcomers arrived carrying mumps, measles, whooping cough, smallpox, cholera, gonorrhea and yellow fever, the Indians were immunologically defenseless.

Student Analysis

Why were the people of the New World so susceptible to disease from Europe?

What impact would the devastation from disease have on the native populations?

Document 7

Source: Bernal Diaz The True History of the Conquest of New Spain

Let us state how most of the Indian natives have successfully learned all the Spanish trades... There are gold and silversmiths...and carvers also do the most beautiful work with iron tools...Many sons of chieftains know how to read and write, and to compose books...Now they breed cattle of all sorts, and break in oxen, and plough the land, and sow wheat, and thresh harvest, and sell it, and make bread, and they have planted their lands with all the trees and fruits, such as apples and pears which they hold in higher regard than their native plants, which we have brought from Spain.

Student Analysis

Why do you think the author of this passage doesn't include the natives viewpoint of these changes?

Document 8

Source: "Indians in Latin America"

During the early 1500's, Spain established the encomienda system in Latin America. Under this system, the Spanish king granted colonists the right to collect payments from Indians living in certain areas of land. The Spanish landowners forced the Indians to farm the land or work in mines. Eventually, the colonists claimed to own the land. Thousands of Indians died from overwork and harsh treatment. Spanish threats to Indian ways of life were not limited to forcing them to work for the colonists' benefit. The Spaniards also weakened traditional tribal bonds by resettling individual members of tribes far apart so that they would have little contact with one another. In some cases, Indians were moved to specially designed villages where they would be forced to give up their customs so they could be taught Christianity and European customs and manners. During their rule in Latin America, the Spaniards also created a class structure based on race. In general, the Spaniards and their children were the highest class. Mestizos (people of Indian and Spanish descent) and mulattoes (people of African and Spanish ancestry) formed the next class. The lowest class was made up of African slaves and Indians.

Student Analysis

Why did the Spanish break up families and natives tribes?

What was the result of breaking up native tribes?

Document 9

Source: The Oral History of Chief Hatuey

As a witness of the atrocities of the Spanish conquistadors against the Taino Indians, Chief Hatuey rounded up his people and fled to another island. He was finally captured and sentenced to burn at the stake for having organized an uprising against the Spanish. A Spanish monk who was present on the day of the execution attempted to convert him to Christianity. The friar explained to the chief about conversion, baptism, and the Catholic concept of heaven and hell. He offered to baptize Chief Hatuey. The chief requested some time to think about the offer. After a few moments he gave his legendary response. Hatuey first asked the monk, "After being baptized, where does one go after death?" The monk responded, "To Heaven." The chief then asked, "And where do the Spanish go after death?" The monk replied, "If they are baptized, they will also go to heaven like all Christians." Then the chief bravely responded "If the Spaniards go to heaven, then I certainly do not want to go there. Do not baptize me, I would prefer to go to hell!"

Student Analysis

What would lead Chief Hatuey to feel this way towards the Spanish?

**Generic Core-Scoring Guide for AP World History
Document-Based Question**

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis.	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
2. Addresses all of the documents and demonstrates understanding of all or all but one.	1	<ul style="list-style-type: none"> ➤ Use of Historical Evidence
3. Supports thesis with appropriate evidence from all or all but one document. [Supports thesis with appropriate evidence from all but two documents.]	2 (1)	<ul style="list-style-type: none"> ➤ Argumentation ➤ Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
4. Analyzes point of view in at least two documents.	1	<ul style="list-style-type: none"> ➤ Use of Historical Evidence
5. Analyzes documents by grouping them in two or three ways, depending on the question.	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Use of Historical Evidence ➤ Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
6. Identifies and explains the need for one type of appropriate additional document or source.	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Use of Historical Evidence
Subtotal	7	Essay as a whole: Synthesis
Expanded Core: Excellence	Points	Historical Thinking Skills Assessed
Expands beyond basic core of 1–7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area. Examples: <ul style="list-style-type: none"> ➤ Has a clear, analytical, and comprehensive thesis. ➤ Shows careful and insightful analysis of the documents. ➤ Uses documents persuasively as evidence. ➤ Analyzes point of view in most or all documents. ➤ Analyzes the documents in additional ways — groupings, comparisons, syntheses. ➤ Brings in relevant “outside” historical content. ➤ Explains why additional types of document(s) or sources are needed. 	0–2	<ul style="list-style-type: none"> ➤ Same skills as noted in basic core ➤ Other historical thinking skills may be demonstrated depending on the question and the documents
Subtotal	2	
TOTAL	9	

TOTAL POINTS BASIC CORE	
TOTAL POINTS EXPANDED CORE	
TOTAL POINTS EARNED	
FINAL GRADE	

RUBRIC	PERCENT	POINTS
9	100	50
8	95	48
7	90	45
6	85	43
5	80	40
4	75	38
3	70	35
2	65	33
1	60	30
0	0	0

Comments: