Decision Making in U.S. History

Colonies

By Kevin O'Reilly

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INTRODUCTION

RATIONALE: Hindsight versus Foresight

When we study history, it is all too easy to sit in judgment of those who came before us. We read it after the fact; we see it in hindsight. Given the benefit of such 20/20 hindsight, some historical figures seem to have been very misguided or downright silly in their decisions. Why didn't they anticipate the consequences of their choices? How could they have been so shortsighted? Sports enthusiasts call this sort of analysis "Monday morning quarterbacking."

However, it's not so easy to laugh at the follies of past decision makers if we are confronted with decisions in history *before* we learn the actual results. In such a situation, we find ourselves making some of the same mistakes that historical characters made, and we sometimes commit new errors they did *not* make. This method of studying history, which we might call "foresight history," is far more challenging—and engaging—than the traditional retroactive method to which we are inured.

In short, when we learn history by hindsight we risk becoming more arrogant and complacent. If, on the other hand, we learn history by *foresight,* by casting ourselves in the role of those historical figures and making decisions as they did—without knowing the outcome—we can learn humility and gain a great deal of empathy for them. Students in my classes constantly exclaim, "This is hard!" as opposed to, "This is boring!"

Foresight history also helps students improve key decision-making skills they will use again and again as citizens. Schools of law, medicine, business, and nursing, along with the military and many other institutions, use case-study methods, where students are forced to make decisions about a particular case and then analyze their thinking. If each of these varied disciplines values decision making so much, shouldn't we be training all our future citizens how to make good decisions?

History provides many benefits for those who study it. Historical knowledge can be liberating all by itself, letting us draw back the veil of ignorance and see the present with eyes enlightened by the past. The more knowledge of history we possess, the better we understand our societies and ourselves. Study and evaluation of primary sources, discussions of motives, debates about significance, analyzing causes and effects, and many other strategies are vital to history courses. The lessons here on decision making are meant to support and enhance these other methods of studying history, not replace them with a more "practical" type of history.

OVERVIEW

The lessons in *Decision Making in U. S. History* are to be used independently within a standard U.S. history course in middle school, high school, or college. Each lesson includes the following:

1. Introduction: includes an overview of the topic, content vocabulary, and decision-making skills emphasized in the lesson
2. Lesson plan: includes suggestions for how to use the handouts, how to focus on decision-making skills, how to connect the decision to the larger historical context, how to use video and other supplementary sources, and how to troubleshoot problems, should any arise
3. Suggested answers: this section features teacher notes about outcomes (student versions of the outcomes are also provided—see number 6 below), references to historians' interpretations of the topic, decision-making analysis, and suggestions for further research
4. Sources: includes the specific sources used in the lesson
5. Problem(s): reproducible handouts used by students to read and analyze the problem
6. Historical outcome of the problem: what people in history actually did and the consequences thereof
7. Primary sources and visuals (if any): these are integrated into the lesson itself and are not included merely as window dressing

Each individual decision-making challenge is referred to as a "problem." Some lessons have one problem to challenge students, while others contain numerous problems. The handouts for each lesson are reproducible; teachers can also decide to use only selected parts of the handouts, if so desired.

While decision making is the main point of the books, historical content is also very important. These lessons focus on real historical problems that convey powerful lessons about U.S. history. The problems involve important issues relevant both to America's past and its present: taxation, foreign intervention, regulation of businesses and individuals, immigration, welfare, war, and so forth. In addition, not all of the problems come from the perspective of political leaders: many ask students to consider the perspectives of ordinary Americans such as workers, voters, farmers, African Americans, business owners, Native Americans, and women. Including problems from the perspectives of ordinary people prepares students for their roles as citizens in a democracy and encourages empathy for unfamiliar groups.

Most of the problems are brief—some as short as one paragraph—and can be used as class warm-ups lasting no more than ten minutes. Even with the shorter problems, however, the outcomes can often be quite complex, running on for several pages. The problems may appear deceptively simple, but analyzing them can be complicated. You can best judge how much analysis to include for each problem, and for how long to run

each problem and discussion.

On the other hand, some problems are more complicated. These problems deal with crucial turning points in the nation's history. Students will almost certainly need more background information before making decisions, and analysis of these problems could take several class periods. These more involved problems could form the organization for an entire unit of study. For example, in my classes the problem on the New Deal provides me with the bulk of the time and activities on my unit concerning the New Deal. Students learn about the basic New Deal programs, including their advantages and disadvantages, while simultaneously working to improve their decision-making skills.

DECISION MAKING

What is Decision Making?

As explained in Student Handout 1, decision making involves making a choice when there is no clearly correct answer. Students can derive important lessons about decision making from encountering "messy" problems like these. Even where outcomes do not show a particular choice to be clearly right or wrong, students will still be surprised by some aspects of the outcomes and thereby gain insight into decision making.

Decision Making as Experience

As argued in Student Handout 1, the most powerful way to teach good decision making is through experience. People learn to make good decisions just by making decisions, period. Bad decisions are more instructive, perhaps, in making us more skeptical decision makers, but that isn't stressed in Student Handout 1. Examples from the teaching profession illustrate this negative-reinforcement aspect of decision making. Teachers who just put students into groups without giving specific directions quickly learn not to do it again. Lessons that don't work well are dropped or modified the next time around. Good teaching is basically good decision making, and good decision making is shaped rapidly by previous decisions.

Ordinary people, including students, have an optimistic tendency simply to assume their decisions will result in positive outcomes, rather than making an estimate of the probabilities of certain outcomes. Decision-making experts, on the other hand, have a much more realistic view of these probabilities, due in part to their greater experience with the types of problem with which they often deal. Experience teaches us to be more realistic about outcomes.

Just encountering the problems and outcomes in these books, therefore, can help students improve their decision-making skills in general.

Targeting Decision-Making Skills

As mentioned in Student Handout 1, these books go beyond just decision-making problems and their outcomes. They also provide teachers with a decision-making model and strategies for teaching the skills involved in decision making. Students learn a simple model that provides basic guidelines for making decisions. This model goes by the acronym **P-A-G-E** (as explained below and in Student Handouts 2 and 3), and it gives support and guidance for student decisions, allows for communication built around specific skills and a common vocabulary, and provides specific criteria for teachers to evaluate student progress on those skills.

It's crucial for the teacher to act as a coach and guide students as they encounter the decision-making problems, in what Reuven Feuerstein refers to as "mediated learning." The teacher's guidance and questions can help students make sense of what they are thinking when they make decisions about historical situations.

The debate among researchers about the relative power of experience versus instruction on decision making is not crucial to these books. Rather, the problems and lessons in these books allow teachers to combine experience and instruction in the form of mediated learning (coaching).

Repetition in Order to Master Skills

These books are based on the hypothesis that several repetitions of decision-making problems and outcomes help improve decision making. That is, a person who has tried 50 problems will most likely have improved his/her decision-making skills more than a person who has tried only ten problems, simply because he or she has had more experience making decisions. There are many problems included in these books, and teachers are encouraged to use them regularly (once or twice per week, perhaps) as warm-ups to start classes or units. It isn't expected, however, that teachers will necessarily use all the problems.

Having experience with a large number of problems also provides students with more historical analogies upon which they can draw. It is striking how often decision makers base their thinking on an analogy (usually a recent one) in looking for ideas to help decide a problem. Having a broader range of analogies allows students to be more skeptical of any analogy suggested, since students are more likely to think of different analogies than the ones offered.

Though many experiences with decision making will help, it is essential that teachers coach students (mediated learning) and have time to reflect on their thinking during decision-making problems. Metacognition (thinking about our own thinking) is vital for improving thinking skills, according to numerous writers. Teachers should therefore allow "postmortem" time after each experience for students to reflect on their thinking, either verbally or in writing (see the section on evaluation for ideas). Teachers are also

encouraged to use some of the lessons for lengthier (1–3 class periods), more in-depth analysis of student thinking and the historical topics involved; perhaps two or three lessons could be used for in-depth analysis per semester.

Individual Choice Versus Historical Context

Research indicates that students generally view the role of individual choices as critical to historical events (for example, viewing Rosa Parks as an important catalyst for the civil rights movement), while professional historians stress the importance of underlying forces (for example, African Americans fighting in World War II, the Cold War, etc. as important causes of the civil rights movement). Students often miss the significance of these underlying forces and do not always recognize the extent to which historical context has constrained the actions of people in the past.

By focusing on decisions by individuals and by groups, the books in this series may seem to perpetuate an overemphasis on the individual vs. historical forces. However, the lessons in these books help students see more historical context, not less. In order to make good decisions, students need to learn a great deal of historical context. All lessons in this book require students to ask questions about context. Each lesson includes a short outcome and a question about why students think that option was tried (e.g., "The Congress rejected the 1790 petition to end slavery. Why do you think it was rejected? Which historical forces at the time led to this outcome?"). Each problem also asks students to think about the historical forces that made it difficult for the individual to make a good decision. In addition, many problems include multiple points of view, which enrich student understanding of context. Finally, students discuss the ways in which the actual historic decision was similar to or different from the decision they made; this emphasizes the role of context in shaping individual choices.

STRATEGIES

The basic format of the lessons, as explained in the overview, is problem, decision, outcome, discussion. However, many of the subskills of decision making are difficult for students to master. In order to assist students, many lessons put these subskills in a sort of multiple-choice format. For example, to improve the "asking for more information" skill, some lessons include a list of questions from which students can select the ones they wish to ask. To improve "identifying underlying problems," some lessons list possible underlying problems. To improve "considering other points of view," some lessons include handouts that put students into different roles (for example, not just looking at labor strike problems from the point of view of the workers, but from the point of view of the owners as well).

GOALS

The books in this series have four main goals:

1. **Make history more interesting:**
   Simply giving students the problems, having them make decisions, and then telling them what the people involved actually did will keep student interest high. It's exciting to make decisions before you know what the historical figures actually did. It's dynamic, open-ended learning. Students enjoy comparing their decisions to those of their classmates and to the decisions actually made by the historical figures. Even if you decide to use the lessons without giving instruction on how to perform the skills involved in decision making, students will still enjoy learning history this way.

   This increased interest should also lead to increased reading comprehension. After all, when students read their texts they will actively search for what actually happened and will want to compare it with what they chose.

2. **Improve decision making through experience:**
   The primary way people learn to make better decisions is through the process of making decisions, both good and bad. Students therefore become more sophisticated decision makers with every choice they make. By giving students many chances to make decisions where they can learn from mistakes and surprises, we can speed up the process of making them savvy decision makers. For example, students who decide to have a foreign government overthrown and see many negative consequences will think twice before trying that again, and will be skeptical of such a plan if proposed in the present day. Experience itself becomes the teacher.

3. **More complex ethical thinking:**
   Ethical questions will arise regularly, and by discussing their positions students will develop more complex ethical arguments and understandings. Please note, however, that these lessons are not aimed primarily at ethical reasoning. Teachers who want to focus primarily on this should consult *Reasoning with Democratic Values* (2 volumes; by Alan Lockwood and David Harris, New York: Teacher's College Press, 1985).

4. **Improve the use of decision-making skills and reflection on those skills:**
   As much as students can improve their decision making through experience, they will develop it that much more if they learn specific subskills, which can then become guidelines for thinking through decision-making problems more carefully. The instruction in these books is based on the skills of the **P-A-G-E** model. The specific elements of **P-A-G-E** are described in the section "Guide to Better Decision Making," and the strategies for teaching those skills are explained below in the section "Teaching Specific Decision-Making Skills."

One of the teaching strategies emphasizes journal writing, in which students reflect on the problems they encounter, including how they could improve their own decision making. If teachers can get them to reflect on how to improve upon decisions they've just made, students will learn to be more reflective in general.

Ideally, we want to train future citizens to approach decision-making problems by asking insightful questions, carefully probing for underlying problems, seeing a problem from a variety of perspectives, setting clear and realistic goals, and imagining consequences.

EXPLANATION OF P-A-G-E FOR TEACHERS

(See Student Handouts 1–3)

Good decision making involves a number of subskills. The more students can use the subskills, the more complex their thinking will be when they make decisions. In order to help students recall the subskills involved in decision making, these books offer a simple acronym—**P-A-G-E**. The acronym is only meant to help students recollect the subskills rather than provide an actual formula for making decisions; decision-making problems are too complex and varied for step-by-step formulas. For instance, in one problem, students will need to focus on envisioning unintended consequences, while in another, historical context will be more important. Research indicates that expert decision makers don't follow step-by-step models. The **P-A-G-E** acronym consists of guidelines only, not specific steps or points that must be followed.

PROBLEM

Student Handout 3, "P-A-G-E Explanations and Examples," discusses the specific parts of **P-A-G-E.** The first section focuses on analyzing the problem, explaining what some experts call "framing." Framing seems to have a variety of meanings for different people. The handout emphasizes finding the underlying problem in an attempt to keep things simple for students. It also asks, "What's really going on here?" in order to help students uncover underlying problems.

According to Gary Klein, experts (people with a great deal of experience in a particular field, such as nursing, firefighting, or chess) "recognize" particular problems as being of one type or another. Once they make this recognition (i.e., once they frame it or represent it a particular way), experts can make very quick and successful decisions—that's why they're experts. In making these recognitions, experts draw upon analogies they've learned through experience. Thus, the section of the handout that discusses framing is related to the section on analogies. Experiments with expert chess players have shown that recognition is extremely important. When pieces were placed on a board in completely random fashion, experts could remember the placement no better than novices. But when the pieces were arranged in a way similar to placements in a game, experts could remember the placements with a single glance and project ahead several possible moves.

How students see or frame a problem depends partly on how the problem is worded. To help students become more aware of wording, some problems are phrased in two different ways: for example, half the class could get the problem worded using positive language, while the other half gets it worded with negative language. After students make their decisions, the class can discuss the effects of different wording on their decisions. Was it a big factor?

Political scientist James Voss believes that the way people perceive problems in foreign policy acts as a key variable in the decisions they make. He believes that problem representation (which is similar to framing) constrains what we do thereafter. For example, if we see a problem as a case of communist aggression, we will make different choices than if we see it as a typical boundary dispute between neighboring countries. Questions included with some problems help students become more attuned to problem representation.

The section on assumptions is greatly simplified compared to the literature on assumptions, which delineates several different types of assumptions (presuppositions, working assumptions, etc.). The primary method used in these books to teach students to recognize their own assumptions is by asking them to identify which of a specific menu of assumptions they made. When they see a list of possible assumptions, they can better recognize which ones they've made. This strategy seems more effective than having students read a lengthy explanation on types of assumptions.

ASK FOR INFORMATION

Asking questions is crucial in good decision making. The more people know about background sources and context, the better they will understand the real problem.

The "Guide to Thoughtful Decision Making" also emphasizes asking questions about analogies ("How is the historical case different from this decision-making problem?"), but you should also encourage students to think of historical analogies in the first place. Students will often think about a problem in terms of a personal analogy: for example, "I don't like it when people criticize me, so it's wrong for a country to make a harsh speech against another country." Probing for personal or historical analogies, teachers should ask students where they got their ideas about what is really going on in a problem.

GOALS

The section on goals includes setting clear, realistic goals and generating numerous options for accomplishing those goals. Questions about ethicality have also been included in this section, since ethics are related to setting goals.

EFFECTS

The section on effects/consequences includes both long-term, unintended consequences and short-term possibilities of what could go wrong. Gary Klein argues that the ability to run mental simulations—that is, to envision what could go wrong and to imagine positive and negative consequences—is a vital skill in decision making. Every decision-making problem in this series emphasizes unintended consequences and things that could go wrong.

EVALUATION STUDENTS

There are numerous ways to evaluate student progress in both content and decision-making skills. Here are a few examples:

- Quiz students on the vocabulary included in the relevant lesson(s)
- Have each student keep a decision-making log, as outlined in Student Handout 3. It's a good idea to copy the handout onto colored paper: you can then tell students after analyzing the outcome of a problem to turn to their green (for example) decision-making log sheet and record their thoughts. The right column requires students to reflect on their thinking.
- Have students keep a journal in which they comment on:
- the decision actually made in history
    - what the actual decision makers did well or poorly
    - historical constraints on the decision makers
    - what the outcome of the decision reveals about that time period
    - the decision made by the student and what he/she did well or poorly
    - the "lessons" of this decision-making problem
- Have students write a "history" of an event after the class has participated in a decision-making problem on that event and has discussed the outcome. I've required students to include at least two elements of **P-A-G-E** in their historical analysis.
- As a test question, have students make a decision about a problem you haven't used in class. Give them the problem and instruct them to make a decision and explain their thinking according to **P-A-G-E**. You have criteria in the suggested answers for grading their work.

EVALUATION TIPS FOR STUDENT HANDOUT 5

The British Parliament decided not to enforce the Molasses Act. The British leaders felt the American colonies were too prosperous to the empire to force a confrontation over the tariff. A key element was the international demand for sugar that increased greatly in the 1730s, so British sugar owners were doing well despite American smuggling. Catching and prosecuting American merchants would cause resentment by other Americans, which may in turn have led to trouble and an overall decline of trade. The British Prime Minister, Sir Robert Walpole, felt that trade with the North American colonies brought so much prosperity to Britain that disruptive laws should not be enforced. This policy was referred to as "salutary neglect."

- **Underlying problem:**
  1. The mainland American colonies are getting stronger and more prosperous
  2. Britain is increasingly dependent upon trade with the prosperous mainland American colonies. Britain needs the colonies.
  3. Sugar is bringing in a lot of wealth, which is making British plantation owners in the West Indies powerful in Parliament
  4. The sugar (molasses) trade is prosperous, so why should merchants help the British sugar planters at the risk of hurting trade? They're making plenty of money.
  5. The present system of non-enforcement is working fine. Members of Parliament are appointing people to customs jobs (who make money through bribes) who vote for those members of Parliament. Disrupting the bribe system will cause a political backlash against Parliament by people in the customs service.
- **Other points of view:**
  1. How would a businessman in London see this problem? (Don't do anything to disrupt the valuable trade with America. I don't care if the American colonists are smuggling—don't enforce the law.)
  2. British consumer? (Don't enforce the law; I benefit from trade with the American colonies.)
  3. British public? (Probably doesn't care much about the issue.)
  4. French? (Don't enforce the law. We're benefiting from trade with the American mainland.)
  5. American colonists? (Don't enforce the law; we're benefiting from smuggling.)
  6. British plantation owners in the West Indies? (Enforce the law. Smuggling is costing us money.)
  7. British politicians? (Don't enforce the law. We're giving lots of jobs to friends in the customs service. These people make money through bribes, and come election time, they faithfully vote for us.)

- **Recognize assumptions or emotions:**
  1. Am I (the student) assuming that breaking the law is always bad?
  2. Am I (the student) assuming that enforcing the law is always good?
  3. Am I (the student) assuming that allowing people to break the law is not very important?
- **Ask questions about context:** (Students should ask *one* of these.)
  1. How much of British trade is done with America?
  2. How much of British shipping was done via American ships?
  3. How popular are merchants in America?
  4. How great a loss are British sugar owners incurring due to reduced American purchases?
  5. How much will enforcement cost in increased military spending?
- **What are the goals and are they realistic?**
  1. One goal might be to instill respect for the law. It is realistic to have this goal for people in England, but it isn't clear that the goal is realistic for people in America. If England enforces a law that colonists see as imposed on them without their say, they might not have respect for the law.
  2. Another goal might be to continue the prosperous trade that exists now. It is realistic to set this as a goal, but it might lead colonists to start breaking other laws also.
- **Generate alternative options:**
  1. Maybe there are alternative ways to get Americans to buy molasses from the British West Indies. One way might be for the British government to subsidize (pay some of the cost for) molasses growers in the British West Indies. With the price of British molasses lower than the price of molasses from the French West Indies, the colonists may buy from the British. There would be no need to enforce the tariff.
  2. The British government could pay farmers in the British West Indies to switch to a different crop. Then there would be no need for the tariff on molasses from the French West Indies.

  3. Play out the options:

  1. Enforcing the tariff could lead to violence
  2. Enforcing the tariff might lead to tariffs by the French against some British goods
  3. Enforcing the tariff might lead to protests in the American colonies
  4. Enforcing the tariff will cost more money, and it isn't clear if enforcement will bring in enough tariff money to cover those increased costs
  5. American traders will likely devise different methods of smuggling to evade enforcement of the tariff.
  6. If the tariff is not enforced, smuggling may spread to other trade goods
  7. If the tariff is not enforced, the sugar plantation owners will be upset and cause political problems in Parliament, where they have allies
- **Anticipate consequences/effects (long-term):**
  1. Tightening enforcement might hurt trade. In the long run, reduced trade would hurt the British economy and the colonial economy.

HOW TO USE THIS BOOK

Think of this book, and the other books in this series, not as a text, but as a menu. As a teacher, you select lessons from the menu. It was never intended that you would have everything on the menu—that would be overeating. Take a look at the table of contents. When choosing a lesson, look first at the problems on the student handout(s), and then at the student handout describing these problems' historical outcomes. If you like what you see, take a look at the lesson plan for ideas on using the handouts. You can teach all of the lessons by giving students a problem handout, having them discuss what they would do, and finally distributing the outcomes handout. You may also consult the "Quick Motivator" section of a lesson plan to use the handouts as a short introduction to class.

On the other hand, you can think of this book as a "how-to" guide for teaching specific decision-making skills while also covering significant events in United States history. The book posits a general guideline of ten distinct skills, organized under the acronym **P-A-G-E** to help students remember these skills. Take a look at the explanation of **P-A-G-E** in the introduction to this book, under the section titled "Guide to Thoughtful Decision Making." This section explains each of the ten skills and includes examples.

Every lesson in this series analyzes the historical topic in terms of **P-A-G-E.** Each lesson targets specific skills, letting the content and the actual decision in history determine the skills emphasized in the lesson. Take a look at the skills grid for each lesson on page 1 of this book. Handouts are frequently used to focus students on using specific skills. For example, many lessons include a list of questions designed to provoke more questions from students, as well as to give them ideas of the types of questions to ask. Other lessons give students a list of assumptions and ask which they assumed in making their decisions. The other skills have similar handouts.

Whether you try the problem-discussion-outcome approach or concentrate more on specific decision-making skills, I hope these books will help make you a more effective teacher and help your students learn United States history in a way that will help prepare them to make more thoughtful decisions as citizens.

Kevin O'Reilly

2. Not enforcing the act would probably lead to more independence by the colonists, which might be a cause (there would have to be other causes) leading toward revolution. By having customs officials in America who do not enforce British law, many colonists will see Britain as weak.
3. Enforcing the tariff might lead to tension with the colonies, which might be a cause (there would have to be other causes) leading toward revolution

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GUIDE TO THOUGHTFUL DECISION MAKING

Student Handout 1

Welcome to "Foresight" History!

The problems in the *Decision Making in U. S. History* series will challenge you to make choices about events in United States history *before* you know what actually happened in those events. This is learning history in a foresighted way—first you decide, then you find out what really happened—rather than as hindsight history, where you just find out what happened. You will get at least two benefits from this method of learning history: First, you will improve your decision-making skills. Someday, when you avoid buying a "lemon" used car that would have wasted thousands of dollars, you can thank your history teacher for helping you build up your decision-making skills. Second, it's fun to learn history as though it's a cliffhanger mystery, where you're eager to find out if your decision worked or ended in disaster. But don't forget to concentrate on the actual historical decision that was made and how it turned out. You can learn a lot about your own decision making through these problems, but you're mainly in class to learn history and to understand what really happened, not what could have happened.

What is Decision Making?

You've learned about problem solving in other courses such as math and science, and you've encountered problem solving when you've tried to build something or fix something. Decision making resembles problem solving in some ways (for example, it involves defining a problem and thinking of alternatives), but it's different from problem solving in that there is no one right answer. The lessons in this book involve "messy" problems: even long after the event, people often disagree about what the best decision was or should have been.

Decision Making as Experience

Experience teaches you how to make good decisions. Every decision that you make—whether good or bad—better equips you to make good decisions in the future. For example, you would probably feel safer being treated by a doctor who had a lot of experience than by a brand new doctor. The historical problems your teacher gives you will provide you with experience in making decisions in general, and will help you become a better decision maker in your role as a citizen. You won't just have learned about history, you will have experienced it. For some of these lessons, you will feel that you made good decisions; for others, you may feel that you've made errors in judgment. As you go along, try to reflect on your experiences as well as on your thinking about decision making.

P-A-G-E Guide to Decision Making

While experience is the most important way to learn to make better decisions, it's also helpful to learn some basic decision-making skills so that you know what areas to target in order to improve your overall decision making. Handout 2 contains an acronym, **P-A-G-E**, that provides you with guidelines for making better decisions. These aren't rules you have to follow; they are just meant as helpful tips you can use to improve your thinking about decision making.

Handout 3 explains and gives examples for each part of the **P-A-G-E** guide to decision making. Keep it in your notebook for reference as you make decisions about situations in U.S. history. Every single **P-A-G-E** guideline will not necessarily apply to each decision-making problem you encounter. You (with the assistance of your teacher) will have to determine which guidelines will work best with which problems.

P-A-G-E ANALYSIS FOR DECISION MAKING

Student Handout 2

Decision-Making Analysis

P=Problem:

- Identify any **underlying problem(s):** What's really going on here?
- Consider **other points of view:** How do others see this situation?
- What are my **assumptions**? **Emotions**?

A=Ask for information (about):

- **Historical context:** What is the history and context of this issue?
- **Reliability of sources:** Does my information come from experts on this topic? Do the sources have a reason to lie? Is the information supported by evidence?
- **Historical analogies:** What has been done in the past about situations like this? In what ways do these other situations differ from this situation?

G=Goals:

- What are my main **goals**? Are they **realistic**?
- Generate **options** to help achieve these goals. Are they **ethical**?
-

E=Effects:

- Predict **unintended consequences.** What are some long-term effects?
- **Play out the options.** What could go wrong?

P-A-G-E EXPLANATIONS AND EXAMPLES

Student Handout 3

PROBLEM

Underlying problem:

Sometimes a decision-making situation will seem very difficult until you recognize that an underlying problem exists. For example, suppose two people come in for marriage counseling because they have been arguing a lot about money. The counselor is going to look for an underlying problem (such as unfulfilled needs) that might have led to spending more money. A student doing poorly in school might turn things around by discovering she needs glasses—the underlying problem. Please remember that you should *not* just repeat or rephrase the problem: instead, you need to look for what's behind it, for what's causing it. Underlying problems are *not* openly given as part of the decision-making situation—you have to figure them out on your own.

Another way to think of this skill is "the ability to see what is really going on." Some people call this "framing" the problem: in other words, by putting a "frame" around the heart of the problem and excluding unimportant parts, you discover what's really important. You need to call on your own personal experiences in order to see what's really significant. In history, you do this by making analogies. In a sense, you need to say, "The problem we are facing now is like a problem people faced before [this is an analogy], so I'd better do *this*." The way you see (or frame, or represent) a problem influences the decision you eventually make.

Example:
Bob's grades have been much lower for the last three months in history class. He says he's bored in class, and that he'll improve his grades when he really needs to.

List at least two possible underlying problems for Bob's lower grades. What's really causing his problems?

Other points of view:

Other people are always involved in decisions in history. We need to consider their points of view as we make decisions about history, just as we need to consider other points of view in our own lives today.

Example:
My brother Mark is angry with me for borrowing his car three times. But he's wrong to be angry. I needed to get to work each time I borrowed the car.

Rewrite this problem from Mark's point of view.

What are my assumptions? Emotions?

Sometimes after we make a decision, we realize that we had made an assumption that we didn't even know we were making until it was too late.

Emotions are part of being human, so they represent a legitimate part of the decision-making process. We do, however, need to be aware of our emotions during the decision-making process. Emotions, especially frustration and anger, can sometimes lead us to make irrational choices. People frequently become frustrated and say, "I've had enough of this situation. Let's just do *something!*" But they often come to regret the rushed choices they made under such circumstances. They would have benefited from saying to themselves, "Okay. I'm getting frustrated, but I still need to take the time necessary to make a good decision."

Studies have shown that when people feel pessimistic or are in a bad mood, they exaggerate the possible negative consequences of decisions; similarly, when they feel optimistic or are in a good mood, they overestimate positive consequences.

Emotions and gut feelings are unavoidable and natural, but thinking the situation through is crucial to making good decisions. We wouldn't want the President to decide about nuclear missiles in Cuba based solely on his gut feeling—we'd want him to gather information, consider several options, predict the possible consequences for millions of people, and so forth. As decision makers, we need to account for the role of emotion and gut feelings in our decisions and be aware of them as we choose.

Example for assumptions:
Player to teammate: "We'll have no trouble beating Central. After all, Central lost to Suburban, and we beat Suburban the first game of the year."

What is this player assuming?

Example for emotions:
Suppose you have two children and are trying to decide whether to buy life insurance. An insurance ad shows a boy who can't go to college because his father died and had no life insurance.

To what emotion does the ad appeal?

ASK

Ask about historical context (history of the issue; context in the world):

Asking questions about both the historical background and the present context of a problem are both essential for getting the information necessary to make a good decision. If you don't know the background, you will have difficulty deciding on the best solution. Every problem has a backstory, and we need to find out what that story is. The key is to ask questions that will help you obtain the necessary information.

Example:
You are 17 years old, and you have been thinking about buying a car. You work part time after school, about ten hours per week. Your parents have told you that you'll have to pay for the car yourself. You go to a used car dealership and the salesman shows you a used car that costs $2000.

What questions should you ask before you buy it?

Ask about reliability of sources:

Information is crucial to making good decisions, but we need know what the sources of our information are and consider the reliability of those sources. Basing a decision on bad information from questionable sources is a recipe for disaster. You can evaluate sources by asking if the person giving the information has a reason to lie, if the person is a primary source, if other sources support this information, if the person is an expert on the topic, what the person's bias is on the topic, or if the person has been reliable in the past.

You should always be probing for disagreements among sources. Be wary if no disagreements seem to exist. It might mean your advisers are engaging in "groupthink," where they all get pulled to the same option without thoroughly thinking through other options or considering what could go wrong. Always try to find people who disagree with a proposed option. If you can't find one, ask tough questions yourself.

Example:
The car salesman says this used car is in perfect condition.

How reliable is the salesman? What reasons might you have to distrust him?

Ask about historical analogies:

It's natural to compare the problems we encounter to other, similar situations that have occurred in the past. In fact, one reason we study history in the first place is to build a deeper understanding of our world today through learning about historical events/ analogies. You should try to think of analogies to the problems you encounter. As

mentioned above in the section on underlying problems, you derive your understanding of what is important in a problem (framing) from analogies. (Example: "This problem is like that situation George Washington was in at Trenton during the American Revolution.") The more you draw on your knowledge of history, the more likely you are to fully understand a decision-making problem.

However, analogies are tricky because important differences often exist between the problems we encounter now and the historical cases we use to guide our decisions. We should always evaluate analogies by asking, "How do the two cases differ? In what ways are they similar? Are they similar enough to justify the conclusion?" We should also consider whether other, more appropriate analogies exist that could provide us with better guidance.

Example:
Suppose you drove in a race at a parking lot near a mall a month ago. You raced your five-year old Toyota Corolla, and your time was 36.8 seconds. Margaret told you that she drove in a race last Sunday and her time was 28.2 seconds. She says this proves she is a better race driver than you are.

What are two questions you could ask to determine whether Margaret is really a better driver?

GOALS

What are my main goals? Are they realistic?

We can't make good decisions if we are unclear about our goals. Once we establish goals, we can more easily set priorities and use them as a basis for choosing between options.

However, establishing goals isn't enough. The goals we set need to be realistic. Some decisions in history have been catastrophic because the decision makers didn't notice that they had unrealistic goals. It didn't matter how carefully they exercised their other decision-making skills—because their goals were unrealistic, they would never achieve them.

Example:
You're out of school and need a job, since you live on your own and have expenses (rent, car payments, food, heat, insurance, etc.). You've got two offers. The first one is close to where you live and pays a lot more money, but it's doing work you wouldn't like. The second job is farther away and pays less money (but enough to cover your expenses), but it's doing something that you really like.

What do you do? After you decide, list your goals and ask how realistic they are.

Generate options to help achieve my goals. Are they ethical?

After you've made a decision, you don't want to be stuck thinking, "Oh, I wish I'd thought of that option before I decided!" At the same time, though, you don't want to become paralyzed trying to think of every possible option, no matter how remote. Nevertheless, important decisions should spur us to take the time to consider a number of options. We should also consider whether the options we come up with are ethical.

Example:
You are 25 years old, single, work full-time ten miles from where you live, and drive your compact car to work. In recent months, gas prices have risen to very high levels. Your main goal at this point is to save money.

What options do you have for coping with these price increases?

EFFECTS

Predict unintended consequences:

Most of the time, predicting unintended consequences will be more important than any other thinking you do about a problem. For some problems, it may be enough just to see the situation from other points of view or to ask questions about background or context. However, considering consequences will do more to help you avoid that awful feeling you get when you've made a bad decision.

Example:
Suppose you are 35 years old and have a son and a daughter, ages five and two. The company you work for is asking you to move to a different state. You can refuse and take a pay cut.

If you make the move, what unintended consequences might it have on you and your family in ten years? Guess at what the effects of the move might be.

Play out the option. What could go wrong?

Here, you need to think about short-term effects, as opposed to predicting unintended consequences, which focuses more on long-term effects. For example, say you're playing the role of president and decide to get a law passed to help solve a problem. You have to take into account the fact that Congress has the constitutional power to pass laws, and thus to get your law enacted you need to convince Congress to approve it. By noticing that the approval of Congress is vital to the success or failure of your decision, you've identified something that could go wrong, and need to plan accordingly (overcoming opposition by talking to individual members of Congress, thinking of another option as backup, etc.).

Example:
Suppose you are 30 years old and working at a job you like pretty well. You get an offer to work at a job for higher pay that is further away.

If you take the job, what might happen? List two or more things that could go wrong.

DECISION-MAKING LOG

Student Handout 4

Topic	Actual decision	My decision	Why different/similar?	What I learned about P.A.G.E. from this topic (2 examples)

EVALUATE DECISION MAKING

Student Handout 5

(Note: Molasses is a byproduct of making sugar. Molasses is used in making rum, while sugar is used in sweetening tea, among other things.)

You are a member of the British Parliament in 1739. The American colonists, part of the British Empire, are selling food to the French West Indies and buying their molasses, which means the colonists aren't buying as much molasses from the British West Indies (Barbados and Jamaica). The Molasses Act of 1733 put a tariff on French molasses to America, which is supposed to increase sugar sales by the British islands. But the Americans are smuggling, so the tariff isn't working. The owners of the British sugar plantations are upset and want the British navy to enforce the tariff by preventing the smuggling. The Americans are distilling over a million gallons of rum (made from molasses) per year, and buying only half their molasses from the British islands. British customs officials are supposed to enforce the tariff by inspecting ships' cargos and collecting the taxes due. However, most of these officials are making money by accepting bribes from colonial merchants. The customs officials are appointed by members of Parliament, who, in turn, vote faithfully for the members who appointed them.

Decide what you will do and analyze your decision according to five or more criteria from P-A-G-E **(listed on Handout 2). These are not the main four letters of** P-A-G-E**, but the ten criteria under the main letters. For example, you wouldn't be using "Problem," but one of the three criteria under "Problem," such as "What are my assumptions?" Write each of the five criteria as a separate paragraph.**

After you have written your analyses based on five or more criteria, write your overall decision on agricultural policy and explain your decision.

COLONIES

Introduction

OVERVIEW

This volume on American colonial history consists of eight lessons: one on exploration, five on the 1600s, and two on the 1700s. Since the colonial period spans such an unusually long period of time, no effort is made to cover all the major topics in this time period. Rather, lessons were chosen around interesting decision-making problems.

SKILLS GRID FOR THIS VOLUME

X = part of lesson
E = emphasized in the lesson

	Lesson							
Skill	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Underlying problem(s)		X			X	X		X
Point of view		E			E	X		
Assumptions/emotions		X						
Ask—context	X	X			X	X		X
Ask—sources	X					E		
Ask—analogies		X						
Goals? Realistic?	X	X	E		X	X	E	
Options. Ethical?		X		E				
Unintended consequences	E	X	X	X	X		X	E
Play out option	X	X		X	X		X	

LESSON 1: COLUMBUS'S REQUEST FOR AID, 1492

Teacher Pages

OVERVIEW

Unlike many of the lessons in these books, students will almost universally know the basic outcome of this lesson. They will know that Queen Isabella supported Columbus, who in turn found the Americas. Nonetheless, students will learn a great deal about the reasons for and against supporting Columbus. The lesson may dispel myths that opposition to Columbus came from those who thought the earth was flat (almost all learned men in the 15th century knew the earth was round). Moreover, the lesson focuses on the consequences of Columbus's voyages, especially the beginnings of the Columbian exchange. Few students will be able to predict all these consequences.

VOCABULARY

- Queen Isabella—Queen of Castile who united Spain
- Christopher Columbus—Adventurer who sailed west and discovered the New World for Spain
- Moors—Muslims in Spain who were defeated and expelled in 1492
- Indians—Natives of the islands and continents of the Americas. Since Columbus thought he was in the Indies, he named the natives Indians.
- Columbian Exchange—The exchange of plants and animals that began on Columbus's second voyage in 1493. Some historians think the second voyage is more important than the first because of the exchange, which altered world history.
- Aztecs—Great native empire in the area of Mexico; conquered by Cortes
- Incas—Great native empire in the area of Peru; conquered by Pizarro

DECISION-MAKING SKILLS EMPHASIZED

- Ask about context
- Ask about reliability of sources
- Set realistic goals
- Play out options
- Predict unintended consequences

LESSON PLAN

A. IN-DEPTH LESSON (One 40-minute class)

Procedure**:**

Distribute Handout 1 and have students read it silently and decide what they will do. Next, divide students into groups and have them discuss their choices. Then bring the class back together and have each group report on its decisions and explain. After the discussion, have students vote on the question of whether to support Columbus. Distribute Handout 2 with the outcomes. Focus on unintended consequences by distributing Handout 3. Groups of students should write as many consequences as they can generate. Distribute Handout 4, which lists some possible consequences.

OPTION: After the vote, have students read the primary source agreement between Columbus and the Crown (Handout 5) and answer the questions.

Reflecting on Decision Making:

Ask students what they learned from these outcomes. What would they have done differently, if anything, now that they know the outcomes? Which decision-making skills were especially important to the decision about Columbus? Which letters of **P-A-G-E** applied especially to this problem? (See the section on "Decision-Making Analysis" below for ideas.) Ask students what they did well or poorly on in terms of the **P-A-G-E** analysis. Discuss their answers.

Placing the Actual Decisions Into Historical Context:

Ask students why exploration was important at this time. Who supported it and why? Why was exploration not as important in 1292 or 1392?

Connecting to Today:

Ask students to list three foods or other items today that are at least partly the result of the Columbian exchange.

Troubleshooting:

Use the maps to make sure students understand where all this action is taking place and how limited people's views of the world were. Remind students how important religion was in conflicts between countries and in motivating exploration.

B. QUICK MOTIVATOR (10–15 minutes)

Give students Handout 1 for homework. In class the next day, have students pair up to discuss their answers for about two minutes. Bring the class together and ask how many would support Columbus. Distribute Handout 2 (outcomes). Skip Handouts 3 and 4.

TEACHER NOTES FOR EXPANDING DISCUSSION

(For outcomes for students, see Handout 2)

Queen Isabella was also referred to as "Queen Isabel." She is called the more familiar "Isabella" in this lesson. Although both the Queen and King had to make the decision, it is simpler to have students make the decision for only one of the monarchs.

The map by Toscanelli is not the actual map, but a modern drawing based on descriptions. There is disagreement about whether Columbus had a map with him. It is included in this lesson because it will help students understand what Columbus was arguing.

Spain wasn't a united country at the time in the sense in which we think of the word country in the modern era. Nevertheless, the familiar word "Spain" is used in the lesson (rather than "Castile") to avoid confusion.

The queen and king decided against Columbus's proposal. Columbus left for France, but a messenger caught up to him and said the queen changed her mind and accepted his proposal. One of the queen's advisers had met her after the meeting and persuaded her that Columbus's requests were reasonable, and that it was a small risk for a possibly large gain. This element of the story was left out to keep the story simpler and shorter. Also, one historian argues that Ferdinand actually supported Columbus and persuaded the queen. These interpretations would be a distraction to the decision-making focus.

DECISION-MAKING ANALYSIS

P = Problem
- Identify any underlying problem(s)
- **Consider other points of view**
- **What are my assumptions? Emotions?**

A = Ask for information (about)
* - Historical context (history of this issue; context in the world)
* - Reliability of sources
- Historical analogies

G = Goals
* - What are my main goals? Are they realistic?
- Generate options to achieve these goals. Are they ethical?

E = Effects
* **- Predict unintended consequences.**
* **- Play out the options. What could go wrong?**

*Denotes topics emphasized in this lesson

- **Ask Questions:** Does this guy know what he's talking about? (Not exactly) Has he made this request to other countries? (Yes: to England, France, and Portugal) If so, why have other countries not supported his request? (They could see that his main argument about Asia being close was wrong, or they were tied up with problems at home, or they felt his demands were too high. The King of Portugal thought Columbus was a boastful man and didn't believe his boasts.) Most of your experts argued that he was wrong, so you should have taken that into consideration. Why haven't merchants put up money to help Columbus on this venture? (Maybe it shows it was too risky.)
- **Ask about reliability of sources:** Columbus is not a very reliable source. He's a skilled mariner, but he has a reason to lie to get you to support his voyage. He makes whatever arguments he thinks will get you to support him. In addition, experts have shown that his calculations of the size of the world are wrong, so that should make you question his reliability in general.
- **Consider goals:** Isabella wanted to increase the power of Spain. If Columbus failed to find a route to the Indies, but did find new lands for Spain, she felt the venture would be worth the risk. So her goals were realistic.
- **Play out the option:** There were many things that could have gone wrong with the exploration, but the main risk was borne by Columbus and his crew, not the queen. The evidence indicates that the queen did consider the cost, implying that she looked for what could go wrong.
- **Consider consequences:** Many unintended consequences are listed in Handout 3. Isabella separated the fanciful claims of the young sailor from the best interest of Spain. The long-term consequences might help Spain even if those consequences weren't what Columbus intended.

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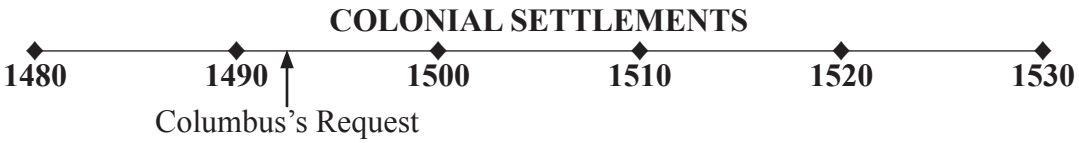
LESSON 1: COLUMBUS'S REQUEST FOR AID, 1492

Vocabulary

- Queen Isabella—Queen of Castile who united Spain
- Christopher Columbus—Adventurer who sailed west and discovered the New World for Spain
- Moors—Muslims in Spain who were defeated and expelled in 1492
- Indians—Natives of the islands and continents of the Americas. Since Columbus thought he was in the Indies, he named the natives Indians.
- Columbian Exchange—The exchange of plants and animals that began on Columbus's second voyage in 1493. Some historians think the second voyage is more important than the first because of the exchange, which altered world history.
- Aztecs—Great native empire in the area of Mexico; conquered by Cortes
- Incas—Great native empire in the area of Peru; conquered by Pizarro

LESSON 1: COLUMBUS'S REQUEST FOR AID, 1492

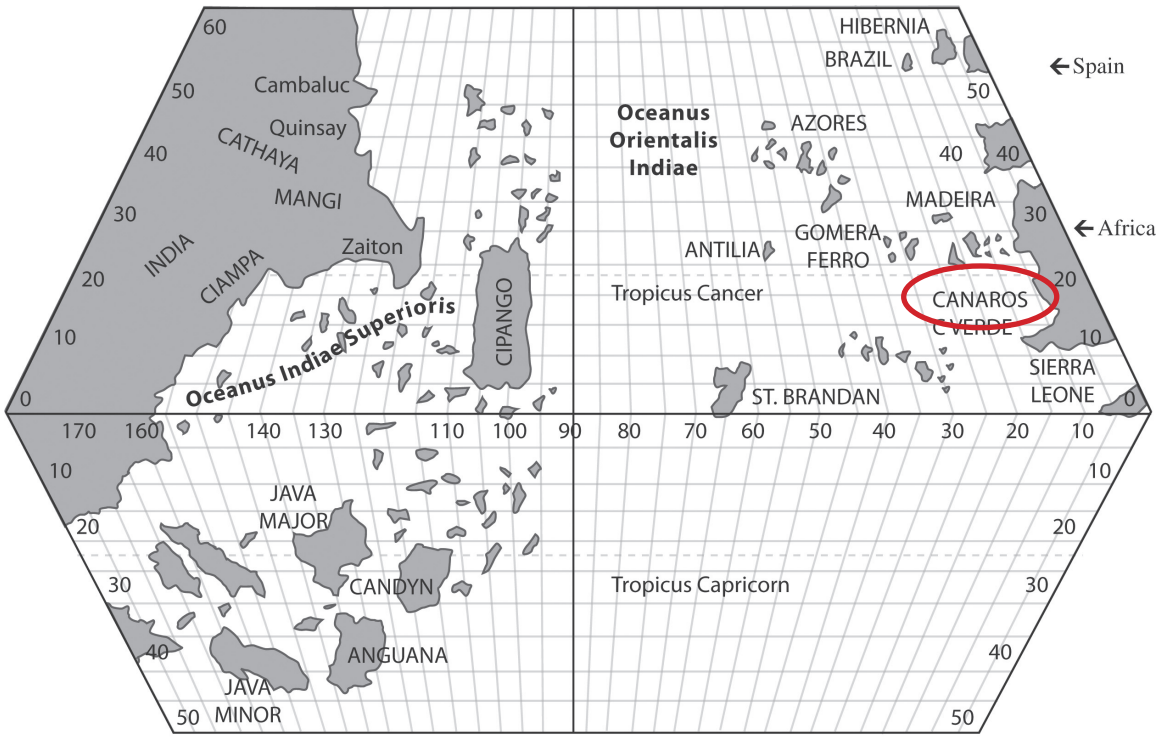
Student Handout 1: Problem



The year is 1492, and you are Queen Isabella of Spain. You rule Spain along with your husband King Ferdinand. An adventurer named Christopher Columbus has come to you asking for your financial and official support to explore a route to the Indies (China, Japan, and the Spice Islands) by sailing west, into the Western Ocean. You and the king didn't approve his proposal six years ago, but in order to keep him from going to another country with the proposal, you've paid him a good income since that time. Now that you've just finished a war, it is time to hear his proposal again.

Queen Isabella

Some merchants in Venice and other Italian cities are making a great deal of money trading with the Indies. The usual overland trade routes are blocked now that the Muslims have captured Constantinople, so countries have been searching for different routes to the Indies. Columbus says that sailing west to the Indies will work. He is confident that he can make it without too much difficulty in a relatively short voyage, perhaps six weeks. He has a map with him showing how he will sail to the Indies. He wants financial support for three or four ships, crews, and supplies. It's a small amount of money—about the yearly income of one fairly wealthy person. In addition, he wants to be called "Admiral of the Ocean Sea," get 10% of all wealth from the lands he discovers, and be made royal governor of all lands Spain gets from his explorations. Columbus argues that not only will sailing west lead to a new route to the Indies, but it will also lead to the discovery of new islands for Spain. He promises to bring Christianity to the areas he explores and to bring financial rewards back to Spain.



Spain has been in competition and has had naval battles with Portugal over control of the Canary Islands (marked as "Canaros" on the map above) and parts of Africa. Spain has gained control of the Canaries at this point in a settlement with Portugal, and these islands have been very profitable. Large plantations on the islands produce sugar and other crops using slaves from Africa, since the island people have mostly died from disease. Portugal has control of most of the coast of Africa, which includes several extremely profitable gold mines. Columbus may find undiscovered gold mines in his exploration. Gold is crucial to building Spain's economic power. As a Christian leader, you are important in the ongoing struggle against the Muslims. You have just defeated the Moors (Muslims) and have driven them from Spain. With Spain united, you could turn your attention to taking back Jerusalem from the Muslims, crowning yourselves "King and Queen of Jerusalem." Columbus's proposal might give you the financial power (gold) to accomplish this task.

Christopher Columbus

Columbus is an experienced sailor, having sailed to England and Ireland in the north, the Azores to the west, and the Guinea coast of West Africa to the south.

You have learned that France and England are interested in seeing Columbus's proposal, and Columbus mentioned that he intends to take his proposal to France next if you reject it. Portugal has seen and rejected the proposal. In the meantime,

just six years ago, the Portuguese found a water route around Africa to the Indies (China, Japan, and the Spice Islands). This new route gives them a big advantage in trade. Columbus is claiming that his route west is quicker to the Indies than the Portuguese route around Africa.

Unfortunately, the fighting to defeat the Moors and the war in the Canary Islands has cost Spain a lot of money. You can't afford to waste money on a new venture that isn't profitable. On the other hand, there is an even greater need to find new gold to replace all the gold lost in paying for the wars. Your husband (the king), most of the court, and the vast majority of wise men in Spain feel that the proposed expedition will be a failure because it is based on faulty information. You set up a commission of experts to study Columbus's proposal. The experts think Columbus's calculations for the size of the earth are much too small. They think Columbus is wrong in his calculation that Japan is 3500 miles from Spain. They argue that Japan is about 10,000 to 12,000 miles to the west. Ships are too small to carry enough water and food for a 10,000-mile journey—everyone would die. In addition, they argue that there are probably no undiscovered islands to the west, since God would not conceal profitable lands from his faithful followers—the Spanish—for all these centuries. The queen would gain nothing from Columbus's journey, lose her money, and make the Spanish monarchy look foolish.

Columbus's ideas about sailing west to get to the Indies are similar to some of the sources you have read, especially John Mandeville's *Book of the Marvels of the World and Voyage through Jerusalem, Asia, and Africa*. In addition, a meeting of Spanish priests and nobles called this year to consider Columbus's proposal is split, rather than united in opposition. Opponents say Columbus is asking too much and that the competition with Portugal isn't as important now that an agreement has been worked out between Spain and Portugal. Supporters of Columbus's proposal say that if the queen doesn't support Columbus, she will be criticized when someone else does support it. However, if she backs the voyage, she will be praised by leaders and people in general as someone who desires to learn about the universe. Moreover, the cost of the voyage isn't very great, so the queen won't have to risk much of the government's money. Columbus himself seems extremely confident that the venture will be successful. If nothing else, you have to admire his determination—it has been six years since he first proposed the plan to you and he hasn't given up.

Will you give financial and/or official support to Columbus? Explain.

LESSON 1: COLUMBUS'S REQUEST FOR AID, 1492

Student Handout 2: Outcomes

Queen Isabella decided to support Columbus, ordering the Spanish port city of Palos to supply Columbus with two of the three ships he requested, as repayment of a debt owed by the city to the Crown (the king and queen). The royal support was basically on the terms Columbus requested: He was made an admiral and governor of all he discovered. He would also take 10% of the treasure gained.

Of course, Columbus was all wrong about sailing on a short voyage to the Indies. He had made several geographic and mathematical errors, which made him think the Earth was smaller and Asia was closer than they actually were. Instead, Columbus encountered the American continents, which brought Spain great wealth and helped her become a great power. Getting Columbus to sail for Spain also denied the new lands to Spain's rivals: Portugal, France, and England.

Columbus was supported by shippers in Spanish ports as well as merchants in the Canaries; both hoping to increase trade if Spaniards started sailing west. His arguments to Isabella were important, but he also got to know and influence key people in the queen's court. Columbus's contacts were as important as his arguments.

In light of the opposition of her husband and the leading thinkers, Isabella took a risk in this decision to support Columbus. She wanted to make sure that his exploration was under the authority and benefit of Spain. Once Portugal discovered a route around Africa to the Indies, the queen was interested in finding a quicker route to the Indies for Spain. Moreover, having just defeated the Moors (Muslims in Spain), she felt great confidence in Spain's destiny. She was prepared to try a new venture such as the one proposed by Columbus.

LESSON 1: COLUMBUS'S REQUEST FOR AID, 1492

Student Handout 3: Unintended Consequences

As you saw in Handout 2, Queen Isabella supported Columbus in the hopes of finding a new route to the Indies, or of finding new colonies, as the Spanish had found in the Canary Islands. What happened next was one of the great surprises in history: Eventually it became clear that Columbus had found many islands and two continents. Columbus initially thought he was in the Indies, so he called the people he encountered "Indians." This encounter of two worlds—European and American—led to many unintended consequences. How many consequences can you predict? Don't limit yourself to what Columbus himself did. Rather, think about the indirect consequences of these two different peoples meeting. List them here, and try to think of their effects. (An example of an unintended consequence in the modern world: You get a job and have less time to watch TV. An effect of less TV might be getting more exercise.)

LESSON 1: COLUMBUS'S REQUEST FOR AID, 1492

Student Handout 4: Possible Unintended Consequences

This is a list of possible unintended consequences of the great encounter between Columbus and the "Indians." These consequences are not all due to Columbus or his crew. Rather, they are direct or indirect consequences of Spanish exploration in general. Under some of these consequences are other effects related to those consequences.

- Most of the natives died from disease. The Europeans brought over diseases that the natives were not immune to. For example, 90% of the Indians Columbus encountered on his first voyage (the Taino Indians), died within 50 years. Estimates vary, but some historians believe about 90% of natives in the Americas died from disease and violence.
- The Spanish killed or enslaved many natives, which increased the death rate. Some of these cruelties were pointed out by Bartolome de Las Casas, a Spanish priest, who stated, "the Spaniards still do nothing save tear the natives to shreds, murder them and inflict upon them untold misery, suffering and distress, tormenting, harrying and persecuting them mercilessly."

Bartolome de Las Casas

- The Spanish needed workers to mine gold and plant crops. Since so many natives were dying, the Spanish started importing slaves from Africa. There were other reasons why the Spanish chose African slaves, but the need for workers was significant.
    - The slaves and natives intermarried, leading to *mestizo* (mixed) cultures in many places in Latin America
- Foods and other items were brought back and forth among the Americas, Europe, and Africa in what became known as the "Columbian Exchange." In modern terms, the exchange was a giant step toward globalization. Both Europe and the Americas were drawn into the world market of goods and ideas. This exchange had numerous effects:
    - The potato was imported to Europe, increasing the life expectancy and therefore the population of Europe tremendously. Potatoes produced about four times the calories per acre that rye, the main crop, did in northern Europe. The increasing population of Germans made them a more formidable presence in Europe. The increased population in Europe in general helped provide the working force necessary for the industrial revolution 250 years later. In Ireland, the increasing population that relied upon the potato (and other factors) led to a disastrous famine in the 19th century. Other crops, such as peanuts, peppers, beans, and squash, also led to better diets in Europe.

- Sugar was imported into America. It led to the plantation system, which meant a tremendous increase of slavery for Africans. About 75% of all slaves in America worked on sugar plantations. About one slave died for every ton of sugar produced in the 1700s. One historian estimates that 35,000 slaves died producing sugar in the single year of 1800.

- Maize (corn) was taken to Africa, increasing the population there.
- The horse was imported from Europe to the Americas, which eventually revolutionized the culture of the Plains Indians. Horses and cattle also led to ranching cultures, such as those found in Brazil, Mexico, and the United States.
- Sweet potatoes had a huge effect on the diets of the Chinese and a corresponding increase in China's population.
- Tomatoes influenced the diets of Italians and eventually everyone who consumes pasta or ketchup.

- The environment in the New World was dramatically changed in places as the Europeans mined and converted territory into farmland and plantations. The importation of weeds completely changed the habitat of some areas.
- Philosophy was changed in Europe. The encounter with Native Americans raised questions: Should they be treated as equals? Are they fully human? In 1550, the Spanish debated whether Native Americans were intellectually and religiously equal to themselves, though they had recognized that Muslims, Jews, and the African empires were intellectually and religiously equal.
- Europe became much more powerful. The new wealth from the Americas brought increased power to European countries, which eventually led to expansion into other continents and domination over those peoples. Moreover, the new wealth was one cause in a more general shift in power within Europe from the Mediterranean city-states of Italy to the countries on the Atlantic—Spain, Portugal, France, and England.
- The beautiful scenery in the Americas has influenced art, especially in landscape paintings and romantic art

LESSON 1: COLUMBUS'S REQUEST FOR AID, 1492

Student Handout 5: Primary Source

The Capitulations of Savnta Fe (excerpt)

April 17, 1492

(This agreement was signed between Columbus and Queen Isabella and King Ferdinand of Spain.)

The things prayed for, and which Your Highnesses [king and queen] give and grant to Don Cristobal Colon [Christopher Columbus] as some recompense [payment] for what he is to discover in the Oceans, and for the voyages which now, with the help of God, he has engaged to make therein in the service of your Highnesses, are the following:
Firstly, that Your Highnesses, as actual Lords of the said Oceans, appoint from this date the said Don Cristobal Colon [Columbus] to be your Admiral in all those islands and mainlands which by his activity and industry shall be discovered or acquired in the said oceans, during his lifetime, and likewise, after his death, his heirs and successors one after another in perpetuity [forever], with all the preeminences [superiority] and prerogatives [privileges] appertaining [relating] to the said office [admiral]...

Likewise, that Your Highnesses appoint the said Don Cristobal Colon to be your Viceroy and Governor General in all the said island and mainlands...

Item, that of all and every kind of merchandise, whether pearls, precious stones, gold, silver, spices, and other objects and merchandise whatsoever, of whatever kind, name, and sort, which may be bought, bartered, discovered, acquired, and obtained within the limits of the said Admiralty, Your Highnesses grant from now henceforth to the said Don Cristobal, and will that he may have and take for himself, the tenth part of the whole...

QUESTIONS FOR ANALYSIS

1. What does this agreement show about Columbus's motives for sailing to the Indies?
2. How reliable is this document?
3. Why would Ferdinand and Isabella sign this agreement?

LESSON 2: JAMESTOWN, 1580–1624

Teacher Pages

OVERVIEW

As the first permanent English settlement in North America, Jamestown holds a place of special importance in U.S. History courses. The struggles and choices of Jamestown set precedents for later decisions. This lesson examines the English colony of Jamestown from the points of view of an investor, a poor settler, and a native chief.

VOCABULARY

- Virginia Company—A joint stock company for the Virginia Colony in America
- Joint stock company—A business arrangement in which investors buy shares of the company and derive profits in proportion to the amount of their shares
- Charter—A legal document by the government granting rights
- Gentleman—A man of good family
- Shareholder—A person who holds stock in a company, thus sharing in the profit or loss of the company
- Wage—Money paid for work, usually paid by the hour, day, week, or month
- Alliance—An agreement between two or more groups to obtain common goals
- Bankruptcy—A legal declaration of an inability to pay debts
- Indentured servant—A laborer under contract to work for an employer for a specific period of time in exchange for passage to a new country or colony
- Powhatan—Chief of the Powhatan natives

DECISION-MAKING SKILLS EMPHASIZED

- Identify underlying problems
- Consider other points of view
- Recognize assumptions
- Ask about context
- Ask about analogies
- Set realistic goals
- Generate options. Are they ethical?
- Predict unintended consequences
- Play out options

LESSON PLAN

A. IN-DEPTH LESSON (Two 40-minute classes)

Procedure**:**

Distribute Handout 1 and have students answer the question for homework or in class. Have students pair up to discuss whether they will invest in the Virginia Company, and the reasons for their decision. Allow students to ask two of the questions at the end of Handout 1. The class chooses which two questions to ask, each student getting two votes. Read the answers (Handout 7) to the two questions with the most votes. Students can now return to their pairs to discuss their decision in light of the information from the answers to the two questions.

Have the whole class discuss the decision. Students who lean toward giving financial help may have a tendency to stress only the positive results of helping. Ask students to think about what could go wrong with helping financially. After the discussion, have students vote on whether to give financial support. Follow the vote by reading or distributing the actual decision and outcomes from Handout 4.

Repeat this process for Handout 2 on whether to become an indentured servant. Read or distribute the outcomes for indentured servants from Handout 5.

Handout 3 allows students to see the whole Jamestown settlement from the native point of view. Have students discuss what they will do. Move around the room to answer questions. Ask if anyone has a different option from the ones on the handout. Add these to the list. Then have students vote on which option they favor. Read or distribute the outcomes for this problem from Handout 6.

OPTION: You could use a role play for Handouts 1 and 2 (Handout 3 doesn't lend itself to role play). You could play a representative of the Virginia Company and have a student play an investor (Handout 1) or a poor person in London (Handout 2). You make a verbal pitch in each case and the student then decides whether to make the investment or become an indentured servant. Students in the class can give the role player advice, including questions to ask.

Reflecting on Decision Making:

Ask students what they learned from these outcomes. What would they have done differently, if anything, now that they know the outcomes? Which decision-making skills were especially important to the various decisions regarding Jamestown? Which letters of **P-A-G-E** applied especially to this problem? (See the section on "Decision-Making Analysis" below for ideas.) Ask students what they did well or poorly in terms of the **P-A-G-E** analysis. Discuss their answers, or have students write their answers in their journals or in their decision-making logs.

Placing the Actual Decisions Into Historical Context:

Were the decisions by the investor, the indentured servant, and the native chief more due to personal choices or historical forces? (Both the poor settler and the native chief had limited options due to historical forces. The queen appears to have had a free choice, but even in that case the war with Spain was a factor. The investors seem to have had a personal choice since they had a number of other options for investing.)

Connecting to Today:

The problem about investor choice raises similar questions about the role of investment in new ventures today. Ask students: How should investors decide on which ventures to risk their money? How important is investment to economies today?

Troubleshooting:

Make sure students understand the differences between an indentured servant and a slave: a servant works for a fixed period of time, whereas a slave is essentially a slave for life, as are their children.

B. QUICK MOTIVATOR (15–20 minutes)

Choose between Handouts 1, 2, or 3. Also, you could just have students vote on their decisions without discussion. Distribute the outcomes for the problems you do (outcomes are on Handouts 4, 5, and 6), and discuss these outcomes.

TEACHER NOTES FOR EXPANDING DISCUSSION

(For outcomes for students, see Handouts 4–6.

This lesson contains the primary source as a quote in Handout 1, rather than as a separate handout. It is a quote from Richard Hakluyt about 20 years before Jamestown began.

One of the good decisions that the Virginia Company made was to reduce the stock price in England to a very low level. As a consequence, ordinary people invested in the company, which gave the colony more widespread support in England than it would have had with a smaller number of investors.

Tobacco was planted in 1616, but the company directors were opposed to large-scale planting. They felt that tobacco smoking was a fad. The king was also opposed to tobacco because of its medical effects. He claimed that autopsies performed on smokers revealed their internal organs were covered with soot. He was an early anti-smoking leader. The king's opposition slowed production a little. Also, the Virginia Company made repeated efforts to diversify into other crops. Nevertheless, tobacco production and sales increased from 1618 for decades. Tobacco saved Virginia by keeping it profitable.

DECISION-MAKING ANALYSIS

P = Problem
- * - **Identify any underlying problem(s)**
- * - Consider other points of view
- * - What are my assumptions? Emotions?

A = Ask for information (about)
- * - Historical context (history of this issue; context in the world)
  - **Reliability of sources**
- * - **Historical analogies**

G = Goals
- * - What are my main goals? Are they realistic?
  - Generate options to achieve these goals. Are they ethical?

E = Effects
- * **- Predict unintended consequences.**
- * **- Play out the options. What could go wrong?**

*Denotes topics emphasized in this lesson

- **Consider other points of view:** Handout 3 gives students the opportunity to look at colonial settlement from the native point of view
- **Ask questions:** Questions are provided at the end of Handout 1, and suggested answers for those questions are on Handout 7. Students should think of other questions as well.
- **Ask about analogies:** The suggested answer to Question 1 (Handout 7) regarding the analogy to Spanish colonies and riches is flawed. There was gold in the great empires of the Aztecs and Incas, but no gold in the Virginia area. Moreover, there was a large population of natives that was used as a labor force for the Spanish. In North America, there were not many natives, so there was always a shortage of labor.
- **Are your goals realistic?** The goals of achieving a profit (Handout 1) were not realistic, given all the obstacles to settlement. It was probably unrealistic for the natives to drive the colonists out of the area for good (Handout 3), although the native chief did have some success.
- **Consider ethicality:** One thing students might have considered is whether investing (Handout 1) would have unethical side effects. In this case, thousands of Europeans would die, and even more Native Americans would be wiped out. Do investors have an obligation to ask how their investments will be used?
- **Consider consequences:** Some long-term consequences for each problem are explained in Handouts 4, 5, and 6.
- **Play out the options:** Short-term problems, which are especially important for Handout 1, are explained in the outcomes on Handouts, 4, 5, and 6.

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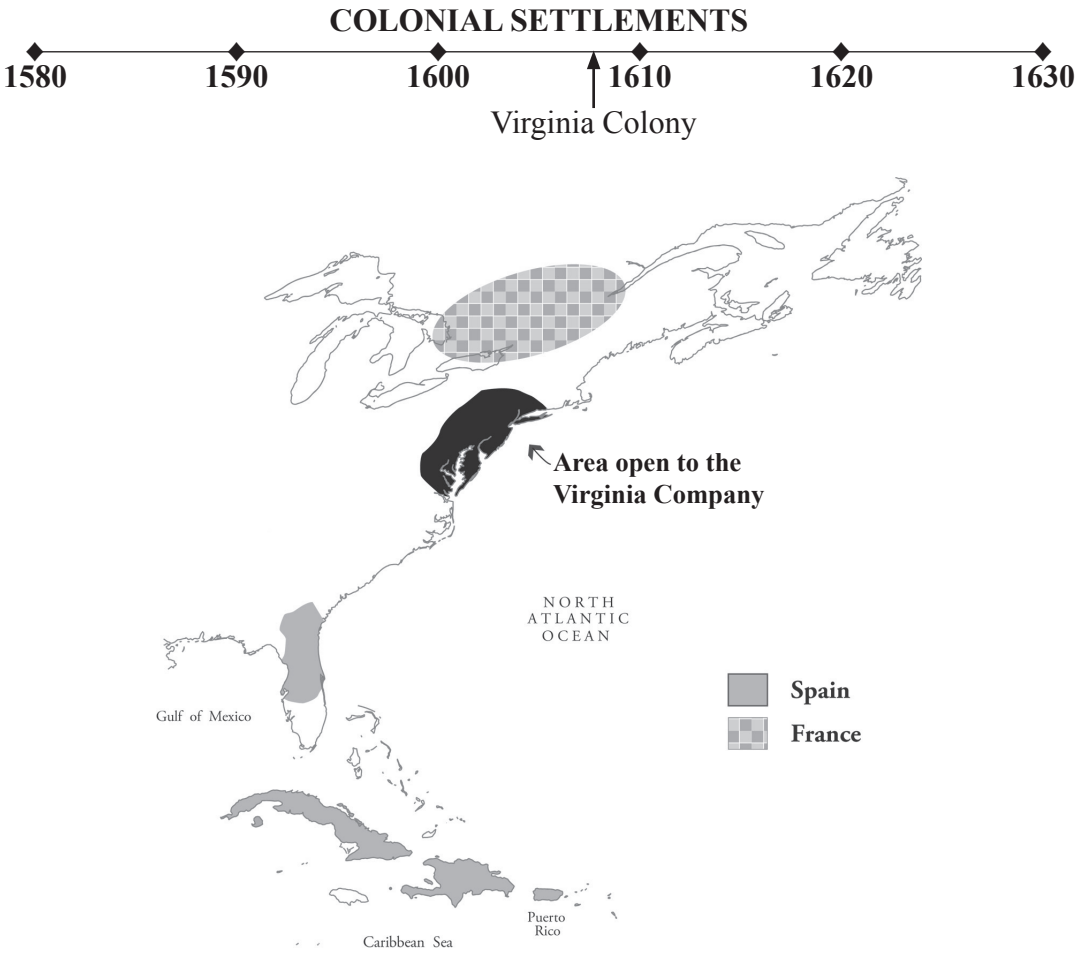
LESSON 2: JAMESTOWN, 1607–1624

Vocabulary

- Virginia Company—A joint stock company for the Virginia Colony in America
- Joint stock company—A business arrangement in which investors buy shares of the company and derive profits in proportion to the amount of their shares
- Charter—A legal document by the government granting rights
- Gentleman—A man of good family
- Shareholder—A person who holds stock in a company, thus sharing in the profit or loss of the company
- Wage—Money paid for work, usually paid by the hour, day, week, or month
- Alliance—An agreement between two or more groups to obtain common goals
- Bankruptcy—A legal declaration of an inability to pay debts
- Indentured servant—A laborer under contract to work for an employer for a specific period of time in exchange for passage to a new country or colony
- Powhatan—Chief of the Powhatan natives

LESSON 2: ENGLISH SETTLEMENTS, 1607–1624

Student Handout 1: Problem



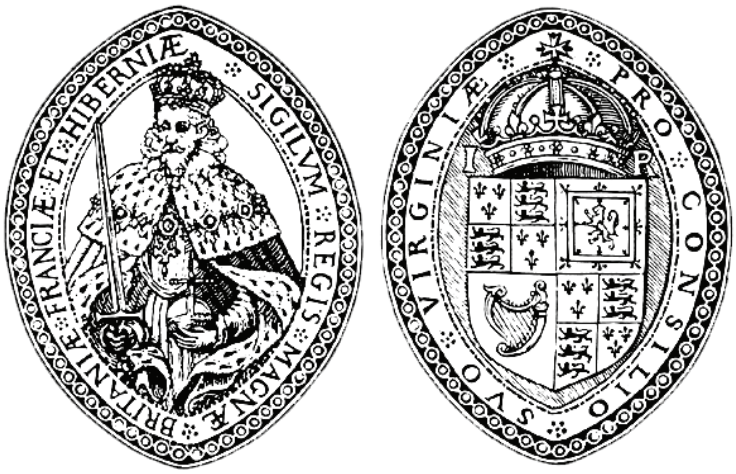
The year is 1607, and you are a merchant in London. The Virginia Company has received a charter (government permission) from King James I of England to set up a colony and make money from the riches of North America in an area called "Virginia," north of Spanish colonies and south of French colonies. The company's directors are selling shares in the Virginia Company. People who buy shares become part-owners of the company who make (or lose) money as the company does.

Now that peace has been established between Spain and England, it is a good time to try new ventures. There is not a significant threat from Spain (there still is some raiding going on between the two countries, but not outright war), so a colony would be free to make money in peace. There are many investment opportunities available to London merchants, including investing in colonies in Africa, the West Indies (St. Lucia, Grenada, Guiana, and others), and America (Newfoundland and New England). Merchants can also

put their money in trade with the Ottoman Empire (Muslims). The Virginia Company directors are arguing that an investment in Virginia will be more profitable for you than these other investments, due to its great resources and location.

Richard Hakluyt, an English adventurer who has pushed for colonization with the queen for many years, argued in his *Discourse on Western Planting* that English settlements in America will bring wealth to investors and the country. He stated, "That this westerne voyadge will yelde unto us all the commodities of Europe, Affrica, and Asia, as far as wee were wonte to travell, and supply the wantes of all our decayed trades." America is rich in wood, pitch, tar, wine, silk, fruits, oil, sugar, salt, and many other resources.

It is true that the natives in Virginia drove the Spanish out of a settlement there about a decade ago. However, the Spanish are known for their cruelty to the natives, while the English, according to Virginia Company officer Robert Johnson, will be welcomed as friends once the English apply the "faire and loving means suting [fitting] to our English Natures."



The seal of the Virginia Company

Stockholders will begin sharing in the land, minerals, and profits of the company seven years after the company begins in proportion to the size of their investment. In addition, stockholders will receive land in Virginia at that point. The directors say the company will make money from the great abundance of raw materials in America, including gold, trees for lumber, and land for growing crops. Moreover, the company might find a passage through America to China, which would be a great source of wealth. It's a wide-open opportunity for investors.

Will you invest in the Virginia Company? Explain.

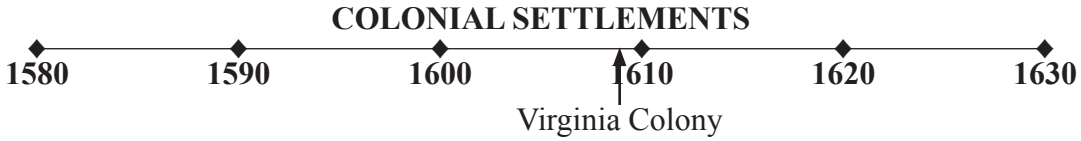
You may ask two of these questions to help you decide about these two problems on investors and indentured servants.

QUESTIONS

1. What is the situation with England's rivals, especially Spain and France, in terms of colonies and political power?
2. How well have previous English colonial ventures turned out?
3. Who are the colonists to be in the venture?
4. How will the colony be run? Who will own the land? Who will make decisions?

LESSON 2: ENGLISH SETTLEMENTS, 1607-1624

Student Handout 2: Problem



The year is 1609, and you are a poor, unemployed man in London. The area where you live is dirty, and the crime rate is high. You and many people in your area of London are often beggars. Even if you could find work, the wages would be less than your costs for food, clothing, and shelter. However, there is a way out of poverty. If you become an indentured servant in the Virginia colony, you'll have to work for someone else for seven years in exchange for the cost of sailing to America (which is about one year's wages). After you serve your time, you'll get land and some tools to get started as a farmer. Robert Johnson, an official in the Virginia Company, wrote a piece this year called *Nova Britannia* in which he described the abundant land and minerals in Virginia. He also claims that the harbors are excellent and the climate is agreeable, much warmer than in England.

Will you become an indentured servant for the Virginia Company? Explain.

LESSON 2: ENGLISH SETTLEMENTS, 1607–1624

Student Handout 3: Problem

Chief Opechancanough

The year is 1618, and you are Chief Opechancanough. You have just become the chief of the Powhatan natives after the death of the previous chief, your cousin Powhatan. The English colonists have been trouble since they landed at Jamestown 11 years ago. Soon after the English came, many natives started dying from disease (the English brought new diseases to which the natives were not immune). For years, the colonists couldn't grow enough food, so they traded with natives for food in exchange for copper and beads. Since the area is in a terrible drought, there is not enough food for natives in the area, let alone the addition of colonists. Now the colonists have set up farms in their settlements. They have taken land and fought with natives. There have been many conflicts. Whenever there is fighting, many natives die because the English have steel swords, crossbows, cannons, muskets, and armor, whereas natives have hatchets and bows and arrows. They continue landing more colonists and expanding their land by taking it from natives. There are now more than 20 settlements other than Jamestown in the area. Nevertheless, there are many more natives than English settlers.

Which of these options will you choose in regard to the English colonists at Jamestown? Explain. You can choose as many options as you'd like.

1. Launch an all-out attack on the English to wipe them out completely
2. Since natives can't defeat the colonists in open combat, use a strategy to get natives inside all the colonial settlements. Natives could pretend to be friendly with the colonists and get into the settlements to trade and find out about Christianity. Then, when the time is right, launch a sneak attack from inside all the settlements and forts at once.
3. Contain the colony. If the colonists can't expand, they can't grow enough food. Eventually, so many will die from starvation that the English will give up the colony. The natives can contain the colony by attacking just the settlements at the

edge of the colony, never risking direct attacks on the forts or main settlements.

4. Trade and be friendly with the colonists. Natives can't beat the colonists in warfare. Just accept the fact that they are here, and get along with them.
5. Make an alliance with the colonists. Then the Powhatans could expand their territory against other tribes, since the Powhatans and English would have the military advantage over other tribes.
6. Make an alliance with other natives against the colonists. If all the natives unite, they can defeat the small number of colonists. You are already a dominating chief over 30 other tribes, so they will probably agree to this war alliance.

LESSON 2: ENGLISH SETTLEMENTS, 1607–1624

Student Handout 4: Outcomes

More than 50 businesses and 600 individuals in London actually bought shares in the joint stock company. Unfortunately for investors, it was ten years before the company began to make any money at all, let alone a profit. Everyone, leader and colonist alike, was acting without accurate information. For example, no one knew how large America was or that the Virginia area was in a severe drought. The costs of settlement were enormous, and there was no income. In 1610, the colonists abandoned Jamestown, but were met on the river by new colonists and supplies. They returned to continue the colony, but things remained bad. Eventually, tobacco brought in some money by 1620, but the company still didn't make a profit. It was on the verge of bankruptcy throughout the time of the Company. In 1623, a royal commission found the company guilty of mismanagement (including corruption), bankrupt, and in danger of complete collapse. By 1624 (17 years after the original colony was established), investors had plunged £100,000 (equal to about $440 million today) into the venture and hadn't made back even a small portion of their investment. The English king Charles I dissolved the company, made Virginia a royal colony, and appointed a governor. So if you had bought shares in the Virginia Company, you lost your money as your shares became basically worthless. Mismanagement, high costs, and the problems listed below doomed the company.

You should have considered possible problems for the colony, including these:

- Disease—The colonists were exposed to nature without buildings at first. They decided to settle at Jamestown because it was a peninsula, and would therefore be easy to defend. Unfortunately it was a swampy area full of mosquitoes, and had no fresh water supply. Many if not most colonists died from dysentery (called the "bloody flux" at that time) and typhoid from drinking bad water, much of it from the James River. The river was described as "full of slime and filth." Only 40 of the first 104 colonists survived the first year. The passage to America weakened many colonists, leaving them susceptible to other diseases, such as scurvy (due to a lack of vitamin C) or dysentery.
- Starvation—The colonists did not have enough food to last through a year, so they had a chronic shortage of food. They could plant crops, but that exposed them to attacks by Native Americans. Many supplies spoiled in the heat and rain, while some were eaten by the crews of the ships bringing the supplies over from England, or by rats. Unknown to the colonists, there was a severe drought in the area at this time, which made the food shortage even more severe. Also, the colonists were at Jamestown primarily to find gold, not to plant crops. The colonists endured repeated "starving times," in which many starved and those who survived ate rats or probably engaged in cannibalism. The search for gold was logical, given the circumstances. If gold were found, the colony would become extremely valuable, prompting the king (Queen Elizabeth had died) to send troops to defend the colony.

- Dissent—The leaders of the colony were constantly arguing. Several leaders were arrested and killed by other leaders. In addition, there were divisions between gentlemen and poor colonists. These divisions made it difficult to unite the colony to follow common goals. A report by a ship captain to the company stated that the colony was doing poorly because its leaders were "each striving to rule over the other," and also because of the "idleness and bestial sloth of the common sort, who were active in nothing but adhering to factions [groups in conflict]…"
- Poor company structure—The company leaders in London could not understand how difficult it was for the colonists, while the leaders in Virginia could not understand the pressure for profits in London. The two groups did not communicate well with each other.
- Fire—A fire in January 1608 destroyed all the buildings in the Jamestown settlement except three, exposing colonists to cold winter temperatures without shelter. In addition, the fire destroyed all their supplies.
- Exposure to the elements—Colonists died due to accidents, such as drowning when a boat sank in 1609. Colonists were exposed to the physical challenges of hard work, the cold, and the elements.
- Attacks by Native Americans—There were attacks from the first day the colonists landed. The colonists were unprepared for the attacks. They built a fort and unpacked their muskets after the first attacks. The natives learned that they couldn't defeat the colonists in battle due to the better weapons and armor the colonists had. So the natives often attacked colonists outside forts. Natives forced colonists to huddle in their forts, while the natives took or destroyed their crops. The natives' strategy contributed to starvation.
- Desertion—Leaders of the colony were afraid some of the colonists would go over and live with the natives. Many colonists did actually join the natives, so this was a reasonable fear. To prevent this behavior, the leaders portrayed the natives as completely uncivilized and beneath the English.
- Attacks by Spanish—The English were aware that the Spanish could attack (Jamestown was 50 miles upriver to protect it from Spanish ships), so this outcome was anticipated. In fact, a Spanish ship did appear and probably could have successfully attacked the fort. The captain of the ship decided not to attack, so it didn't turn out to be a problem. Nevertheless, this problem should have been considered.

On the other hand, your investment made possible the start of the colony of Virginia, a place where colonists eventually prospered through self-government and private property. To those who survived the first few decades, the opportunity to marry and have a farm represented the American dream. The beginning of representative government with the House of Burgesses (Virginia's legislature) was a major step toward democracy in America. Even indentured servants voted, which was unique at the time. The transfer of political control and economic decisions to the colonists themselves in America became the key to success of the Virginia colony, as well as the model for future American development.

Tragically, Native Americans were wiped out by the new colony, and eventually slavery became an essential part of the Virginia economy.

LESSON 2: ENGLISH SETTLEMENTS, 1607–1624

Student Handout 5: Outcomes for Servant

Many thousands of poor Englishmen became indentured servants in Virginia. In the first decade at Jamestown, about 95% of the colonists were tenants or servants. Unfortunately, almost all of them died within a couple of years due to disease, bad drinking water, starvation, and attacks by Native Americans, as described in Handout 4. Out of 900 colonists sent to Jamestown in the first three years, only 60 survived to 1610. Of the more than 5000 English settlers who migrated to Virginia in the first 17 years, only 1132 were alive in 1624. Three quarters of indentured servants died within one year of moving to Jamestown from 1607 to 1624.

If you became an indentured servant in the first ten years of the Jamestown (Virginia) settlement, the overwhelming odds were you would have died within a few years. In the 1620s the odds of dying in Virginia dropped significantly. Conditions also improved as servants became more valuable. However, conditions in England also improved, so fewer people came as indentured servants.

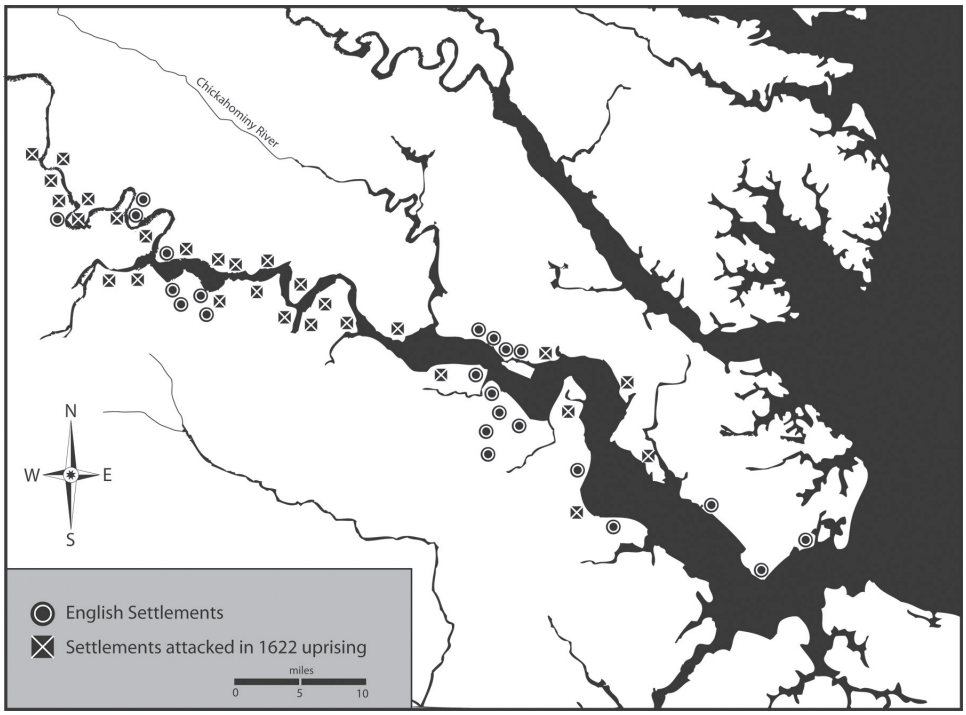
Many of the gentlemen settlers (men from the privileged classes, but not necessarily rich) also died within a few years. Most of the gentlemen did not come to stay in the colony, but rather to stay for a year or two, find a gold mine, and then return to England much richer than when they came. It didn't work out that way.

LESSON 2: ENGLISH SETTLEMENTS, 1607–1624

Student Handout 6: Outcomes

The previous chief, Powhatan (Wahunsunacock), had tried a number of different strategies. At first, the natives directly attacked the colonists (Option 1). These attacks were almost always disastrous for the natives. After most of the colonists starved the first year, the chief decided to bring them into his territory (Option 5) so he could get metal weapons to become stronger than his rival tribes. He mistakenly thought that the colony would always be small and easy to control. The natives were also periodically friendly to the colonists and traded food with them (Option 4). In fact, in 1614 the chief made peace with the English because five years of warfare had brought death and more food shortages to the natives in the area, where a drought was already making life difficult.

The new chief, Opechancanough, decided on a combination of sneak attack (Option 2) and containment (Option 3). He realized that open battle (Option 1) with the English would always lead to defeat. Containment had been part of the strategy all along. In the early years, natives would sometimes surround forts, avoiding direct attacks, and wait for starvation to take its toll. In one siege, colonists resorted to cannibalism. After colonists became more self-sufficient, natives were friendly to colonists on the surface and infiltrated all the colonists' settlements (Option 2). Opechancanough himself expressed interest in becoming a Christian. Colonial leaders believed he was sincere and allowed him into settlements. Meanwhile, the Powhatans also made alliances with other native tribes (Option 6). On March 22, 1622, the natives made a general uprising against the whole Virginia colony.



Many settlements were wiped out, and 25% of the colonists were killed. After the attack, outlying settlements were abandoned and colonists stayed near forts. That meant the colonists gave up a great deal of land. Since the colonists were contained in a smaller area, they could not feed themselves. In the winter of 1622–23, another starving time struck the colony. Had the natives more than a few guns, they might have finished off the depleted colony. The growth of the colony was stunted for years.

The colonists decided on all-out war in retaliation. They sent out roving groups of armed men who would surprise native villages, killing everyone they could and burning the villages to the ground. In one negotiation, the colonists gave the natives wine to drink to their health. About 200 died from the poisoned wine, many of whom were chiefs. The violent war continued off and on for eight years, including the killing of men, women, and children on both sides. The colonists also gave up on converting natives to Christianity. Most colonists now saw the natives as beyond redemption.

LESSON 2: ENGLISH SETTLEMENTS, 1607–1624

Student Handout 7: Suggested Answers to Questions

1. What is the situation with England's rivals, especially Spain and France, in terms of colonies and political power?

The Spanish have very profitable colonies in the Americas, mainly from gold and silver from Mexico and Peru. The Spanish transport the gold back to their country, which has made many Spaniards very rich. These riches from their colonies have also made Spain one of the most powerful countries in the world. The Portuguese have also prospered form their colony in Brazil. Meanwhile, the French have extensive colonies in the New World, where they make a healthy profit from the fur trade they carry on with Native Americans.

2. How well have previous English colonial ventures turned out?

For the English, colonial ventures in America have all been failures. They've all been abandoned with the loss of many or most of the colonists as well as the money invested. One of the famous colonies is Roanoke, which seems to have disappeared entirely. No one is sure what happened to the Roanoke colonists.

However, other joint-stock ventures such as the Muscovy Company in Russia, the Levantine Company in the Middle East, and the East India Company in the Far East, have had some success. Why not in America?

3. Who are the colonists to be in this venture?

The colonists will be young males who are either rich gentlemen looking for adventure, or poor people looking for opportunity. Many of the gentlemen are hoping to make a quick profit by finding gold. Neither the gentlemen nor the poor have much experience with physical work: The gentlemen have privilege, so they are not supposed to do physical labor. Most of the poor were beggars and thieves. There will not be much of a middle class, since this is a dangerous venture and those in the middle class have too much to lose.

4. How will the colony be run? Who will own the land? Who will make decisions?

Economically, the company will own the land. The colonists will work on the land for the good of the company and for the colony in general.

The company is to be run by a royal council in London, made up of 13 members appointed by the King of England. The colony itself will be run by local councils who will carry out the instructions of the royal council.

LESSON 3: MAYFLOWER COMPACT, 1620

Teacher Pages

OVERVIEW

The Mayflower Compact is one of the great documents in American history. In this lesson, students are given the situation on the *Mayflower* as it lay off Cape Cod in 1620 and are asked what type of government they will choose. Will they choose self-government?

VOCABULARY

- *Mayflower*—The ship on which the Separatists and strangers sailed to Plymouth in 1620
- Separatists—A religious group that wanted to break with the Anglican Church, as opposed to Puritans, who wanted to purify the Anglican Church of Catholic influences. Separatists on the *Mayflower* were known as "Pilgrims."
- Strangers—The non-religious passengers on the *Mayflower*
- Mayflower Compact—The document in which the passengers on the *Mayflower* agreed to form their own government and obey its laws

DECISION-MAKING SKILLS EMPHASIZED

- Set realistic goals
- Predict consequences

LESSON PLAN

A. IN-DEPTH LESSON (20–30 minutes)

Procedure**:**

Distribute Handout 1 and have students read it silently and decide which option they will choose. Divide students into groups and have them discuss their choices. Give some time for students to ask questions. Then bring the class back together. Discuss student choices and have them vote on the best option. Distribute Handout 2 and discuss the passengers' choice of self-government and the implications of that choice.

Use the primary source in Handout 3 to introduce students to the actual language of the Mayflower Compact and who signed it.

Reflecting on Decision Making:

Ask students what they learned from these outcomes. What would they have done differently, if anything, now that they know the outcomes? Which decision-making skills were especially important to the decision on the type of government the colonists should have? (See the section on "Decision-Making Analysis" below for ideas.) Ask students if they did well or poorly in terms of the **P-A-G-E** analysis.

Placing the Actual Decisions Into Historical Context:

Ask students what factors about the historical situation made the choice of non-religious self-government possible. (Precedent in England of self-government in towns; concern about a possible mutiny on the ship; years spent in Holland where there was a tradition of separation of church and state; a majority of non-religious strangers on the ship.)

Connecting to Today:

What are some examples of different types of government (democratic, theocratic, military, colonial, and anarchic) today? Why is the Mayflower Compact important today?

Troubleshooting:

Some students may have difficulty reading the Mayflower Compact (Handout 3). You may have to highlight difficult vocabulary, give the modern spelling for some words, and explain that these people tended to capitalize nouns.

B. QUICK MOTIVATOR (10–15 minutes)

Give students Handout 1 for homework. In class the following day, have students vote on which option they would choose. Discuss their reasons for a few minutes. Have students vote on their verdict and discuss. Distribute Handout 2 and discuss these outcomes.

TEACHER NOTES FOR EXPANDING DISCUSSION

(For outcomes for students, see Handout 2)

Historians agree that the Mayflower Compact was important in setting the precedent for self-government in the English colonies. There is no record of who wrote the compact, but evidence indicates that the pastor, John Robinson, probably wrote at least parts of it. He had previously argued that there needed to be a civil government, rather than a religious one.

DECISION-MAKING ANALYSIS

P = Problem
- Identify any underlying problem(s)
- **Consider other points of view**
- **What are my assumptions? Emotions?**

A = Ask for information (about)
- **Historical context (history of this issue; context in the world)**
- **Reliability of sources**
- Historical analogies

G = Goals
* - What are my main goals? Are they realistic?
- Generate options to achieve these goals. Are they ethical?

E = Effects
* - **Predict unintended consequences.**
- Play out the options. What could go wrong?

*Denotes topics emphasized in this lesson

- **Are your goals realistic?** The main goal of the passengers is pretty clear—survival. Most of the options, except Option 1 (let each family decide for itself), might reasonably lead to the survival of the colony. However, the passengers also had a secondary goal—to establish a government and society that would last and be a credit to them. It was to their credit that they choose self-government (Option 4).
- **Consider consequences:** As stated in Handout 2, the Mayflower Compact was only one of several precedents for the development of self-government in America. Nevertheless, it was an important precedent with very large consequences for Plymouth colony and the English colonies in general. Later colonies had the example of the Mayflower Compact as they made decisions on government and constitutions.

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LESSON 3: MAYFLOWER COMPACT, 1620

Vocabulary

- *Mayflower*—The ship on which the Separatists and strangers sailed to Plymouth in 1620
- Separatists—A religious group that wanted to break with the Anglican Church, as opposed to Puritans, who wanted to purify the Anglican Church of Catholic influences. Separatists on the *Mayflower* were known as "Pilgrims."
- Strangers—The non-religious passengers on the *Mayflower*
- Mayflower Compact—The document in which the passengers on the *Mayflower* agreed to form their own government and obey its laws

LESSON 3: MAYFLOWER, 1620

Student Handout 1: Problem

COLONIAL SETTLEMENTS

The year is 1620, and you are an adult on the *Mayflower*. You are a Separatist, a member of a group that wants to separate from the Anglican Church because Anglicans have too many Catholic influences. Separatists have sailed to America for religious freedom. Since it is a holy migration, it is a kind of pilgrimage, so Separatists are also known as "Pilgrims." However, only 50 of the 102 passengers on the *Mayflower* are Separatists. The rest are referred to by Separatists as "strangers". These strangers are colonists who came to make a new life in America, not for religious freedom specifically. The Separatists started the idea of sailing to America, so they have more say among the passengers.

The *Mayflower,* 1620

It's been a difficult voyage. There have been storms and many are sick, including some with scurvy (a deadly disease from lack of vitamin C, characterized by bleeding and lack of energy). Now as the ship approaches land on Cape Cod in America, there is talk of rebellion among some of the strangers. These strangers say that when they come ashore, no one has the power to command them, since the rules of the Virginia Company only apply to landing in Virginia and the ship is landing outside of Virginia. It is November and will be very cold soon. The colonists will have to find a suitable place to land, build shelter, and get food.

A decision is necessary: How will rules be made when the colonists land for the first six months? Below are your options. Explain your choices:

1. Let every family decide for themselves what rules to follow. Each person knows better than anyone else what's best for them, so why have other people make rules for them?
2. Everyone needs to follow God's rules. God's rules are very clear in the Bible, but should there be dispute over the meaning of a rule, the minister can explain the meaning. Strangers who do not want to obey God's rules can leave the colony and form a different one under their own rules.

3. As Englishmen, everyone should obey the king's rules
4. The people on the ship should make rules for themselves as a whole and agree to obey those rules (This is different than Option 1, which applies just to the family.)
5. Everyone should agree to obey rules made by the military leader, Miles Standish. The whole colony might be attacked or face a number of other crises. The best chance to survive is military rules and discipline.

Which of these do you think the colonists actually chose?

LESSON 3: MAYFLOWER, 1620

Student Handout 2: Outcomes

The adults on the *Mayflower* chose self-government, agreeing to make up and obey their own rules (Option 4). The Separatists made the agreement, called the "Mayflower Compact," in order to prevent a rebellion and control the behavior of the strangers. The Compact also became one of the great documents in American history. The adults on the *Mayflower* chose a democratic method of making laws. Moreover, they wrote the agreement down, expanding the idea of a written constitution and government by laws. The Mayflower Compact helped establish self-government in the English colonies in America. To be sure, there were other important causes in the development of self-government in America, such as the House of Burgesses (the representative government of Virginia) and the New England town meeting (where citizens vote directly on proposals). Nevertheless, the Mayflower Compact was an important model for democracy in America.

An artist's depiction of the signing of the Mayflower Compact

Of the Separatists and strangers, only 41 of the 50 males signed the Mayflower Compact. Four of the ten servants signed it. No women signed it. It was not democratic by today's standards. Even with these limitations, however, it did contribute to the establishment of self-government and the rule of law in America.

Option 1 (Let each family decide for themselves) most likely would have led to anarchy (no central government) and the swift destruction of the colony. Option 2 (God's rules) would have led to a theocracy (rule by religion) and would have driven out the strangers at a point when every person was needed to work for the survival of the colony. The Separatists avoided this option partly because they had spent years in Holland where separation of church and state was a part of government. Although the Plymouth colony was very religious, it did continue the separation of church and state tradition in many aspects of colonial government. For example, marriage in Plymouth was a civil

(government) matter, not a religious one. Obeying the king's rules (Option 3) would have been a natural choice, but would have been impractical. The situation in America was new and required on-the-spot laws and decisions. Obeying a military leader (Option 5) would have been a tempting choice given the crisis situation in which the colonists found themselves, but might have set a precedent for military rule for later governments in America.

LESSON 3: MAYFLOWER, 1620

Student Handout 3: Primary Source

The Mayflower Compact

IN THE NAME OF GOD, AMEN. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King *James*, by the Grace of God, of *Great Britain*, *France*, and *Ireland*, King, *Defender of the Faith*, &c. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage to plant the first Colony in the northern Parts of *Virginia*; Do by these Presents, solemnly and mutually, in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience. IN WITNESS whereof we have hereunto subscribed our names at *Cape-Cod* the eleventh of November, in the Reign of our Sovereign Lord King *James*, of *England*, *France*, and *Ireland*, the eighteenth, and of *Scotland* the fifty-fourth, *Anno Domini*; 1620.

Mr. John Carver,
Mr. William Bradford,
Mr Edward Winslow,
Mr. William Brewster.
Isaac Allerton,
Myles Standish,
John Alden,
John Turner,
Francis Eaton,
James Chilton,
John Craxton,
John Billington,
Joses Fletcher,
John Goodman,
Mr. Samuel Fuller,
Mr. Christopher Martin,
Mr. William Mullins,
Mr. William White,
Mr. Richard Warren,
John Howland,
Mr. Steven Hopkins,
Digery Priest,
Thomas Williams,
Gilbert Winslow,
Edmund Margesson,
Peter Brown,
Richard Britteridge
George Soule,
Edward Tilly,
John Tilly,
Francis Cooke,
Thomas Rogers,
Thomas Tinker,
John Ridgdale
Edward Fuller,
Richard Clark,
Richard Gardiner,
Mr. John Allerton,
Thomas English,
Edward Doten,
Edward Liester.

QUESTIONS FOR ANALYSIS

1. What was the purpose of the colony, according to this document?
2. Why is it important that they combine into a "civil body politic"?
3. Why do you think only men signed this document?

LESSON 4: SLAVERY IN THE NEW WORLD, 1646

Teacher Pages

OVERVIEW

Barbados in the 1640s is a great case for examining the rise of slavery as a dominant form of labor in the colonial era in the Americas. The study of Barbados also helps students expand their thinking of American history to include the Caribbean.

VOCABULARY

- Barbados—An island in the Caribbean owned by England
- Indentured servant—A laborer under contract to work for an employer for a specific period of time in exchange for passage to a new country or colony
- Slave—A person who serves involuntarily for life and whose children are also slaves
- Emigration—To leave a country or area
- Imports—Goods bought by a country
- Exports—Goods sold by a country to other countries
- Cargo—Goods transported on ships or other means of transportation
- Middle Passage—The ocean voyage of slaves from Africa to America

DECISION-MAKING SKILLS EMPHASIZED

- Generate options. Are they ethical?
- Play out options
- Predict unintended consequences

LESSON PLAN

A. IN-DEPTH LESSON (30–40 minutes)

Procedure**:**

Distribute Handout 1 and have students answer the question. Have students pair up to discuss what they will do about the shortage of labor in 1638. Discuss student choices and then distribute Handout 2, with the same choices, but set in 1670, when the cost of indentured servants was higher than that of slaves. Have students decide again for this date and discuss their choices. Tell students that by 1670, sugar planters chose slavery almost exclusively over servants. Ask what they think the effects of slavery were. Distribute Handout 3 and review some of the outcomes/effects of slavery.

OPTION: Have students read the primary source about the Middle Passage (Handout 4). Ask students if they would have decided differently about labor had they read this passage first.

Reflecting on Decision Making:

Ask students what they learned from these outcomes. Which decision-making skills were especially important to the decisions on labor in Barbados? Which letters of **P-A-G-E** applied especially to this problem? (See the section on "Decision-Making Analysis" below for ideas.) Ask students what they did well or poorly on in terms of **P-A-G-E**.

Placing the Actual Decisions Into Historical Context:

Before revealing what was actually decided about the labor shortage, ask students what they would predict the actual people did. Some of their answers will reveal historical context. Ask them particularly about the role that racial attitudes played in the adoption of slavery.

Connecting to Today:

Is there still slavery today? (Yes.) Why do students think slavery persists? How is it similar to and different from slavery in the 17th century?

Troubleshooting:

Make sure students understand the differences between an indentured servant and a slave. (A slave is a slave for life and the children of slaves are also slaves.)

B. QUICK MOTIVATOR (15–20 minutes)

Distribute Handouts 1 and 2 for homework. The following day, have students vote on their decisions on the labor shortage in 1638 and 1670. Distribute the outcomes for labor (Handout 3).

TEACHER NOTES FOR EXPANDING DISCUSSION

(For outcomes for students, see Handout 3)

The years 1638 and 1670 were chosen because those are years for which historians have specific price ranges for indentured servants and slaves. The prices in the lesson are fairly accurate, and give students a sense of the comparative cost of servants versus slaves. There were other factors influencing the supply of indentured servants and slaves, which were not included in the lesson to avoid complicating the problem. For example, recruitment of indentured servants from Scotland virtually ended after Parliament increased regulation of indentured servants.

DECISION-MAKING ANALYSIS

P = Problem
- Identify any underlying problem(s)
- **Consider other points of view**
- **What are my assumptions? Emotions?**

A = Ask for information (about)
* - **Historical context (history of this issue; context in the world)**
- **Reliability of sources**
- Historical analogies

G = Goals
- **What are my main goals? Are they realistic?**
* - **Generate options to achieve these goals. Are they ethical?**

E = Effects
* - **Predict unintended consequences.**
* - **Play out the options. What could go wrong?**

*Denotes topics emphasized in this lesson

- **Generate options. Are they ethical?** Students need to consider the ethical implications of slavery. Some of slavery's inhumanity is discussed in the outcome and in the primary source about the Middle Passage.
- **Predict unintended consequences:** The point of this exercise is to get students to think broadly about effects/consequences. The more effects students can imagine, the more likely they will see problems of particular actions or non-actions (there are many effects of doing nothing). Handout 3 focuses on long-term consequences. How many of these effects did students consider? Did students consider effects in all the categories (economic, political, social, ecological, etc.)?
- **Play out options:** Short-term effects are addressed in Handout 3

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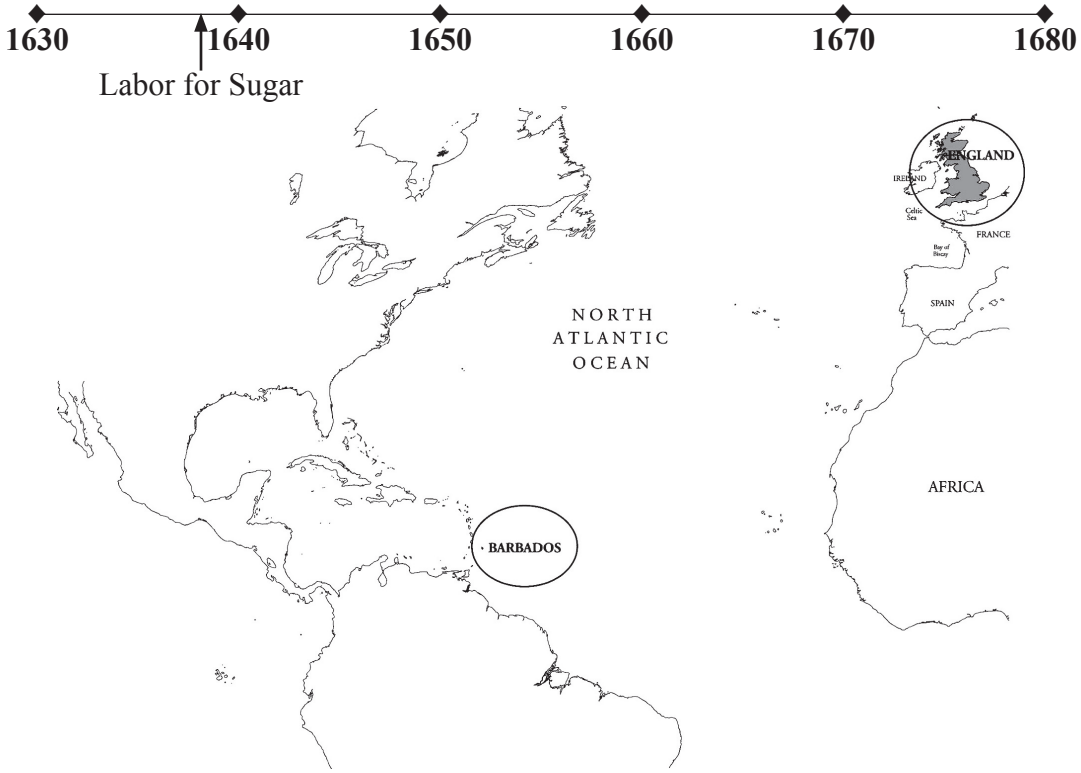
LESSON 4: SLAVERY IN THE NEW WORLD, 1646

Vocabulary

- Barbados—An island in the Caribbean owned by England
- Indentured servant—A laborer under contract to work for an employer for a specific period of time in exchange for passage to a new country or colony
- Slave—A person who serves involuntarily for life and whose children are also slaves
- Emigration—To leave a country or area
- Imports—Goods bought by a country
- Exports—Goods sold by a country to other countries
- Cargo—Goods transported on ships or other means of transportation
- Middle Passage—The ocean voyage of slaves from Africa to America

LESSON 4: BARBADOS, 1638

Student Handout 1: Problem



The year is 1638, and you are the owner of a 200-acre sugar plantation on Barbados, who moved from England ten years ago. Plantation owners on Barbados are making very large profits exporting sugar to England and other countries. You're going to need a lot of workers. Ideally, sugar cane harvesting requires one worker for every two or three acres, so you will need 60 to 100 workers.

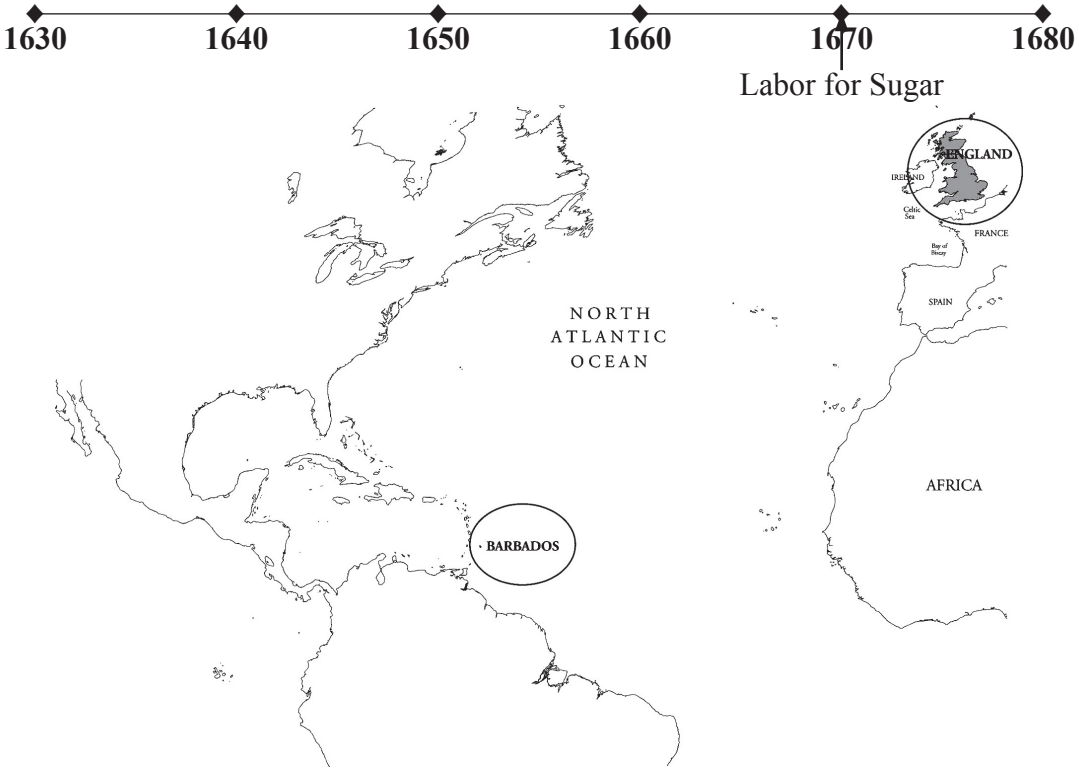
Which of the following, including your own option, will you choose? Explain your decision:

1. Hire them in the open market: The work on a sugar plantation is backbreaking labor—digging holes, cutting cane, and so forth. Moreover, the sugar cane must be boiled to extract the sugar. It's already very hot on the island, and the sugar mills can reach temperatures of 145 degrees Fahrenheit. In addition, yellow fever and other diseases kill many workers. As such, you're going to have to pay a very high wage and might still not be able to get 60 workers.
2. Bring in indentured servants: The largest numbers of indentured servants are Irish Catholics captured in war or kidnapped. Others are thieves or prostitutes from London or poor people from Scotland. They would work for you for five years, after which they would be free. You would pay their cost to Barbados of about £12 and pay for their food, clothing, and shelter while they work for you. They are rebellious and require harsh treatment to control.

3. Buy slaves: The Dutch are selling Africans as slaves for about £30–35 each. You would own them and pay the costs for feeding, sheltering, and clothing them, but they would work for you as long as they are able. They seem to be able to stand the heat of the day and the heat of the sugar mills better than indentured servants do. On average, owners get seven years of work out of each slave, since slaves die so fast. They require strict discipline, but are not as rebellious as servants, since they own no weapons and can't communicate with one another easily (they often speak different languages).
4. Capture natives: Most natives have died off due to disease and fighting, but there are some left on the other islands and the mainland. Since natives have been fighting whites and often know the geography of the area, they tend to be rebellious and run away at the first opportunity.
5. Sell the land and emigrate to America or back to England: Labor is too much of a problem. You'll still have some money by selling the land, and while you won't make as much as you would on your Barbados sugar plantation, you can start again in some other occupation.

LESSON 4: BARBADOS, 1670

Student Handout 2: Problem



The year is 1670 and you are the owner of a sugar plantation of 200 acres. You've owned the plantation for more than 30 years, and you've made a great deal of money. But now you are short of workers. Ideally, sugar needs one worker for every two or three acres. You only have 30 workers, so you are going to need at least 30 more to keep all those acres producing sugar.

Which of the following, or your own choice, will you do? Explain your decision.

1. Hire them in the open market. The problem is, almost no one would want to work on a sugar plantation. The work is back breaking – digging holes, cutting cane, and so forth. Moreover, the sugar cane must be boiled to extract the sugar. It's already very hot on the island, but the sugar mills sometimes reach temperatures of 145 degrees Fahrenheit. In addition, yellow fever and other diseases kill many workers. You're going to have to pay a very high wage to attract workers, and even then, you might not get 50 workers.
2. Bring in indentured servants. The number of possible indentured servants has declined in the past 20 years, since many servants prefer to go to Jamaica or North America, where they will receive land at the end of their indenture. Since there is no land to offer on Barbados, sugar owners have had to cut the indenture time to 2 years (after which they will be free) and the price has risen to $21. You would pay their cost

to Barbados ($21) and pay for their food, clothing and shelter while they work for you. They are rebellious and require harsh treatment to control.

3. Buy slaves. The British are selling Africans for about $18, since the supply of slaves is so large. You would own them and pay the costs for feeding, sheltering and clothing them, but they would work for you as long as they are able. They seem to be able to stand the heat of the day and the heat of the sugar mills better than indentured servants do. On average, owners get 7 years of work out of each slave, since slaves die so fast. They require strict discipline, but are not as rebellious as servants, since they own no weapons and can't communicate easily (they speak different languages).
4. Capture Natives. Most Natives have died off due to disease and fighting, but there are some left on other islands or the mainland. They tend to be rebellious and run away at the first opportunity.
5. Sell the land and move to America or back to England. Labor is too much of a problem. You'll still have some money by selling the land, and while you won't make as much as you would on your Barbados sugar plantation, you can start again in some other occupation.

LESSON 4: BARBADOS, 1646

Student Handout 3: Outcomes

Most sugar planters chose indentured servants (Option 2) in 1638 and slaves (Option 3) in 1670. By 1670 the supply of servants had dried up, increasing the costs of servants beyond the cost of slaves, which had an increased supply and a lower price. It was economically irrational to have slaves at first, since they cost so much more than servants and gave little more labor. By 1670, slaves cost about the same as servants and gave about three times as much labor. It would have been economically irrational to choose servants over slaves. However, there are many more non-economic arguments against slavery or even indentured servants.

There were numerous consequences of slavery, including the following. How many of these did you consider?

- Institutional slavery is one of the greatest crimes against humanity in modern history. Altogether, between 10 and 15 million Africans were forcibly transported to the West Indies and the American continents. Barbados was one of the leading importers of slaves. Of all the slaves taken from Africa at this time, about 75% worked on sugar plantations.
- Thousands of Africans died in the Middle Passage, the voyage of slave ships from Africa to America (Barbados in this case). The diagram shows that slaves were packed into ships similar to packing cargo. Africans were chained down so they could hardly move in the hold of the ship for most of the voyage. One slave wrote that the stench alone was enough to make people sick. The slave traders put netting up around the ship to prevent suicides. Nevertheless, some slaves found ways through the netting and jumped, in their chains, into the ocean.
- Thousands more slaves died on the plantations. The average slave lived seven or eight years on Barbados. According to one calculation, one slave died for every two tons of sugar produced at this time. In later decades the death toll rose to one death for each ton of sugar produced.
- So many slaves died that Barbados needed a constant supply of new slaves. So the slave trade continued and expanded.
- Many whites already saw Africans as inferior. Under slavery, whites forced Africans into roles of inferiority, thereby hardening their racial prejudices against Africans.
- Barbados became the most prosperous British colony in the Americas
- British economic policy was set to protect the sugar trade. Britain used a great deal of resources, especially naval power, to protect the sugar interests and therefore the slave system on which it was based.
- Wealth on Barbados was exceptionally unequal. The large planters became dominant economically, socially, and politically. They had the labor to make themselves extremely wealthy, which gave them the resources to entertain and set social trends, and also made them powerful politically.

LESSON 4: BARBADOS, 1646

Student Handout 4: Primary Source

Excerpted from **The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, written by Himself** (London, 1789)

[This passage describes Equiano's experiences on board a slave ship in the Middle Passage from West Africa to Barbados.]

At last, when the ship we were in had got in all her cargo, they made ready with many fearful noises, and we were all put under deck, so that we could not see how they managed the vessel. But this disappointment was the least of my sorrow. The stench of the hold while we were on the coast was so intolerably loathsome, that it was dangerous to remain there for any time, and some of us had been permitted to stay on the deck for the fresh air; but now that the whole ship's cargo were confined together, it became absolutely pestilential. The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations, so that the air soon became unfit for respiration, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died, thus falling victims to the improvident avarice [greed], as I may call it, of their purchasers. This wretched situation was again aggravated by the galling of the chains, now become insupportable; and the filth of the necessary tubs [for urination and defecation], into which the children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable. Happily perhaps for myself I was soon reduced so low here that it was thought necessary to keep me almost always on deck; and from my extreme youth I was not put in fetters [chains]. In this situation I expected every hour to share the fate of my companions, some of whom were almost daily brought upon deck at the point of death, which I began to hope would soon put an end to my miseries. Often did I think many of the inhabitants of the deep [those who had drowned] much more happy than myself; I envied them the freedom they enjoyed, and as often wished I could change my condition for theirs. Every circumstance I met with served only to render my state more painful, and heighten my apprehensions [fears], and my opinion of the cruelty of the whites. One day they had taken a number of fishes; and when they had killed and satisfied themselves with as many as they thought fit, to our astonishment who were on the deck, rather than give any of them to us to eat, as we expected, they tossed the remaining fish into the sea again, although we begged and prayed for some as well we cold, but in vain; and some of my countrymen, being pressed by hunger, took an opportunity, when they thought no one saw them, of trying to get a little [fish] privately; but they were discovered, and the attempt procured them some very severe floggings.

One day, when we had a smooth sea, and a moderate wind, two of my wearied countrymen, who were chained together (I was near them at the time), preferring death to such a life of misery, somehow made through the nettings, and jumped into the sea:

immediately another quite dejected fellow, who, on account of his illness, was suffered to be out of irons, also followed their example; and I believe many more would soon have done the same, if they had not been prevented by the ship's crew, who were instantly alarmed. Those of us that were the most active were, in a moment, put down under the deck; and there was such a noise and confusion amongst the people of the ship as I never heard before, to stop her, and get the boat to go out after the slaves. However, two of the wretches were drowned, but they got the other, and afterwards flogged him unmercifully, for thus attempting to prefer death to slavery. In this manner we continued to undergo more hardships than I can now relate; hardships which are inseparable from this accursed trade. Many a time we were near suffocation, from the want of fresh air, which we were often without for whole days together. This, and the stench of the necessary tubs, carried off many. During our passage I first saw flying fishes, which surprised me very much: they used frequently to fly across the ship, and many of them fell on the deck. I also now first saw the use of the quadrant. I had often with astonishment seen the mariners make observations with it, and I could not think what it meant. They at last took notice of my surprise; and one of them, willing to increase it, as well as to gratify my curiosity, made me one day look through it. The clouds appeared to me to be land, which disappeared as they passed along. This heightened my wonder: and I was now more persuaded than ever that I was in another world, and that every thing about me was magic. At last we came in sight of the island of Barbadoes, at which the whites on board gave a great shout, and made many signs of joy to us.

QUESTIONS FOR ANALYSIS

1. Why would the slave traders allow such deplorable conditions on slave ships, since each slave that makes it to Barbados could be sold?

2. Why didn't the crew feed the leftover fish to the slaves?

3. How reliable is Equiano as a source?

LESSON 5: NATIVE AMERICANS AND EUROPEANS IN THE NORTHERN COLONIES

Teacher Pages

OVERVIEW

The Iroquois faced the same problem that all Indians faced after Europeans arrived in America. They had to decide how to deal with the Europeans. Do they unite with other tribes against the Europeans? Do they ally with one European group against the other Europeans and Indians? Do they stay neutral and play one European group off against the other in a balance-of-power strategy? This lesson puts students in that decision-making dilemma, while also helping students see the dilemma from three different perspectives.

VOCABULARY

- Iroquois—An alliance of five Indian tribes in New York, known as the League of Five Nations
- Algonquian, Abenaki, and Huron—Indian tribes involved in the fur trade with the French
- Arms race—Competition between groups for superiority by getting more weapons than their enemies
- "Mourning wars"—Attacks carried out by Iroquois to get prisoners to replace the loss of warriors from previous wars
- King Philip's War—War between Plymouth Colonists and an Indian alliance in New England; one of the bloodiest wars in American history in terms of casualties as a percentage of population
- Hiawatha—Iroquois leader who proposed the League of Five Nations
- Louis XIV—King of France
- Mohawks—One of the five Iroquois Nations
- Covenant Chain—Alliance between the Iroquois and the English

DECISION-MAKING SKILLS EMPHASIZED

- Identify underlying problems
- Consider other points of view
- Ask questions about context
- Set realistic goals
- Play out options
- Predict unintended consequences

LESSON PLAN

A. IN-DEPTH LESSON (One to two 40-minute classes)

Procedure:

OPTION A:

Distribute Handout 1 (Iroquois) to one-third of the students, Handout 2 (English colonists) to another, and Handout 3 (French) to the last. Have them individually write their answers and then meet in small groups with other students who have the same handout. Remind them that they are trying to make the best decision for their group (Iroquois, English, or French). When the groups have made their decisions, tell them to imagine what the other groups are thinking. After they consider the problem from the perspective of other groups, have them look at the problem again to see if they would change their decision. Bring the class together to discuss the options and choices of each group. List their options on the board, and then indicate their group choices. Have the groups explain the reasons for their decisions. Have students get back into their groups to see if they would make different decisions (or refine the decisions they made) in light of what the other groups said. Discuss their revisions, if any. Ask them to reflect on their decisions and how they made their decisions. Distribute Handout 4 with the outcomes. Which outcomes surprised them? Now that they know the outcomes, would they have changed their decision making? How?

Distribute the primary source on the fur trade from the French perspective (Handout 5) and have students answer the questions.

OPTION B:

Distribute Handout 1 and have students decide what they will do as the Iroquois. Put students into groups to discuss their choices and decide as a group. Bring the class together to discuss their choices.

Distribute Handouts 2 and 3 and have students decide what they would do as the English and French. Discuss their answers and then have students go back to the Iroquois perspective (Handout 1) and see if they would change their decision as the Iroquois. Distribute Handout 4 with the outcomes. What outcomes surprised them? Distribute the primary source on the fur trade from the French perspective (Handout 5) and have students answer the questions.

Reflecting on Decision Making:

Ask students what they learned from these outcomes. What would they have done differently, if anything, now that they know the outcomes? Which decision-making skills

were especially important to the decisions by the Iroquois, French, and English? (See the section on "Decision-Making Analysis" below for ideas.)

Placing the Actual Decisions Into Historical Context:

Ask students how important historical context was to the decisions made by all the groups. Students should recognize that geography, climate, historical animosities and alliances, growing and declining trade empires, and the political situation in Europe all constrained the freedom of choice of the Indians and Europeans in America.

Another way to explore historical context is to ask students to predict what they think each group did, before they learn of the outcomes. Their predictions will bring out historical context. For example, students who predict that the French will bargain with the Iroquois but not the English may say the French have been enemies of the English in the past, a perspective based on historical context.

Connecting to Today:

How is the situation of the Iroquois in 1677 similar to or different from the situation of small countries today in terms of foreign policy? (Do these little countries form alliances with one group or do they attempt to stay neutral between large powers?)

Troubleshooting:

Use the map to make sure students understand the location of control of the Iroquois, the English and the French. Geography is very important to this lesson.

B. QUICK MOTIVATOR (10–15 minutes)

Distribute Handout 1 for homework. In class the following day, have students pair up to discuss their answers for about two minutes. Bring the class together and ask students to vote on which options they would choose. Distribute the first part of Handout 4 with the outcomes of the Iroquois decisions (take care in making the copies so that only the outcomes of the Iroquois are shown). This streamlined procedure could go quickly, but students will probably want to ask questions.

TEACHER NOTES FOR EXPANDING DISCUSSION

(For outcomes for students, see Handout 4)

The terms "Indians" and "natives" are used interchangeably in this lesson.

The "mourning wars" of the Iroquois are interesting phenomena in response to depopulation. As mentioned in Handout 1, they led to almost constant warfare and resulted in the Iroquois becoming a minority within their own communities.

DECISION-MAKING ANALYSIS

P = Problem
* - **Identify any underlying problem(s)**
* - Consider other points of view
* - What are my assumptions? Emotions?

A = Ask for information (about)
* - Historical context (history of this issue; context in the world)
  - **Reliability of sources**
* - **Historical analogies**

G = Goals
* - What are my main goals? Are they realistic?
  - Generate options to achieve these goals. Are they ethical?

E = Effects
* - **Predict unintended consequences.**
* - **Play out the options. What could go wrong?**

*Denotes topics emphasized in this lesson

- **Identify any underlying problems:**
- The practice of getting captives has put the Iroquois into a state of perpetual warfare. These "mourning wars" are much deadlier now with the introduction of guns and metal weapons.
  - In an odd way, the Iroquois and French needed each other as enemies, so they could not wipe each other out. If the Iroquois wiped out the French, the northern Indians (Algonquian, Abenaki, and Huron) would have started trading with the Dutch, or since 1664, the English. Since northern furs are better in quality, the Dutch/English would not have needed the Iroquois any more. Meanwhile the French needed the hostility of the Iroquois to keep the northern Indians from trading with the Dutch/English, since the Dutch/English

supplied better goods than the French.
    - All sides should have been aware of the dominating power of the English colonists. That's the underlying problem that the French and various Native American groups needed to confront. They either had to do something decisive to overcome that power, or they had to adjust their strategy to it.
- **Consider other viewpoints:** This lesson is set up to encourage students to consider other points of view (Iroquois, English, and French). By hearing what students from other groups were thinking on the very same problem, students will gain insight on how to refine their choices to take those other perspectives into account.
- **Ask questions:** Students should ask questions to gain a better understanding of the situation at the time. For example, they might ask: How strong are the French in Europe compared to the English? If there is a war there, which side is more likely to win? What do warriors do when not fighting? Do we need to have wars to keep them occupied?
- **Realistic goals:** It is important for each group to be clear about its goals, and to ask if those goals are realistic. Is it realistic for the Iroquois to set a goal of preserving its land and independence? Is it realistic for the French to preserve its low-population colony based on the fur trade?
- **Consider consequences:** There are important long-term consequences for all three groups, as shown in the outcomes in Handout 4.
- **Play out the options:** Short-term consequences are highlighted in Handout 4

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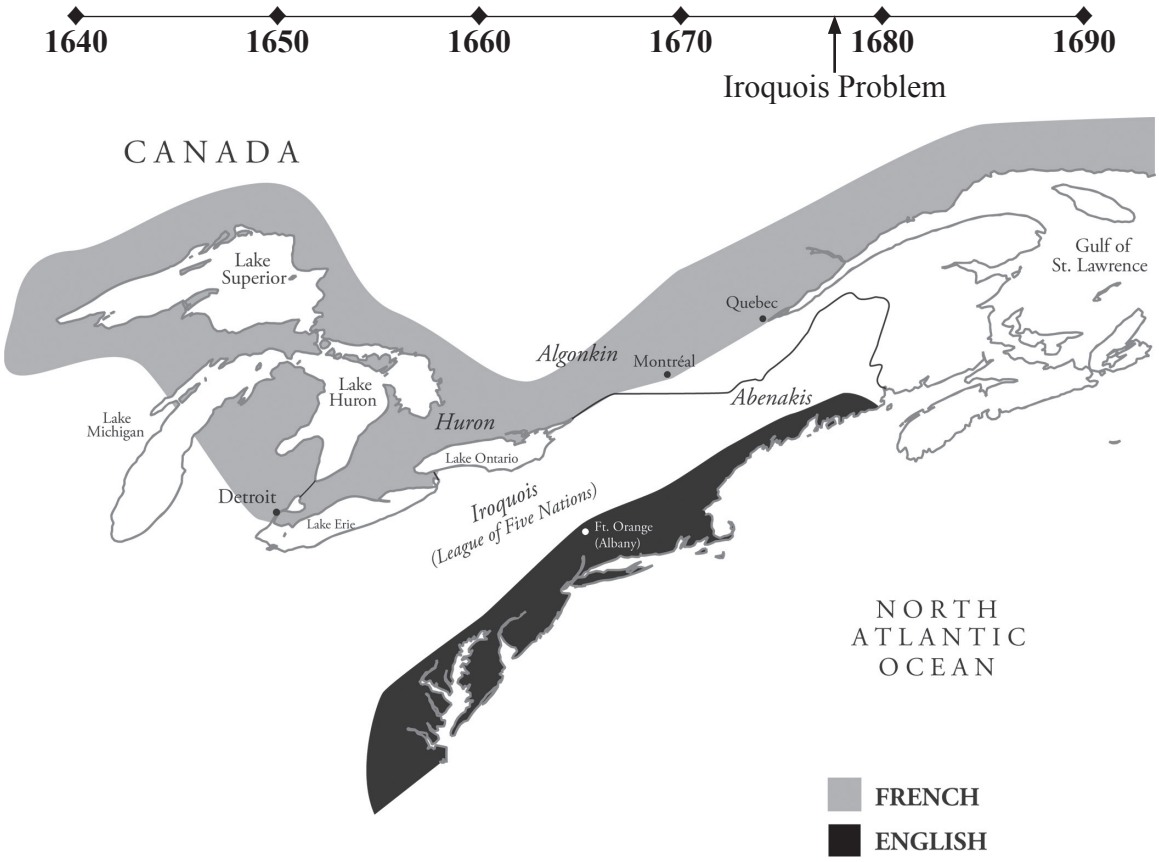
LESSON 5: NATIVE AMERICANS AND EUROPEANS IN THE NORTHERN COLONIES

Vocabulary

- Iroquois—An alliance of five Indian tribes in New York, known as the League of Five Nations
- Algonquian, Abenaki, and Huron—Indian tribes involved in the fur trade with the French
- Arms race—Competition between groups for superiority by getting more weapons than their enemies
- "Mourning wars"—Attacks carried out by Iroquois to get prisoners to replace the loss of warriors from previous wars
- King Philip's War—War between Plymouth Colonists and an Indian alliance in New England; one of the bloodiest wars in American history in terms of casualties as a percentage of population
- Hiawatha—Iroquois leader who proposed the League of Five Nations
- Louis XIV—King of France
- Mohawks—One of the five Iroquois Nations
- Covenant Chain—Alliance between the Iroquois and the English

LESSON 5: NATIVE AMERICANS AND EUROPEANS, 1677

Student Handout 1: Problem



The year is 1677, and you are a leader of the Iroquois, an alliance of five nations—the Seneca, Onondaga, Oneida, Cayuga, and Mohawk. The League of Five Nations was formed long ago, according to legend, when the Onondaga chief Hiawatha asked the other nations to unite for peace and to defeat outside enemies. The League ended almost constant warfare within the Iroquois, bringing relative peace for hundreds of years.

The peace within the Iroquois League did not stop constant warfare with outside Indian tribes. Iroquois believe that when a member of the tribe is killed, the tribe mourns the loss by replacing the person with a captive. Therefore, parties are sent out to capture replacements in what are referred to as "mourning wars." Unfortunately, many warriors in the new raiding parties are killed, which require new raiding parties in an endless chain of warfare.

Since the Europeans came about 100 years ago, however, the number of wars and the number of warriors killed in those wars has increased. There has been an arms race between the Iroquois and outside tribes, partly for guns and for metal for sharper arrow

points. Guns and metal are acquired through the fur trade. The Iroquois dominate the fur trade with the Dutch at Fort Orange, while Indians to the north (the Algonquian, Abenaki, and Huron) dominate the trade with the French. The furs of the northern Indians are superior to those from further south, whereas the Dutch provide better manufactured goods than do the French. The Iroquois have been fighting off and on with the French and their Indian allies (Algonquin, Abenaki, and Huron) for almost 50 years. The wars have kept the northern Indians from trading with the Dutch. The French have made several agreements with the Iroquois where both sides said they wouldn't attack the other. But the fighting has continued periodically. The Iroquois were gradually able to expand into the northern fur trade and thus increase their power since the 1630s. In 1648 and 1649, Iroquois warriors attacked and destroyed all the Huron villages, killing most of their warriors and capturing most of their women and children. The remaining Hurons scattered to the west.

In the past 10 years the northern Indians have caught up in terms of weapons, supplied by New France. About a decade ago, French soldiers marched through some Iroquois lands, burning crops and homes. Meanwhile, the Iroquois lost their best traders in 1664 when the British took over for the Dutch in New Netherlands. The Iroquois are also weak because about two-thirds of their people are actually prisoners taken in previous wars. The Iroquois are a minority among their own tribes.

Meanwhile, the English colonists are much more numerous than the French. English colonists set up farms, which alters the land and limits Indian hunting grounds. Indians are pushed off their lands. Those who resist are killed. Just last year the Algonquin Indians were slaughtered by English colonists in New England in King Philip's War. The English believe in private property, in which each person owns his own land and house. Englishmen try to gain as much wealth as they can. This belief in property is very different from the Iroquois beliefs in which everyone hunts and grows food in groups and all food is shared with the tribe. The French also believe in private property, but they have set up few farms, so it hasn't been a problem. There are not many French settlers. Most French are missionaries, soldiers, or traders.

The English and French are rivals in Europe and so they are rivals in America also. Each country looks for opportunities to expand at the expense of the other. Both countries have a high demand for furs, and they are dependent on Indians to get the furs. An English leader is offering a peace treaty with the Iroquois, which will increase fur trading with the English.

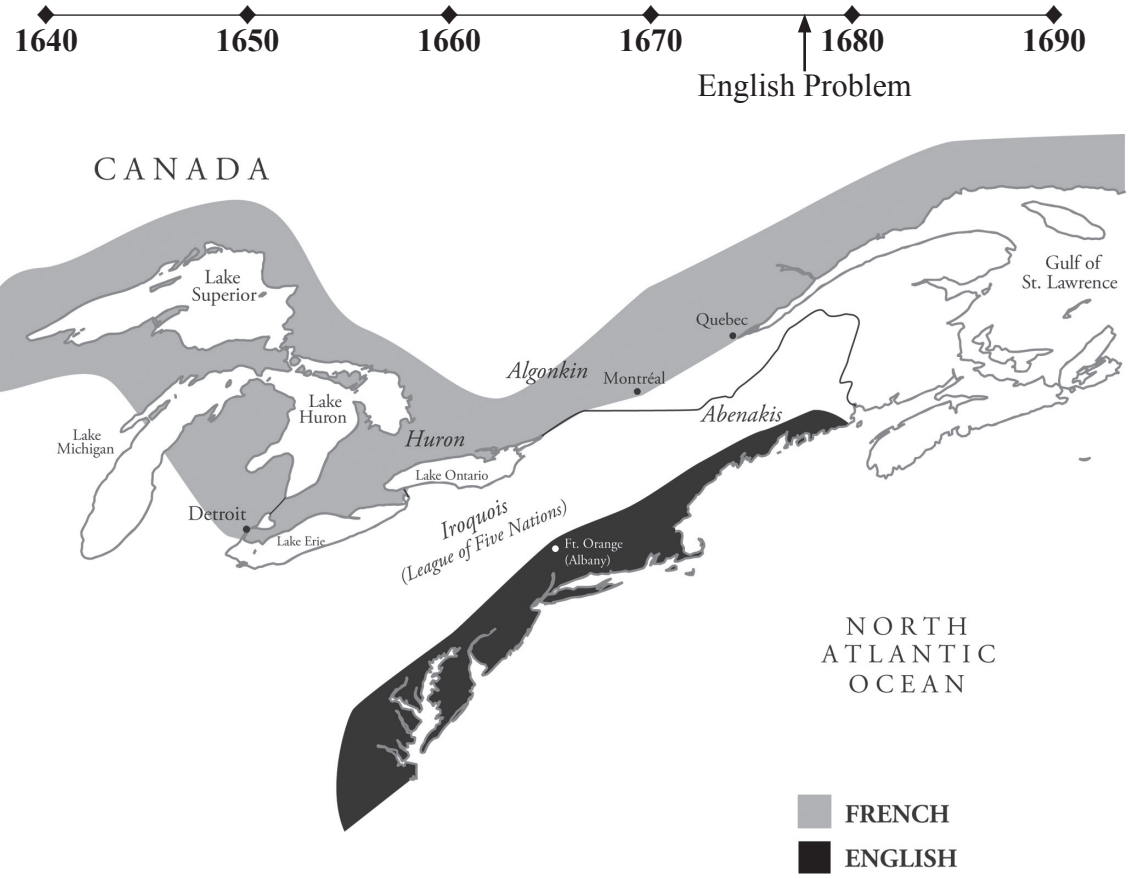
What should the Iroquois do in 1677? Choose one of the following options and explain your choice:

1. Continue fighting the northern Indians. Don't negotiate a settlement with either the French or English.
2. Make a settlement with the northern Indians to divide the fur trade and unite against the French and English
3. Make a settlement with the French and northern Indians against the English. After all, the English are the main enemy.

4. Make a settlement with the English against the northern Indians and the French. The English will supply the Iroquois with more guns and metal and keep the southern flank secure. That will allow the Iroquois to concentrate on the northern Indians and the French.
5. Make a settlement with both the French and English to get a portion of the area of the fur trade. In exchange, the Iroquois will agree to stop attacking the French and their northern Indian allies.

LESSON 5: NATIVE AMERICANS AND EUROPEANS, 1677

Student Handout 2: Problem



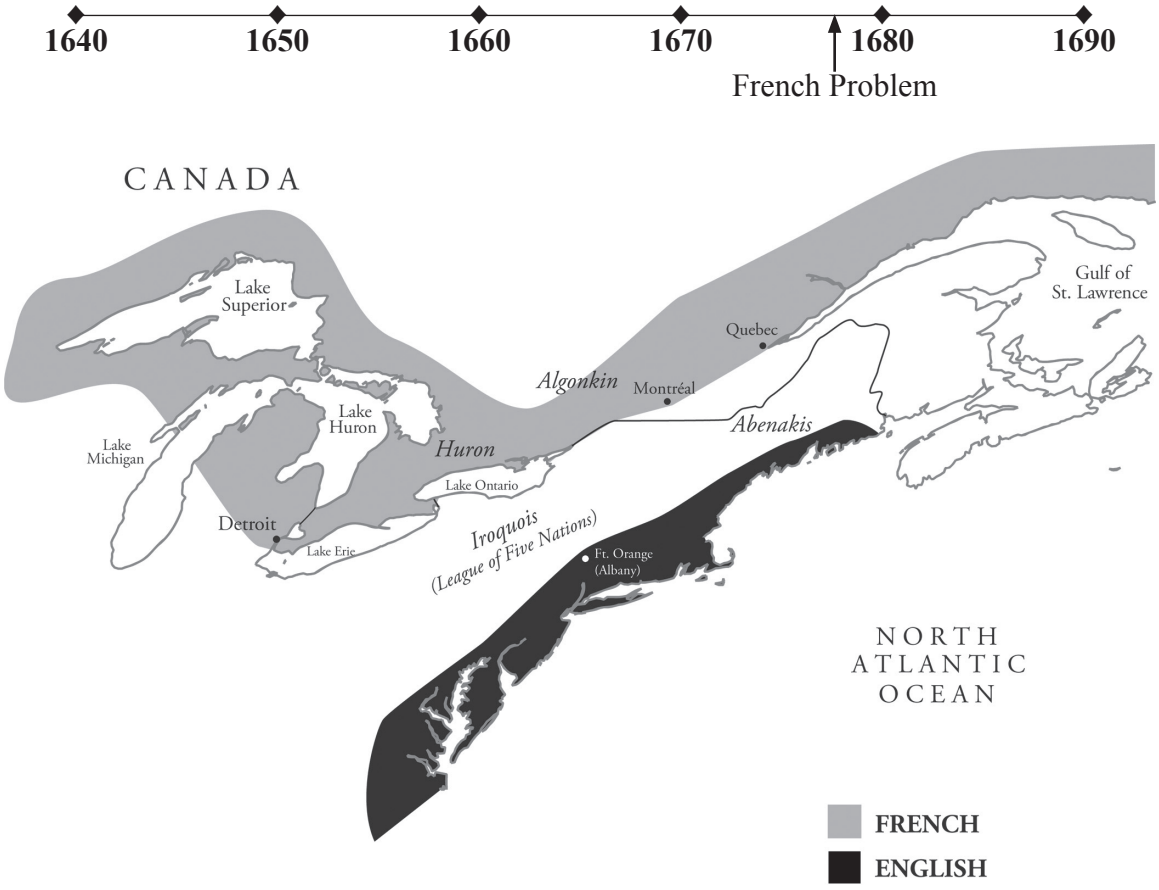
The year is 1677, and you are a leader of the English colonists in New England and New York. You have been fighting off and on against the French and their Indian allies (Algonquin, Abenaki, and Huron) for almost 50 years. The Iroquois, a league of five Indian Nations, have also been fighting the French and their Indian allies. The Iroquois have repeatedly defeated the Indians to the north and west, especially the Huron, who are now very weak. However, the French started supplying their Indian allies with weapons to balance the power of the Iroquois, and in 1663 the French king, Louis XIV, sent 1000 additional soldiers to America to attack the Iroquois. The French get a lot of their money from the fur trade. The Iroquois also are important in the fur trade, having traded with the Dutch at Fort Orange. They have been getting many of their furs by raiding the Huron and other tribes that trade with the French. They attack the northern Indians, take their furs, and then trade them to the Dutch for weapons and other goods. Three years ago, the English took over the Dutch colony of New Netherlands, including Fort Orange, and renamed it New York after the Duke of York. So, the English have now replaced the Dutch as the main trading partners with the Iroquois.

Keep in mind several factors about the situation. First, the French and English are rivals in Europe and all over the world, including America. Each country looks for opportunities to expand in America at the expense of the other. Second, there are not many French settlers and there are many thousands of English settlers. Third, there have been several conflicts between Indians and English colonists over land. For example, a bloody war has raged between New England settlers and the Algonquins for almost two years, with hundreds killed on both sides. During the war, the Mohawk Indians, one of the Iroquois tribes, made a deal with the New England colonists to attack the Algonquians. The attack weakened the Algonquians, helping the English colonists to win the war. Fourth, all this violence has made many colonists give up the idea of converting Indians to Christianity and concentrate on defeating them in battle.

What would you do as the English regarding the Iroquois and the French colonists? Make a list of options and choose one.

LESSON 5: NATIVE AMERICANS AND EUROPEANS, 1677

Student Handout 3: Problem



The year is 1677 and you are a leader of the French colonists in America. You have been fighting off and on with the English colonists for almost 50 years. There are not many French settlers compared to the large number of English settlers. Most French are missionaries, soldiers, and fur trappers. The French have also been fighting the Iroquois Indians. The French have made several agreements with the Iroquois not to attack each other. However, the Iroquois broke the agreements and murdered French colonists and their Indian allies.

The French rely on the fur trade with the northern tribes of the Algonquins, Abenakis, and Huron. In the 1630s, Jesuit missionaries (called "black robes" by Indians) went to the Huron to convert them to Christianity. Unfortunately, about half the Huron died from diseases at the same time. The Huron blamed the missionaries for the diseases. Then in 1649-1650, the Iroquois destroyed all the Huron villages, killed or captured most of their people, and scattered the rest.

The Iroquois got the upper hand due to weapons (guns and metal hatchets and arrow points) they got in trading furs with the Dutch. Now, however, the Dutch have been conquered by the English. So, maybe the Iroquois will not be able to get weapons so easily. Also, the French started supplying their Indian allies with weapons to balance the power of the Iroquois, and in 1663 the French king, Louis XIV, sent 1000 additional soldiers to America to attack the Iroquois. Ten years ago, French soldiers marched through Iroquois lands, burning crops and villages.

The Algonquins, Abenaki, and Huron are essential to French trade and power in America. These Indian tribes fear the English, especially their expansion into Indian lands. There have been several conflicts between Native Americans and English colonists over land. For almost two years a bloody war has raged between New England settlers and the Algonquins, with hundreds killed on both sides. During the war, the Mohawk Indians, one of the Iroquois tribes, made a deal with the New England colonists to attack the Algonquins. The attack weakened the Algonquins, helping the English colonists to win the war.

The French get a great deal of their money from the fur trade. The Iroquois don't have many furs in their areas, but they get some by raiding the Huron and other tribes that trade with the French. Every fur pelt the Iroquois take from the Huron and the other northern Indians is one less pelt traded with the French.

The expansion of English settlements in America, with their high populations, is a threat to the French colonies. Furthermore, the French and English are rivals in Europe, and all over the world, so what happens in America affects that larger rivalry. Each country looks for opportunities to expand in America at the expense of the other.

What should you do with regard to the Iroquois and French colonists? Make a list of options and choose one.

LESSON 5: NATIVE AMERICANS AND EUROPEANS, 1677

Student Handout 4: Outcomes

WHAT DID THE IROQUOIS DO?

The Iroquois decided to make an alliance, known as the "Covenant Chain," with the English and not to negotiate a treaty with the French. This turned out to be a good strategy in the short-run. The Iroquois got peace to the south and east, which allowed them to concentrate on the French and their Indian enemies to the north and west. They also got guns by trading with the English. As a result, the Iroquois were able to decisively defeat their Indian enemies.

However, it wasn't that simple. The English had other priorities and made peace with the French king. The French and their Indian allies burned Iroquois villages and destroyed their corn. The Iroquois concluded that it was a mistake to side with either the French or English. In 1701, the League of Five Nations decided to negotiate with both countries and not side with either one. This strategy wasn't perfect but it worked very well for the Iroquois for decades.

WHAT DID THE ENGLISH DO?

The English decided to make an alliance with the Iroquois (the Covenant Chain) and not to negotiate a treaty with the French. Forming an alliance with the Iroquois turned out to be a good strategy. The English got peace and a valuable ally against the French and the other Indians. The Iroquois attacked and decisively defeated the Indians allied to the French. The treaty also increased trade and allowed the further expansion of English settlements.

In the long run, the relationship between the English and the French in North America was secondary to events in Europe and other areas. For example, the English concluded peace treaties with the French several times in the next 20 years. So, the English turned out to be poor allies of the Iroquois.

WHAT DID THE FRENCH DO?

The French decided not to negotiate with the Iroquois or the English. It would have been very difficult to negotiate with the Iroquois after all the bloodshed. Nevertheless, it was a blow to the French to have the English make an alliance with the Iroquois. The treaty strengthened the English in their struggle with the French, which put the French in a weaker position. The Iroquois attacked and decisively defeated the Indians allied to the French. The treaty also increased English trade and allowed more expansion of English settlements, which further eroded French control of the interior of North America.

A few years later, the French made a peace treaty with the English, which left the Iroquois without their ally. The French and northern Indians were thus able to attack the Iroquois and restore the balance of power.

LESSON 5: NATIVE AMERICANS AND EUROPEANS, 1677

Student Handout 5: Primary Source

Father Louis Hennepin, "An Inexhaustible Commerce: The Fur Trade in Canada," from *A New Discovery of a Vast Country in America*, 1697.

At the first beginning of the Establishment of the Colony in Canada, the Community gain'd every Year a hundred thousand Crowns, besides the Gains of private Persons. In the Year 1687, this Sum was tripled and above, by the Furs which were sent to France: And though the Merchants are forc'd to advance further into the Country than at first, it's notwithstanding an inexhaustible Commerce, as we have observed, by the great Discoveries we have made.

It must be granted that there are no Nations in Europe that have such an Inclination for Colonies as the English and the Hollanders [Dutch]: The Genius of those People will not permit them to be idle at home. So the vast Countries of America which I have described, may be made the Soul of their Commerce. Private Persons who shall undertake it, without interesting [involving] their own Country, may bring it to a happy issue: They may easily contract Alliances with the Savages and civilize them. The Colonies which they shall establish there will quickly be peopled, and they may fortify themselves there at a very small Expense: They may content themselves at first with a moderate Gain, but in a short time it will be extremely considerable…

It's certain…that the Trade of Furs in the North is of infinite Profit and Advantage. There are to be had Skins of Elks or Originals [moose], as they are called in Canada, of Bears, Beavers, of the white Wolf or Lynx, of black Foxes, which are wonderfully beautiful, which were sometimes valued at five or six hundred Francs; of common Foxes, Otters, Martins, wild Cats, wild Goats, Harts [stags], Porcupines; of Turkeys, which are of an extraordinary bigness, Bustards, and an infinity of other Animals, whose Names I know not.

QUESTIONS FOR ANALYSIS

1. Why was the fur trade so profitable?
2. How did the fur trade help France as a country?
3. Why did the English and Dutch get involved in colonizing America?
4. How reliable is Father Hennepin as a source?

LESSON 6: SALEM WITCH TRIALS, 1692

Teacher Pages

OVERVIEW

The Salem Witch crisis of 1692 is one of the most well-known events in colonial history. Historians have proposed a wide variety of causes for the panic and trials. In addition, the events raise issues about gender, village life, and religion in late-17th-century New England.

VOCABULARY

- Salem Village—A section of Salem Town that had its own church with Reverend Samuel Parris as pastor
- Witchcraft—Christians in 1692 believed witches worked with the Devil to spread evil in the world. The legal definition of witchcraft included not only working with the Devil, but also hurting people in some way.
- Examination—A hearing at which officials determined if there was enough evidence to send the accused to trial
- Goodwife (or goody)—A married woman from the common class. Rich or privileged women would be called "Mrs." A common man was Goodman, richer men were "Mr."
- Devil (also, Satan)—The leader, in the Christian religion, of the forces of evil against God. The Devil was thought to make alliances with witches to do his work on earth against God.
- Meeting House—The main public building in a village or town, where official town business and religious services were held
- Witch's mark—A mark left by the Devil on the body of the witch as a sign of the agreement between the witch and the Devil. Also where the Devil's familiar feeds on the soul of the witch.
- Devil's Book—Signing the Devil's Book was evidence of the agreement or alliance between the witch and the Devil
- Excommunication—The act of separating a person from the church and therefore from God

DECISION-MAKING SKILLS EMPHASIZED

- Identify underlying problems
- Consider other points of view
- Ask questions about context
- Ask about reliability of sources
- Generate options

LESSON PLAN

A. IN-DEPTH LESSON (One to two 40-minute classes)

Procedure:

In preparation for this lesson, make copies of Handout 4 (Suggested Answers) and cut them up so each question is on its own piece of paper. Make enough copies for each group.

Distribute Handout 1, have students read it silently and decide if Rebecca Nurse should be sent to trial. Next, divide students into groups and have each group select two of the questions at the end of Handout 1. Place the answers, which you have prepared earlier, in four piles. Have a student from each group come up to the desk and take the suggested answers to the two questions the group has chosen. Alternatively, you could have students vote on which questions they want answered, each student getting two votes. You then read the answers out loud to the two questions that received the most votes. Next, bring the class back together and have each group report on its decisions. After the discussion, have students vote on whether to send Rebecca Nurse to trial.

OPTION: Distribute Handout 5, which is an excerpt of Rebecca Nurse's examination transcript. The transcript will provide a sense of immediacy for students.

Distribute Handout 2 with the outcome of the examination (the judge's decision to send Nurse to trial) and a new problem on how the jury should decide in the trial. Students discuss the new problem and decide whether they will find Nurse guilty or not guilty. Have students vote whether Rebecca Nurse is guilty. Distribute Handout 3 with the outcome of the trial.

Reflecting on Decision Making:

Ask students what they learned from these outcomes. What would they have done differently, if anything, now that they know the outcomes? Which decision-making skills were especially important to the decisions on Rebecca Nurse's guilt or innocence? Which letters of **P-A-G-E** applied especially to this problem? (See the section on "Decision-Making Analysis" below for ideas.) Ask students what they did well or poorly on in terms of the **P-A-G-E** analysis. Discuss their answers, or have students write their answers in their journals or in their decision-making logs.

Placing the Actual Decisions Into Historical Context:

Many students will ask how the jury could find Rebecca Nurse guilty on such flimsy evidence. You can focus this inquiry on historical context by asking what about the situation in 1692 may have led to a guilty verdict. (Possible causes: religious beliefs that see the Devil's work in many events, Indian wars making colonists feel that God

had abandoned them, conflicts in the village over Reverend Parris, disputes over land, a belief that some women were becoming too independent.) Ask students how the Puritans in 1692 saw the world. How is it different from the way people view the world today? Students will quickly realize that people today do not agree on how they view the world. Ask if that variety of opinion was also the case in 1692. (Yes, it was, even within the Puritan community.)

Connecting to Today:

Are there examples of witch hunts or extreme fear in the modern era, since World War II? (Possible answers: McCarthy's Red Scare; fear in the U.S. after the September 11 attacks.)

Troubleshooting:

Some students will have difficulty understanding how villagers in the 17th century viewed the world. Nevertheless, it is better not to review how people then saw the world, since that is one of the points of the lesson. When students read Handouts 1 and 2, they will want to know about how people of that era saw the world.

You might want to explain the difference between an examination (like an indictment today) and a trial (where guilt or innocence is decided).

B. QUICK MOTIVATOR (20–30 minutes)

Give students Handout 1 for homework. In class, have students vote on whether they would send the case to trial. Discuss briefly. Distribute Handout 2 with the outcome and new problem for the trial of Rebecca Nurse. Have students vote on their verdict and discuss. Distribute Handout 3 and discuss these outcomes.

TEACHER NOTES FOR EXPANDING DISCUSSION

(For outcomes for students, see Handouts 2 and 3)

Goodwife Nurse is one of the most obviously innocent victims of the trials, since one of the accusers later apologized for her testimony in the case. The case of Rebecca Nurse brings up the key issues of the trials.

The Salem trials are unusual for several reasons, one of which was the trial of Rebecca Nurse. She was one of the first, if not the first, covenant church member ever accused of witchcraft in America or England. As Handout 1 points out, church membership was difficult, so church members were thought to be especially pious. Salem villagers wondered how a pious church member could be accused of witchcraft.

The term hysteria is not used in the lesson, except as a possible explanation to the girls' behavior in answer to question 1, based on an interpretation by historian Chadwick Hansen (see sources). Some historians object to the term, as it implies a female characteristic (e.g., women get hysterical but men get angry).

The definition of witchcraft in the lesson is as the villagers saw it in 1692. There are many more meanings for witchcraft, including descriptions of the religion of Wicca. The definition given here is only as it pertains to the Salem Witch Trials.

The underlying problem section below raises the issue of the underlying causes of the panic, a subject of great debate among historians. Some of the various interpretations are outlined in the underlying problem section. The rye bread (ergot poisoning) interpretation is hinted at in the answer to Question 1 (Handout 4).

DECISION-MAKING ANALYSIS

P = Problem

* - **Identify any underlying problem(s)**
- Consider other points of view
* - **What are my assumptions? Emotions?**

A = Ask for information (about)

* - Historical context (history of this issue; context in the world)
* - Reliability of sources
- Historical analogies

G = Goals

- **What are my main goals? Are they realistic?**
* - **Generate options to achieve these goals. Are they ethical?**

E = Effects

- Predict unintended consequences.
- Play out the options. What could go wrong?

*Denotes topics emphasized in this lesson

- **Identify any underlying problems:** There are a number of underlying problems to the Salem Witch Trials:
- First, there is the question of why mostly women were accused. This underlying problem is dealt with in Question 4 in Handout 1. Students need to be sensitive to the role gender played in the trials and in witchcraft in general. Karlsen (see sources) emphasizes this underlying problem in her interpretation of the trials.
    - A second underlying problem is village politics. The village had numerous disputes, including a major conflict over Reverend Parris. Supporters of Reverend Parris liked having a pastor, thus making Salem Village a more independent part of Salem Town. Opponents of Reverend Parris, meanwhile, wanted to remain more integrated with the town to keep their trade with the town strong. Students may have noticed that Rebecca's husband was part of the anti-Parris group. Boyer and Nissenbaum (see sources) emphasize this interpretation of the trials.
    - A third underlying problem is the Indian Wars on the Maine frontier. Those wars and the devastating attacks by Indians provide an important context of fear for the people in Salem Village. The attacks are mentioned in various places in the description of the problem and in the answers to questions. Norton (see sources) emphasizes this underlying cause for the trials in her interpretation.

- **Consider other points of view:** Students should try to look at the accusations from a number of points of view. How do the ministers see the trials? Do the rich see it differently than the poor? Why would Tituba confess?

- **Ask about context:** The questions at the end of Handout 1 encourage students to ask about context. In addition, students should be asking their own questions to help understand the situation better and to improve their decisions.
- **Ask about reliability of sources:**
- The adults who support the afflicted girls have a motive to hurt Francis Nurse by discrediting his wife in the trials.
    - Meanwhile, Rebecca Nurse has a reason to lie to protect herself. On the other hand, she made statements that made it appear more likely that she was guilty, for example, when she said, "I cannot help it, the Devil may appear in my shape." Such forthright statements make all her statements more likely to be reliable.
    - Tituba and other accused people who confessed to witchcraft had a reason to lie to avoid execution. Those who confessed were jailed, but not executed. Puritans believed that those who confessed could be redeemed, so execution was a bad idea.
    - A large part of the case revolves around evidence about spirits, referred to as "specters" in 1692. This evidence is very unreliable.
- **Consider ethical issues:** Students should consider whether it is ethical to find someone guilty based on controversial evidence. Is it ethical to execute someone for a religious decision or for hurting another person? Is it ever ethical to execute someone?

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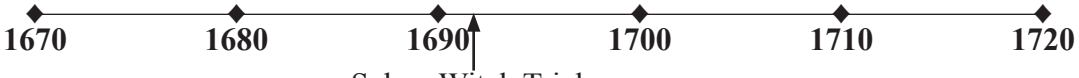
LESSON 6: SALEM WITCH TRIALS, 1692

Vocabulary

- Salem Village—A section of Salem Town that had its own church with Reverend Samuel Parris as pastor
- Witchcraft—Christians in 1692 believed witches worked with the Devil to spread evil in the world. The legal definition of witchcraft included not only working with the Devil, but also hurting people in some way.
- Examination—A hearing at which officials determined if there was enough evidence to send the accused to trial
- Goodwife (or goody)—A married woman from the common class. Rich or privileged women would be called "Mrs." A common man was Goodman, richer men were Mr.
- Devil (also, Satan)—The leader, in the Christian religion, of the forces of evil against God. The Devil was thought to make alliances with witches to do his work on earth against God.
- Meeting House—The main public building in a village or town, where official town business and religious services were held
- Witch's mark—A mark left by the Devil on the body of the witch as a sign of the agreement between the witch and the Devil; also where the Devil's familiar feeds on the soul of the witch
- Devil's Book—Signing the Devil's Book was evidence of the agreement or alliance between the witch and the Devil
- Excommunication—The act of separating a person from the church and therefore from God

LESSON 6: SALEM WITCH TRIALS, 1692

Student Handout 1: Problem



Salem Witch Trials

The year is 1692 and you are a government official at the meetinghouse in Salem Village. You are in charge of the examination of a woman named Rebecca Nurse, who is accused of witchcraft. The purpose of the examination is to decide if there is sufficient evidence to send Rebecca Nurse to trial. The charge of witchcraft includes not only working with the Devil, but also causing injury to others.

Goodwife (or "Goody" for short) Nurse is 71 years old, in poor health, and a respected member of the church in Salem Town. It is very difficult to become a member of a Puritan church (only about 40 members out of 500 people in Salem Town are church members), so villagers see Goody Nurse as a devout Christian. People who know her say that she prays and reads the Bible regularly. She is also the wife of a well-respected man in Salem Village. Her husband, Francis Nurse, is part of a committee of Christian men who are opposed to the pastor (similar to a priest) in the village, Samuel Parris. The group of men supports the church in Salem Village, just not Reverend Parris. The supporters of Reverend Parris don't like the members of the group, including Francis Nurse.

Samuel Parris

Abigail Williams, an 11-year-old girl, has testified that the specter (spirit) of Rebecca Nurse hurt her on several occasions, including earlier this very day. After Williams's

testimony, Ann Putnam Jr. (age 12) went into a terrible fit, writhing around on the floor. Some people think this shows that Ann Putnam is afflicted by the Devil, maybe because of Rebecca Nurse's spirit. Several men have come forward to say that Goodwife Nurse is involved in witchcraft. Ann Putnam Sr. says to Goody Nurse, "Did you not bring the Black man [the Devil] with you, did you not bid me tempt God & dye [die]?" Mary Walcott, 17, and Elizabeth Hubbard, 17, scream that Goody Nurse's spirit is afflicting them right there in the meeting house.

Goody Nurse denies the charges, saying at one point, "I can say before my Eternal Father I am innocent and God will clear my innocency." At another point, she says that she is "... as clear as the child unborn." However, when Goody Nurse moves any part of her body, the girls move in the same way and cry out in pain. She responds, "The Lord knows I have not hurt them. I am an innocent person." She also says, however, that she thinks the girls are bewitched, and that "I cannot help it, the Devil may appear in my shape."

The meeting house is in an uproar, with people having fits and making accusations against Rebecca. So, now you must decide: is there sufficient evidence to send Rebecca Nurse to trial for witchcraft? Those found guilty of witchcraft might well be executed by hanging. Explain your answer.

Choose two questions. Your teacher will give you suggested answers for the two you choose.

1. What are the backgrounds of Ann Putnam Jr., Abigail Williams, and the other girls? Why would they act so strangely? What is the background of Ann Putnam Sr.?
2. What has happened in Salem Village up to this point? What is the context of this examination?
3. What is the advice of experts on witchcraft in 1692?
4. Why are most people accused of witchcraft, women?

LESSON 6: SALEM WITCH TRIALS, 1692

Student Handout 2: Problem

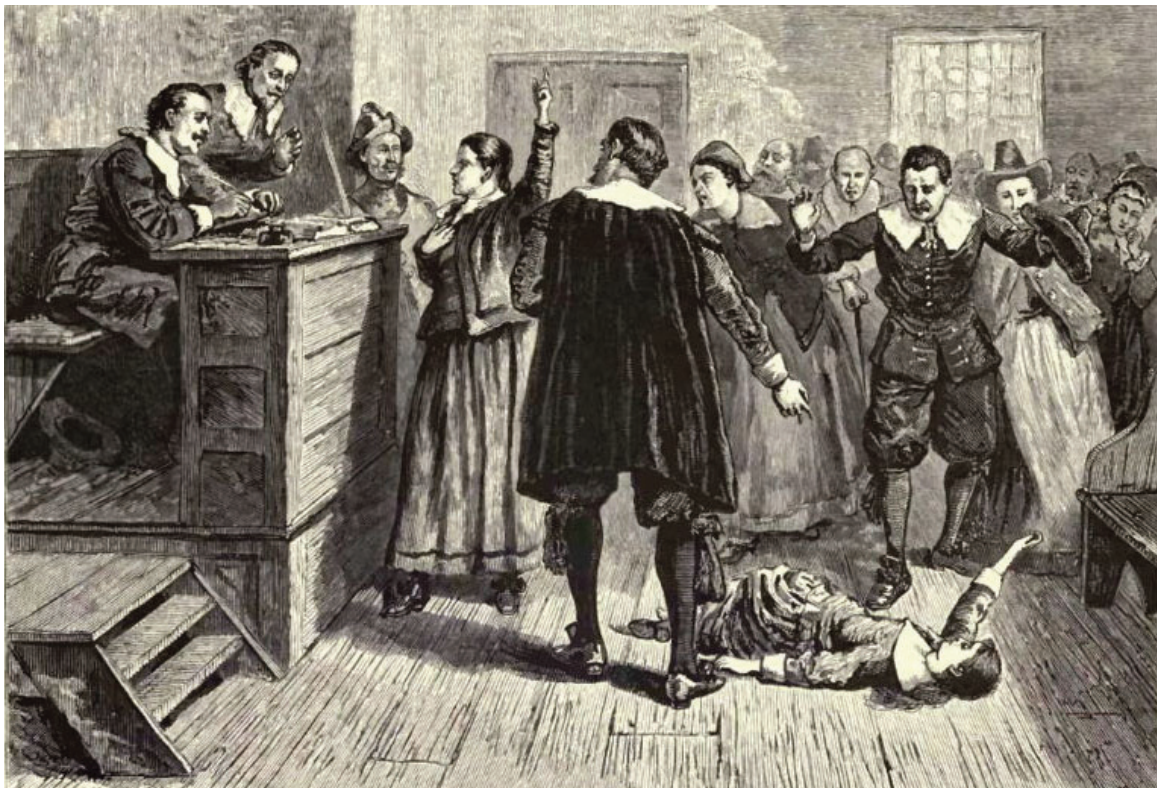
THE TRIAL OF REBECCA NURSE

The official in charge of the examination of Rebecca Nurse decided there was enough evidence to send her to trial for witchcraft. Now you are a member of the jury of all men in the trial of Rebecca Nurse. Earlier in the month, Bridget Bishop was found guilty of witchcraft and hanged. She had a witch's mark and the jury believed she had lied more than once during her trial. According to witch experts in 1692, the witch mark is a sign that the Devil has made a deal with the accused. It is an unnatural blemish or spot on the body.

A witch mark was also found on the body of Rebecca Nurse. Goody Nurse claims the examining group (all women) is mistaken. She says the mark is the natural effect of childbirth, and that a new group of more reliable people should examine her body again, which will show that she doesn't have any witch mark.

Ann Putnam Sr. says that in March the spirit of Goody Nurse tried to get her to sign the Devil's Book, and "threatened to tear my soul out of my body." A witness saw the event at the time and heard Ann Putnam yell, "Goodwife Nurse, be gone! …[B]e gone, do not torment me!" Others, such as Abigail Williams and Ann Putnam Jr., also say that Goody Nurse's spirit hurt them, as had been stated at her examination in March. Several people testified for the defense, on the other hand, that the statements about Goody Nurse's spirit are unreliable, since different people claim the spirits do different things. Two witnesses for the defense say that Rebecca showed concern for the accusing girls, a very Christian attitude to have.

Sarah Holten argues that an event that happened three years ago shows that Rebecca is a witch. Sarah says that her husband's pigs strayed onto land owned by Goodman and Goody Nurse. Rebecca came over yelling and threatening to have the pigs shot. Soon after Goody Nurse left, Goody Holten's husband became very sick and died. Goody Holten argues that her husband's death was due to witchcraft by Rebecca. Two other witnesses say, however, that they heard no accusations of witchcraft at the time of the death.



An artist's depiction of the trial

During this trial, two petitions by 40 members of Salem Village are presented in which the signers argue that Goody Nurse is innocent and a good Christian. She is described as "a woman of piety, and simplicity of heart."

On the other hand, there are several girls (Ann Putnam Jr., age 12; Mary Walcott, age 17; Sarah Hubbard, age 17; and Abigail Williams, age 11) who accuse Goody Nurse of witchcraft in written testimony, and several of the afflicted girls scream that the spirit of Goody Nurse is afflicting them right there in the courthouse. Sarah Bibber shows a pin sticking in her knee that she claims Goody Nurse's spirit stuck into her. However, Rebecca's daughter-in-law says she saw Goody Bibber take the pin from her own clothing, put her hands together, and jam it into her knee.

Abigail Hobbs, who has confessed to being a witch, says that she saw Goody Nurse at a witch meeting led by George Burroughs, whom many people think is the leader of the witches. When Hobbs entered the courtroom, Goody Nurse said in surprise, "What? Do you bring her? She is one of us." The jury asked Goody Nurse what she meant by the statement, "She is one of us" (possibly implying that they are both witches), but Nurse stood silent, making no reply. The jury repeated the question, but Rebecca said nothing in her defense.

Will you find Rebecca Nurse guilty or not guilty? Explain your choice.

LESSON 6: SALEM WITCH TRIALS, 1692

Student Handout 3: Outcomes

The jury came back with a verdict of not guilty. However, one of the judges took the unusual step of asking the jury to reconsider their verdict because of the comment by Rebecca that Goody Hobbs, a confessed witch, "is one of us" and the lack of response by Goody Nurse when she was questioned about the comment. The jury went back to deliberate again and this time found Rebecca guilty. After the trial, Rebecca's relatives asked her why she didn't respond to the question about Goody Hobbs. She said she didn't hear the question (she was indeed hard of hearing); she didn't realize that she needed to answer. She then explained that she only meant she and Goody Hobbs were both prisoners in Salem jail.

Rebecca Nurse was sentenced to death on June 30, 1692, excommunicated from her church in Salem Town on July 3, and executed on July 19. She was one of 19 people hanged during the course of the trials. In 1699, members of the Nurse family, who had been driven from the church, were welcomed back to communion in the Salem church. In 1703, the General Court made payments to the heirs of the victims and £25 (now about $6000) was paid to the heirs of Rebecca Nurse. In 1706, Ann Putnam, one of the original four afflicted young women, made a written statement of remorse. She said that the devil had deceived her into accusing innocent people and mentioned Goodwife Nurse in particular. Rebecca's excommunication was revoked in 1712.

LESSON 6: SALEM WITCH TRIALS, 1692

Student Handout 4: Suggested Answers

1. **What is the background of Ann Putnam Jr., Abigail Williams, and the other girls? Why would they act so strangely?**

   The girls who have been acting strangely are fairly ordinary children who have been raised in Puritan homes in New England. Abigail Williams, along with Betty Parris, lives with her uncle, Reverend Samuel Parris, who is the pastor of the church in Salem Village. Betty Parris became sick during the winter and Abigail Williams became sick soon after. When adults asked the girls who afflicted them, they named people in the village as witches. When a doctor came to examine the girls, Abigail ran around, waving her arms, ducking under chairs and trying to climb up the chimney. The doctor suggested the cause could be witchcraft.

   Ann Putnam Jr. is the daughter of Thomas and Ann Putnam Sr. Mary Walcott is her best friend. Many of the accusers are connected in one way or another to Thomas Putnam.

   It is also possible that some or all of the girls are hallucinating—they might really be seeing these spirits. Maybe they've eaten something, perhaps rye bread, that is causing them to hallucinate (centuries later ergot poisoning in rye bread was found to cause these symptoms). Or maybe they are genuinely psychologically hysterical. That is, maybe they are so upset that they are imagining these spirits.

   Ann Putnam Sr. suffers from nightmares about her sister's dead children. Her husband, Thomas Putnam, has been involved in disputes with others over land and over Reverend Parris, whom he supports.

2. **What has happened in Salem Village up to this point? What is the context of this examination?**

   People are afraid in Salem Village. In January, the pastor's daughter and niece became sick. A doctor said the cause of the illnesses was most likely witchcraft. The pastor began praying and fasting to bring God's help to his daughter and niece. A few days after the illnesses, the town of York, Maine, was destroyed by Indians, with dozens of people killed. This is one of several towns in Maine that have been attacked by Indians in the past few years. The people of Salem Village know many of the people who have been killed, since some of the people in Salem Village are refugees from the Maine frontier. Salem villagers feel the Indians are a very real threat. Villagers believe the Indians are winning the war partly because they have witches working for them in Maine—and in Salem. The Devil is sometimes referred to as the Black man, a term also used to describe Indians.

Salem Village, by having its own pastor, has become a more independent part of Salem Town. Those who like the new pastor, Reverend Samuel Parris, enjoy being more independent from Salem Town, while most of those who don't like Parris want to stay more closely tied to Salem Town. Most of the people accusing others of witchcraft support the pastor, while most of the people accused oppose the pastor.

There are also small disputes in the village, as there are in all communities, over property, animals and behavior. There is the usual village gossip as well.

Three weeks before this examination of Rebecca Nurse, Reverend Parris's Indian servant, Tituba, confessed to witchcraft. In her confession, Tituba named two other women as witches. One of the accused women has had a dispute with the main family, the Putnams, who support Reverend Parris. Another accuser, Ann Putnam, has accused a four-year old girl of being a witch.

3. What is the advice of experts on witchcraft in 1692?

A well-known book on witchcraft by the Reverend Richard Bernard (written in 1627) argues that people should be careful before judging someone guilty. Some pains that appear to be affliction by the Devil may actually be natural diseases. Judges or juries need to get the opinion of a doctor. Some signs of witchcraft are cursing, being related to a witch (such as by being the daughter of a witch), or being accused of witchcraft by a convicted witch. In the book, the author argues that the Devil can't take over a good Christian's spirit, so if a person's spirit does show evil, it shows that the person is voluntarily working with the Devil. For example, if the spirit of Rebecca Nurse beats someone, Rebecca Nurse must knowingly be working with the Devil (she can't just be temporarily "possessed" by the Devil).

Another author, William Perkins, stressed in 1608 that the court should examine the bodies of the accused for "witch's marks," since the Devil always leaves a mark as a sign of the agreement between the Devil and the witch.

4. Why are most people accused of witchcraft, women?

Did you notice that most of the accused are women? About 80% of those accused of witchcraft in Europe and America are women.

It's possible that the idea of witches represents in the minds of accusers the rebellious, independent side of women. Accusers may feel, subconsciously, that women are becoming too independent. The act of accusing women of witchcraft may be a way of controlling their behavior. It may be a way for society to make sure women stay morally upright. It's true that in the case of Salem most of the accusers are also women. However, that might mean that women themselves

believe that women should stick to their proper roles in society as wives and mothers, rather than becoming involved in business, for example. The accusing women might feel threatened by more independent women, whom they accuse of witchcraft.

LESSON 6: SALEM WITCH TRIALS, 1692

Student Handout 5: Primary Source

Examination of Rebecca Nurse, March 24, 1692 (excerpt)

(The recorder is Samuel Parris, who added some notes of his own.)

The examination of Rebekah Nurse at Salem Village, 24. mar. 1691/2

Mr. Harthorn [Judge]. What do you say [speaking to one of the afflicted]: Have you seen this Woman hurt you?
Abigail: Yes, she beat me this morning.
[Judge]: Abigail. Have you been hurt by this Woman?
[A]: Yes.
Parris: Ann Putnam in a grievous fit cryed out that [Rebecca] hurt her.
[J]: Goody Nurse, here are two: [Ann] Putnam the child & Abigail Williams complains of your hurting them. What do you say to it?
Nurse: I can say before my Eternal father I am innocent, & God will clear my innocency…
[J]: Here are not only these but, here is the wife of Mr Thos. Putnam who accuseth you by credible information & that both of tempting her to [wickedness], & of greatly hurting her.
[N]: I am innocent & clear & have not been able to get out of doors these 8 or 9 dayes…
Parris: Here Thos. Putnam's wife cryed out, Did you not bring the Black man with you, did you not bid me tempt God & dye? How oft have you eat and drunk y'r own [damnation]? What do you say to them?
[N]: Oh Lord help me, & spread out her hands, & the afflicted were greviously [irritated]
[J]: Do you not see what a solemn condition these are in? When your hands are loose the [persons] are afflicted…
[J]: You would do well if you are guilty to confess & give Glory to God.
[N]: I am as clear as the child unborn…
[J]: You do Know whither you are guilty, & have familiarity with the Devil, & now when you are here present to see such a thing as these testify a black man whispering in your ear, & birds about you. What do you say to it?
[N]: It is all false. I am clear…
Parris: Note: Upon the motion of her body, fitts followed upon the [afflicted girls] abundantly & very frequently.
[J]: Is it not an unaccountable case that when you are examined these persons are afflicted?
[N]: I have got no body to look to but God.
Parris: Again upon stirring her hands the afflicted persons were seized with violent fits of torture.
[J]: Do you believe these afflicted persons are bewitcht?

[N]: I do think they are.
[J]: When this Witchcraft came upon the stage there was no suspicion of Tituba [Mr. Parris's Indian woman] she profest much love to that child Betty Parris, but it was her [spirit] did the mischief, & why should not you also be guilty, for your apparition doth hurt also.
[N]: Would you have me [lie about] myself—
Parris: She held her Neck on one side, & accordingly so were the afflicted taken.
Parris: Then Authority requiring it Sam. Parris read what he had in characters taken from Mr Thos. Putnam's wife in her fitts.
[J]: What do you think of this?
[N]: I cannot help it, the Devil may appear in my shape.
Parris: This a true account of the sume of her examination but by reason of great noyses by the afflicted & many speakers, many things are [omitted].
Parris: Memorandum:
Parris: Nurse held her neck on one side & Eliz. Hubbard [one of the sufferers] had her neck set in that posture whereupon another Patient Abigail Williams cryed out, "Set up Goody Nurses head [or] the maid's neck will be broke," & when some set up Nurse's head…[we] observed that Betty Hubbard's was immediately righted.

QUESTIONS FOR ANALYSIS

1. What was the evidence against Rebecca Nurse? How strong was it?
2. How impartial was the judge (Hathorn) in the examination?
3. How reliable is this document as a source?

LESSON 7: THE ZENGER CASE, 1735

Teacher Pages

OVERVIEW

The Zenger case brings to life the importance of a free press. In this lesson, students first decide as John Peter Zenger whether to publish articles critical of the governor and then decide as jurors whether Zenger is guilty of seditious libel.

VOCABULARY

- Seditious libel—A law in England making it a crime to publish materials that incite people against the government
- John Peter Zenger—Newspaper owner who was taken to court in a case of publishing articles critical of the governor of New York
- *New York Weekly Journal*—John Peter Zenger's newspaper
- First Amendment—The part of the Bill of Rights that guarantees freedom of speech, press, assembly, religion, and petition (SPARP)

DECISION-MAKING SKILLS EMPHASIZED

- Set realistic goals
- Play out options
- Predict unintended consequences

LESSON PLAN

A. IN-DEPTH LESSON (30–40-minutes)

Procedure**:**

Distribute Handout 1 and have students read it silently and decide if they will publish the articles of the anti-governor group. Divide students into groups and have them discuss their choices. Give some time for students to ask questions. Then bring the class back together and have students vote on whether to publish the articles. Ask students what they predict Zenger did. Read Handout 3 with the outcome of printing the articles.

Pass out Handout 2 and have students read it. After students have finished reading and made their decision on a verdict for Zenger, have them pair up and discuss their decision. Bring the class back together and discuss their decisions. Ask students what they predict the jury decided. Distribute Handout 4 with the outcome of the trial. Ask students what the limits are (if any) of freedom of the press. Should there be libel laws?

OPTION: Use the primary source in Handout 5 to introduce students to several arguments made at the time in Zenger's newspaper in favor of a free press. These arguments may stimulate more ideas and arguments by students.

Reflecting on Decision Making:

Ask students what they learned from these outcomes. What would they have done differently, if anything, now that they know the outcomes? Which decision-making skills were especially important to the decisions on whether to publish the articles or to find Zenger innocent or guilty? Which letters of **P-A-G-E** applied especially to this problem? (See the section on "Decision-Making Analysis" below for ideas.) Ask students what they did well or poorly on in terms of the **P-A-G-E** analysis. Discuss their answers, or have students write their answers in their journals or in their decision-making logs.

Placing the Actual Decisions Into Historical Context:

Ask students why they think a member of the jury would be inclined to vote guilty or not guilty. Their answers will reveal points about historical context. Jurors might vote guilty because:

They have an attitude of reverence toward the king

1. They fear chaos in the unstable colonies
2. They feel they might be the targets of retaliation by the English government.

Jurors might vote not guilty because:

1. They resent the control of the English king and government

2. They believe in the Enlightenment ideas of freedom of expression and argument
3. They fear reprisals from other colonists if they vote guilty

Connecting to Today:

Ask students: What are the limits on the free press in today's society in terms of publishing information about people's personal lives and in terms of criticizing leaders?

Troubleshooting:

Remind students that even if they decide to print the arguments of the group opposing the governor, they will still be printing the arguments of the group supporting the governor. This fact is mentioned in the first paragraph of Handout 1, but some students may overlook it.

B. QUICK MOTIVATOR (10–15 minutes)

Give students Handout 2 for homework. In class the following day, have students vote on whether they would find Zenger guilty. Discuss for about two minutes. Distribute Handout 3 and discuss these outcomes.

TEACHER NOTES FOR EXPANDING DISCUSSION

(For outcomes for students, see Handouts 3 and 4)

Historians agree that Governor Cosby was primarily out for his own gain, so that assertion was included in the description of the situation in Handout 1.

DECISION-MAKING ANALYSIS

P = Problem
- Identify any underlying problem(s)
- **Consider other points of view**
- **What are my assumptions? Emotions?**

A = Ask for information (about)
- **Historical context (history of this issue; context in the world)**
- **Reliability of sources**
- Historical analogies

G = Goals
* - What are my main goals? Are they realistic?
- Generate options to achieve these goals. Are they ethical?

E = Effects
* - **Predict unintended consequences.**
* - **Play out the options. What could go wrong?**

*Denotes topics emphasized in this lesson

- **Are your goals realistic?** Students should consider what their main goal is. If their main goal is to advance the cause of a free press, as it seems to have been for Zenger, then they should publish the articles.
- **Consider consequences:** The long-term consequences are extremely important, as pointed out in Handout 4
- **Play out the options:** Students need to play out the effects of their decisions in their personal lives, weighed against the larger effects on society. In the short run, Zenger faced personal financial losses. Fortunately for him, the newspaper business actually benefited from the notoriety of the case.

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LESSON 7: THE ZENGER CASE, 1735

Vocabulary

- Seditious libel—A law in England making it a crime to publish materials that incite people against the government
- John Peter Zenger—Newspaper owner who was taken to court in a case of publishing articles critical of the governor of New York
- *New York Weekly Journal*—John Peter Zenger's newspaper
- First Amendment—The part of the Bill of Rights that guarantees freedom of speech, press, assembly, religion, and petition (SPARP)

LESSON 7: THE ZENGER DECISION, 1734

Student Handout 1: Problem

The year is 1734, and you are New York newspaper owner John Peter Zenger. There is a big quarrel between the governor of the colony of New York and some opponents. You have to decide whether to get involved in the fight by printing their arguments in your paper. The anti-governor group is angry that the governor fired the chief justice of the New York Supreme Court because the court made a decision against the governor. The anti-governor group, which includes the justice who was fired and the previous governor, wants to print its arguments and evidence in your paper that the governor is corrupt (the governor has been misusing government money and giving away land to his friends). The pro-governor group would still be able to publish its arguments and evidence in favor of the governor. The anti-governor articles argue that the governor has no regard for the law or justice and that his governance of New York has hurt the colony.

The pro-governor group, meanwhile, does not want you to print articles critical of the governor, since they argue that would be unfair to the governor. The members of this group say that if you publish articles critical of the governor, you would be breaking the law. The articles may make people hate the government, which would make you guilty of seditious libel, a crime in Britain for which newspaper owners can be thrown into jail.

At this time, there are only a few newspapers in the British colonies, and most of the papers just print articles favorable to the government. One paper in Philadelphia criticized the government of Pennsylvania. The owner was found guilty of seditious libel. The owner argued that he should be found not guilty because what he printed was true. He was found guilty and had his newspaper taken away (a major financial loss to the owner), although he didn't have to go to jail. Another newspaper owner was put into jail for criticizing the government in Massachusetts.

You've worked hard in the newspaper business, starting out as an indentured servant for eight years. You then opened a print shop and ran it for several years to support your wife and five children. You've owned this newspaper, the *New York Weekly Journal*, for one year. It is dirty, messy, difficult work.

Will you print the articles of the anti-governor group? Explain.

What do you think Zenger actually did?

LESSON 7: THE ZENGER CASE, 1735

Student Handout 2: Problem

The year is 1735, and you are a member of the jury in what is commonly known as the "Zenger case." John Peter Zenger is the owner of a newspaper, which published articles critical of the governor. The judge says that in England, anyone who writes material that causes people to hate the government or who causes unhappiness among the British people is guilty of seditious libel and can be thrown into jail. It doesn't matter if the articles are true or false. It only matters if the articles cause people to hate the government. The judge says that you only need to decide if Zenger published the articles. The punishment is up to the judge.

The prosecutor argues that the articles are definitely a case of seditious libel. The articles argue that the governor undermines law and justice. One article said that there was no point in moving out of New York to New Jersey, since both are under Governor Cosby. The article stated that it would be like leaping out of the frying pan into the fire. These arguments are very disrespectful to the governor.

Artist's depiction of the Zenger trial

The defense argues that if the articles are true, Mr. Zenger should be found not guilty. The lawyer for the defense says that the truth of the articles is the key. The charge against Mr. Zenger specifically states that he printed and published, "a certain false…and scandalous libel." The word "false" is in the charge itself, so it must be important.

The defense attorney says that a newspaper owner should be able to publish materials that are true, even if they are critical of the government and make people question it. He says that the Bible itself has parts that are critical of the king of Israel (the government in Biblical times), so criticism alone shouldn't be a crime. He further says that whether an article is true is a matter of disagreement. Some people might see an article as true, while others might see it as false. As such, it is much fairer to leave the decision about truth up to a group of jurors, not a single judge.

The defense also argues that it is the duty, not just the right, of every citizen to expose public wickedness (as opposed to private faults). If the government can do what it wants without criticism, it could become too powerful. Exposing wrongs committed by public officials is essential to popular control of government.

Will you find Zenger guilty because the articles violated seditious libel laws, or not guilty because the articles are true?

What do you think the jury actually decided?

LESSON 7: THE ZENGER CASE, 1735

Student Handout 3: Outcomes

John Peter Zenger, the newspaper owner, bravely published the articles critical of the governor. He was put into jail for nine months before his trial, because bail (a security payment to ensure the accused shows up for trial) was much higher than he could afford. While in jail, his wife kept his paper going, which contained many editorials in his favor. The circulation of the paper jumped due to the case, so Zenger's income increased as a result.

LESSON 7: THE ZENGER CASE, 1735

Student Handout 4: Outcomes

After nine months, the Zenger case went to trial, as described in Handout 2. The defense attorney, Andrew Hamilton, argued that truth should be the key, as described in Handout 2, and he used a similar case, which showed that truth was the key in libel trials. The jury in the Zenger case voted not guilty. They felt that the truth did matter, and since Zenger was printing the truth, he did not violate the libel law. Americans had a tradition of debate: tough talk and open debate were common of town hall meetings. The jury also decided that the jurors, not the judge, should decide about whether the printed articles were true.

The case and its outcome had a significant effect on the concept of a free press and free speech in the American colonies and ultimately in the United States. Freedom of press became a part of the First Amendment of the Constitution, a cornerstone of American democracy. The First Amendment states: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances." No other nation in history has made the right to complain, the right to free speech and press, a cornerstone of the political system. The Zenger case was instrumental in setting a precedent for the rights of the press.

LESSON 7: THE ZENGER CASE, 1734

Student Handout 5: Primary Source

***The New York Weekly Journal*, Editorial, November 19, 1733 (excerpt)**

…It is indeed urged that the liberty of the press ought to be restrained because not only the actions of evil ministers may be exposed, but the character of good ones traduced [defamed]. Admit it in the strongest light that calumny [slander] and lies would prevail and blast the character of a great and good minister; yet that is a less evil than the advantages we reap from the liberty of the press, as it is a curb, a bridle, a terror, a shame, and restraint to evil ministers; and it may be the only punishment, especially for a time. But when did calumnies and lies ever destroy the character of one good minister? Their benign influences are known, tasted, and felt by everybody: Or if their characters have been clouded for a time, yet they have generally shined forth in greater luster: Truth will always prevail over falsehood.

The facts exposed are not to be believed because said or published; but it draws people's attention, directs their view, and fixes the eye in a proper position that everyone may judge for himself whether those facts are true or not. People will recollect, enquire and search, before they condemn; and therefore very few good ministers can be hurt by falsehood, but many wicked ones by seasonable truth: But however the mischief that a few may possibly, but improbably, suffer by the freedom of the press is not to be put in competition with the danger which the KING and the people may suffer by a shameful, cowardly silence under the tyranny of an insolent, rapacious, infamous minister.

…If men in power were always men of integrity, we might venture to trust them with the direction of the press, and there would be no occasion to plead against the restraint of it; but as they have vices like their fellows, so it very often happens that the best intended and the most valuable writings are the objects of their resentment… In short, I think, every man of common sense will judge that he is an enemy to his king and country who pleads for any restraint upon the press; but by the press, when nonsense, inconsistencies, or personal reflections are writ, if despised, they die of course; if truth, solid arguments, and elegant, just sentiments are published, they should meet with applause rather than censure; if sense and nonsense are blended, then, by the free use of the press, which is open to all, the inconsistencies of the writer may be made apparent; but to grant a liberty only for praise, flattery, and panegyric, with a restraint on everything which happens to be offensive and disagreeable to those who are at any time in power, is absurd, servile, and ridiculous…

QUESTIONS FOR ANALYSIS

1. What is the argument made in this editorial against the claim that slanderous articles could hurt the reputation of good leaders (ministers)?
2. According to this editorial, how do critical articles actually help leaders?
3. In your view, what are the limits (if any) to criticism of the government?

LESSON 8: CAUSES OF THE FRENCH AND INDIAN WAR, 1752–1754

Teacher Pages

OVERVIEW

This lesson focuses on the rather minor decisions that contributed to one of the largest wars in history, the Seven Years' War, or more commonly, the French and Indian War. Winston Churchill referred to it as the first world war. The decisions in the lesson didn't, by themselves, cause the war, but they certainly escalated the tension that made it more difficult to avoid war. Indians played a prominent role in the origins of the war and in the war itself. This lesson includes the role of Indians, so students recognize the complexity of the historical situation from 1752 to 1754.

VOCABULARY

- Marquis—A French nobleman
- Speculation—Buying a good with the idea of making a profit from selling it at a higher price
- French and Indian War—The name in America for the Seven Years' War
- Fraud—Deception made for personal gain
- Iroquois—An alliance of Six Indian Nations in New York involved in the fur trade mostly with the English
- Ohio Company—A business set up to make money from buying and selling land in Ohio
- George Washington—Military commander of colonial forces who had to surrender to the French

DECISION-MAKING SKILLS EMPHASIZED

- Identify underlying problems
- Ask questions about context
- Predict unintended consequences

LESSON PLAN

A. IN-DEPTH LESSON (One to two 40-minute classes)

Procedure:

OPTION A: Simultaneous points of view:

Give a third of the students Handout 1 (French), a third Handout 2 (Iroquois), and a third Handout 3 (Virginia). Have them write their answers individually and then meet in small groups with other students who have the same handout. Remind them that they are trying to make the best decision for their group (French, Iroquois, or Virginia).

When the groups have made their decisions, tell them to imagine what the other groups are thinking. After they consider the problem from the perspective of other groups, have them look at the problem again to see if they would change their decision.

Bring the class together to discuss the options and choices of each group. Have the groups explain the reasons for their decisions.

Have students get back into their groups to see if they would make different decisions (or refine the decisions they made) in light of what the other groups said.

Discuss their revisions, if any. Ask them to reflect on their decisions and how they made their decisions. Distribute Handout 4 with the outcomes. What outcomes surprised them? Now that they know the outcomes, would they have changed their decision making? How?

OPTION B: One decision at a time:

Distribute Handout 1 and have students decide what they will do as the French. Have them pair up to discuss their decisions. Bring the class together and have students share their choices and reasons. Don't share outcomes yet.

Repeat the process for Handout 2 (Iroquois) and Handout 3 (Virginia). After discussing each of these perspectives, ask students if they would change their previous choices in light of this new point of view.

OPTION: After students read Handout 3 on the Virginia perspective, distribute Handout 5. This primary source from the governor of Pennsylvania will provide students with first-hand evidence colonists' fears about French expansion into the Ohio Valley.

Distribute the outcome (Handout 4). What surprised students the most? Knowing these outcomes, what would students do differently in their decisions?

Reflecting on Decision Making:

Ask students what they learned from these outcomes. What would they have done differently, if anything, now that they know the outcomes? Which decision-making skills were most important regarding Ohio Valley? Which letters of **P-A-G-E** applied especially to this problem? (See the section on "Decision-Making Analysis" below for ideas.) Ask students what they did well or poorly on in terms of the **P-A-G-E** analysis. Discuss their answers, or have students write their answers in their journals or in their decision-making logs.

Placing the Actual Decisions Into Historical Context:

Ask students whether the decisions made by the French, Iroquois and Virginia leaders were more personal decisions or the result of historical forces.
The French leader, Marquis Duquesne, was stubborn and made a disastrous decision to build the forts. So, his personality was important to the decision. He was, however, under pressure to protect French Canada in the context of a general rivalry with England. Furthermore, changes were taking place in trading and in the various tribal groups that were hurting the French economically.

- The Iroquois leader chose to provoke a war, but the Iroquois were clearly struggling with the changing power relationships with other tribes and between the French and English.
- Governor Dinwiddie was most clearly operating with his own personal economic interest in mind. Even he, however, was conscious of Virginia's need for more land as tobacco wore out the soil in the eastern parts of Virginia. Moreover, colonists feared Indian attacks on the frontier unless something was done to neutralize the French forts.

Connecting to Today:

To what extent do power relationships today influence whether countries choose to negotiate or use force?

Troubleshooting:

Students may have difficulty keeping all three perspectives straight. To help them, assign three students the roles of the leaders. Have each student explain to the class what his/her group's interest is in the Ohio Valley.

Students may be confused that there were only five Iroquois tribes in Lesson 5 but there are six in this lesson. Explain that a sixth tribe was added after 1700.

B. QUICK MOTIVATOR (15–20 minutes)

Give students Handout 3 (Virginia) for homework. In class the following day, have students vote on what they would do. Discuss for a few minutes. Distribute Handout 4 with the outcome.

TEACHER NOTES FOR EXPANDING DISCUSSION

(For outcomes for students, see Handout 4)

In order to avoid confusion, only England (and English) is used in this lesson—Britain (and British) is not used.

Historians disagree on whether the attack by George Washington's group on the French in 1754 was an attack or a massacre. Some historians (see Borneman) argue that the fight was a regular battle in which several Frenchmen were killed. Others (see Anderson) argue that the French commander and ten others were killed after surrendering.

DECISION-MAKING ANALYSIS

P = Problem
- Identify any underlying problem(s)
* - Consider other points of view
- What are my assumptions? Emotions?

A = Ask for information (about)
* - Historical context (history of this issue; context in the world)
- **Reliability of sources**
- Historical analogies

G = Goals
- **What are my main goals? Are they realistic?**
- Generate options to achieve these goals. Are they ethical?

E = Effects
* - **Predict unintended consequences.**
- Play out the options. What could go wrong?

*Denotes topics emphasized in this lesson

- **Consider other points of view:** The whole lesson is built around this decision-making skill. Students will see the same problem from three different points of view. After each point of view, students are asked to reconsider their decisions.
- **Ask about context:** Students should ask many questions. For example: How much will it cost to build forts? How important are Indians to the fight between French and English? Why are English goods cheaper than French goods? Is there any way to lower the price of French goods?
- **Consider consequences:** The outcome sheet (Handout 4) explains the dramatic consequences of these decisions, leading to the French and Indian War and the long-term effects of that war.

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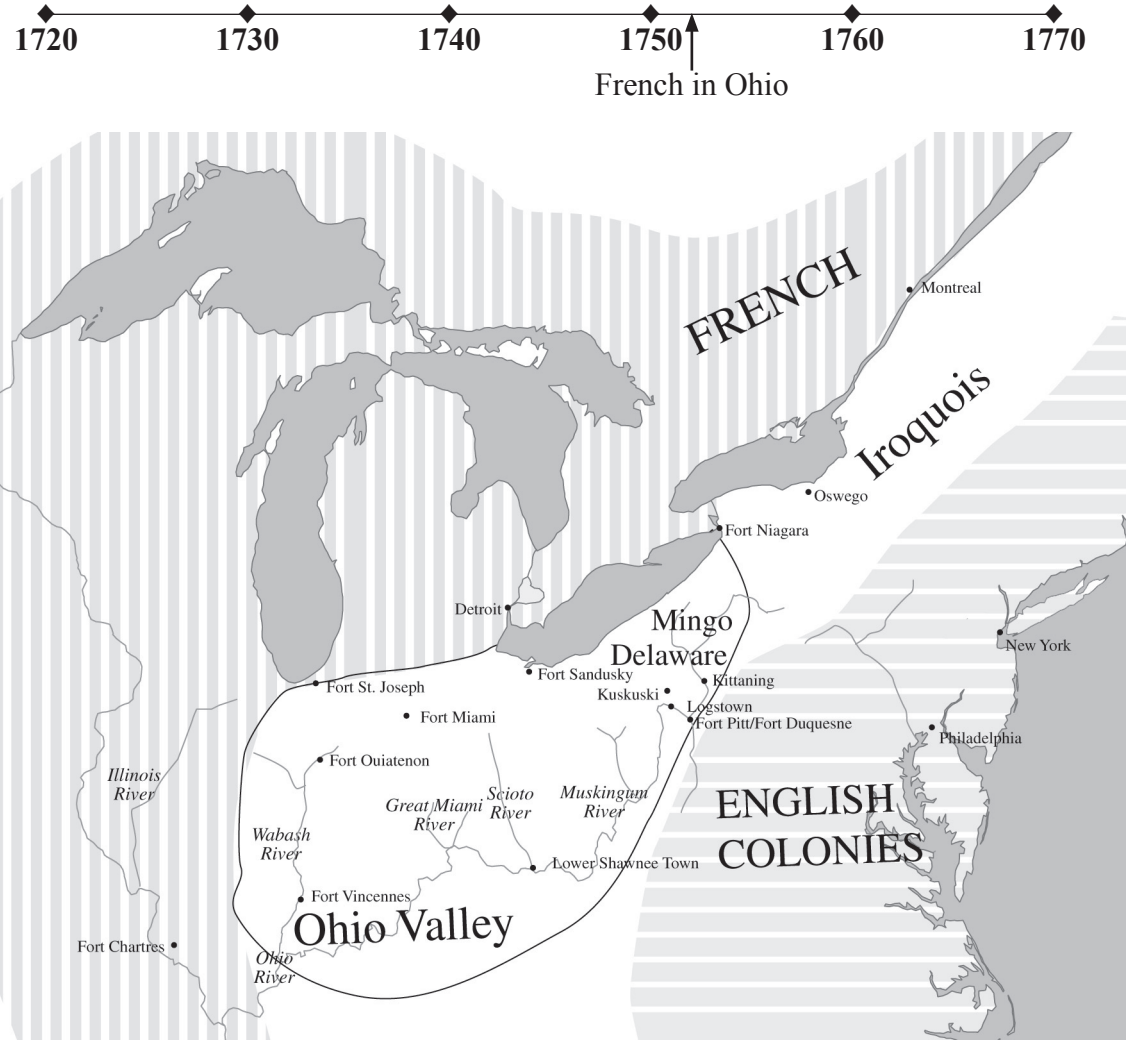
LESSON 8: CAUSES OF THE FRENCH AND INDIAN WAR, 1752–1754

Vocabulary

- Marquis—A French nobleman
- Speculation—Buying a good with the idea of making a profit by selling it at a higher price
- French and Indian War—The name in America for the Seven Years' War
- Fraud—Deception made for personal gain
- Iroquois—An alliance of Six Indian Nations in New York involved in the fur trade mostly with the English
- Ohio Company—A business set up to make money from buying and selling land in Ohio
- George Washington—Military commander of colonial forces who had to surrender to the French

LESSON 8: THE FRENCH IN OHIO, 1752

Student Handout 1: Problem



The year is 1752, and you are the Marquis (a nobleman's title) Duquesne, the French governor of Canada. The French face a problem in the Ohio Valley: English traders from Pennsylvania and Virginia have expanded trading posts in the valley that are replacing French traders at Detroit. In addition, English colonists are expanding the Ohio Company to buy land in Ohio to sell at higher prices to English settlers. The company stands to make big profits from this land speculation. However, the company will also increase the number of settlers (there are 20 English colonists for every French colonist), which will eventually wipe out the fur trade for the French. It will also break the link between Canada and the Mississippi River. France needs control of the Ohio River, which flows into the Mississippi. Keep in mind that the English and French are rivals all over the world, including in America. Expansion of the English into Ohio means less power for the French in this rivalry.

Indians in Ohio (Delawares, Shawnees, and Mingos) are trying to become free of Iroquois control. The Iroquois dominate other Indian groups throughout New York, Pennsylvania, and Ohio. Years ago, the Iroquois made a deal with the Pennsylvania leaders that they would be recognized as dominant over the Delaware Indians. The Delawares and other Ohio Indians could be a big help to the French in any conflict with the English. The population of Ohio Indians and Iroquois are small, numbering less than 30,000, but the Indians know the geography and they are great fighters.

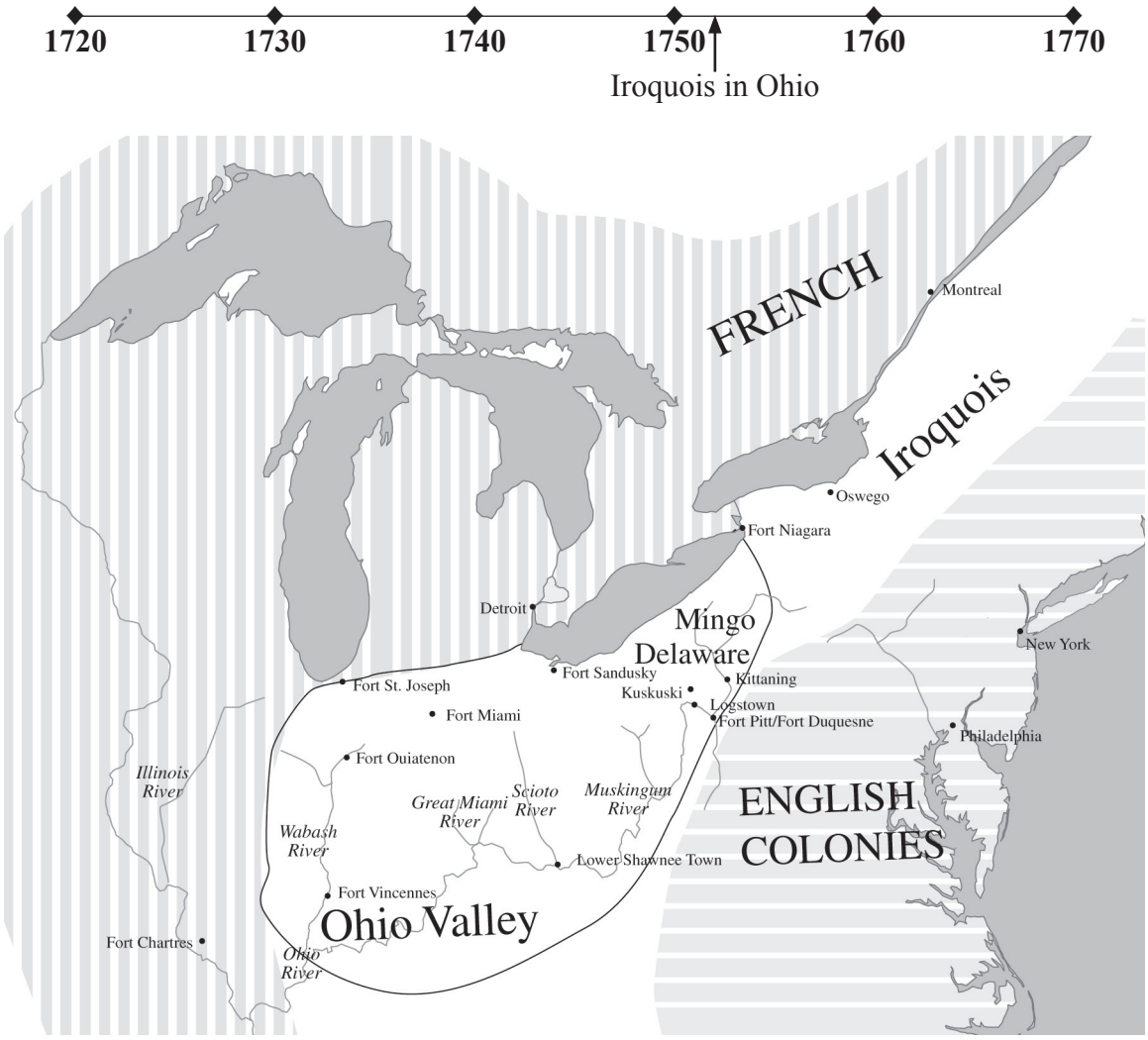
The French have had few settlers there, but have controlled the trade in the Ohio Valley for many years, a trade that is essential to the whole financial stability of French Canada. Now it looks like that system of trade is threatened. The drop in trade at Detroit is especially worrisome. A year ago, French officials clearly marked out claims to the Ohio Valley, but English colonists ignored the claims and kept moving into the area.

Which of these actions do you take? Explain.

1. Negotiate a deal with the English to share the trade in the Ohio Valley and limit the amount of land sold to companies and settlers there
2. Give gifts to and make a deal with the Iroquois to limit the expansion of English traders and settlers to Ohio
3. Give gifts to and make a deal with the Ohio Indians to limit the expansion of English traders and settlers to Ohio. The alliance with the Ohio Indians will help them to become free of the Iroquois, so they will be interested in making the agreement.
4. Take action to show French dominance of Ohio. Build forts in the area and attack a few of the Indian camps. The forts and attacks will send a message that the French are serious about keeping control of the area. After all, the Ohio Valley is part of French Canada. This is French territory—the English and Indians need to remember that. Once French dominance is asserted, the Indians in Ohio will likely join the French, since they will see that the French will win any conflict.
5. Do nothing.

LESSON 8: THE IROQUOIS IN OHIO, 1752

Student Handout 2: Problem



The year is 1752, and you are a chief of the Iroquois Six Nations (Onondaga, Seneca, Mohawk, Oneida, Cayuga, and Tuscarora). The Iroquois dominate the Indians in wide areas of New York, Pennsylvania, and Ohio. However, now the Iroquois face a problem. Indians in Ohio are becoming more independent of Iroquois control.

Years ago, the Iroquois made a deal with the Pennsylvania leaders that they would be recognized as dominant over the Delaware Indians. In exchange, the Iroquois agreed to allow Pennsylvania leaders to take land from the Delawares (about 750,000 acres) in the greatest land fraud of the 18th century (it was a fraud because it wasn't their land to give). Most Delawares disgusted by the land fraud moved to Ohio, and along with the Mingo Senecas (a part of one of the Six Nations) and Shawnees, they are now trying to become independent of the Iroquois.

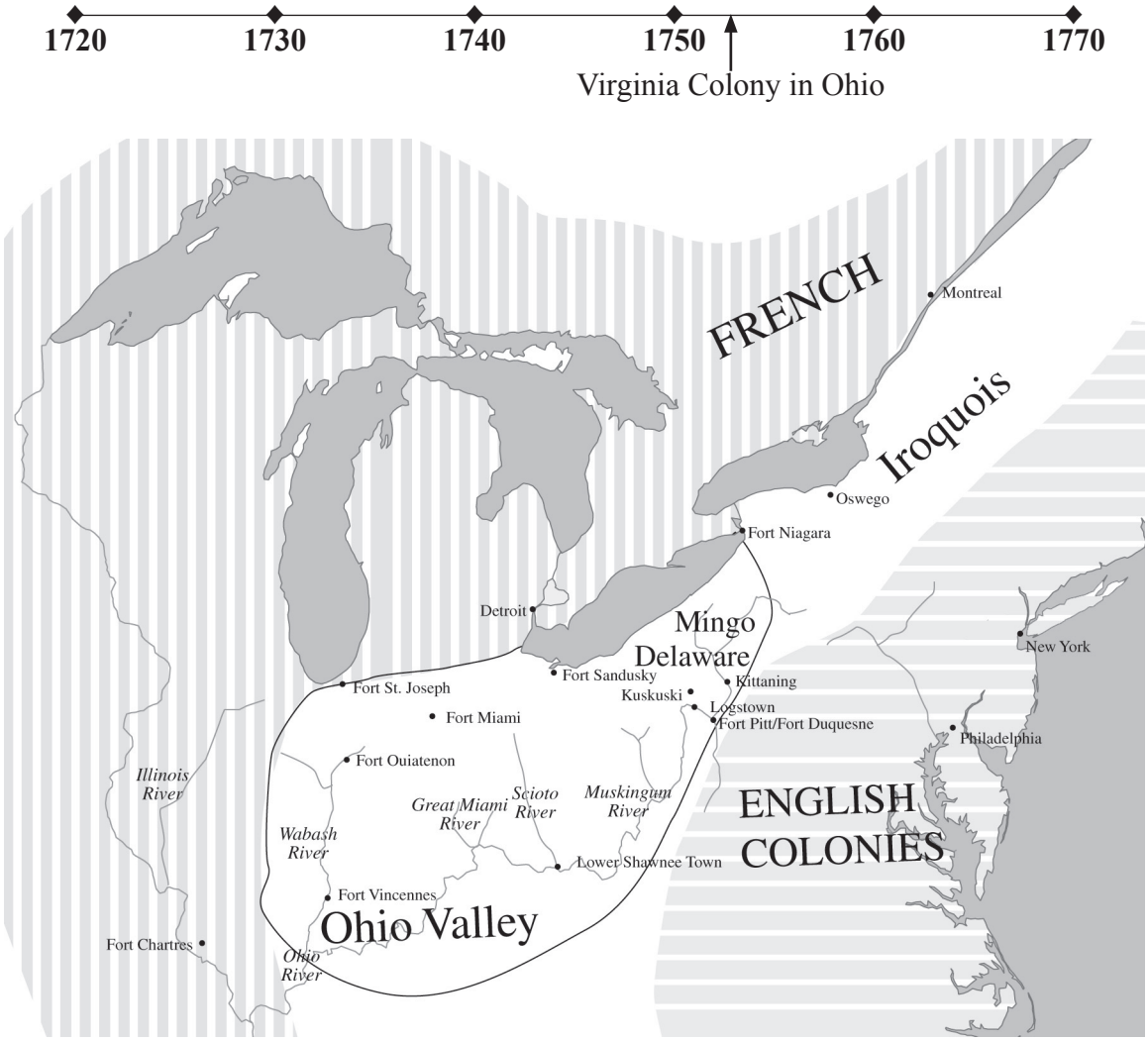
The Iroquois policy for the last 50 years is to stay neutral between the French and the more-numerous English colonists, although the Iroquois have more trade with the English. However, neutrality can only be maintained by strength. The Iroquois have to be strong enough to make the French afraid of pushing the Iroquois to the English, and the English afraid of pushing them to the French. Iroquois strength depends on keeping dominance over other tribes, including those of the Ohio Valley.

Which of these actions do you take? Explain.

1. Negotiate a deal with the French that the Iroquois will help the French limit English expansion into the Ohio Valley in exchange for French help in dominating the Ohio Indians (Delawares, Shawnees, and Mingos). The French have the advantage in the Ohio, so siding with them will increase Iroquois power.
2. Openly side with the English settlers in the Ohio Valley in exchange for English help in dominating Ohio Valley Indians (Delawares, Shawnees, and Mingos). The leaders of Pennsylvania expect Iroquois help, after the agreement on land from years ago. It is time to recognize that the English will eventually dominate the whole area. The Iroquois should drop neutrality and side with the winning country.
3. Negotiate with the Ohio Indians to bring them back under Iroquois domination. In order to do that, Iroquois negotiators will have to bring gifts to the Ohio Indians. Those gifts can only come from English traders, since their goods are so much cheaper than French goods.
4. Attack the Ohio Indians. One attack will remind them that the Iroquois are dominant and to be feared. That will bring the Ohio Indians back under Iroquois control.
5. Provoke a war between the French and English. A war between the two colonial powers will weaken both of them and allow the Iroquois to regain domination over the Ohio Indians. When the fighting starts, the Ohio Indians will fear attacks, especially from the French, so they will be more open to Iroquois protection (and thus control).
6. Do nothing.

LESSON 8: VIRGINIA COLONY IN OHIO, 1753

Student Handout 3: Problem



The year is 1753, and you are Governor Dinwiddie of Virginia. Colonists from Virginia and Pennsylvania have set up trading posts in Ohio and have been increasing their trade. In addition, the Ohio Company, owned by Virginia shareholders, is starting to buy land in Ohio to sell it to settlers later at much higher prices. As one of the large shareholders, you stand to make a great deal of money from this company.

However, the French are blocking Virginia and Pennsylvania from trading and speculating in land in Ohio. The French have built forts in the area, declaring that Ohio is part of French Canada. They have also persuaded (through force) many Indians to side with them in case of fighting with the English. Indians can now attack settlers in those colonies since they are protected by the French forts.

The governor of Pennsylvania is very concerned about the threat from the Indians and French. Unfortunately, the colony will not be able to raise an army because a majority in the legislature, many of whom are Quakers, does not believe in fighting. Pennsylvania has no military organization. The governor is looking to you to lead Virginia troops to force the French out. The French have not had settlers in the Ohio Valley, only traders, so their claim to the area is false. In fact, the French have few colonists in America in general—about 80,000, compared to 1.4 million colonists in English America, a ratio of about 20:1. The population of Ohio Indians and Iroquois are small, numbering less than 30,000, but the Indians know the geography and they are great fighters.

Which of these actions do you take? Explain.

1. Wait for the English government to take action. Without English soldiers, there isn't much the colony of Virginia can do against the French and their Indian allies in Ohio.
2. Send a small force of Virginia militia to Ohio to warn the French to get out of the area or the colonies will fight to get them out. If the French refuse to abandon their forts, people in Virginia and Pennsylvania will be outraged. It will therefore be easier to raise money and troops to fight the French.
3. Attack one of the French forts. That will require a much larger force, perhaps 1000 men, and it will cost a great deal of money.
4. Negotiate a deal with the French to split trade and limit colonist settlement in Ohio

LESSON 8: THE FRENCH AND INDIAN WAR, 1754

Student Handout 4: Outcomes

The results of the various decisions were important factors that led to a major war, the Seven Years' War, more commonly referred to in America as the "French and Indian War." The war originated in America but was fought in Europe, Africa, and Asia as well. Hundreds of thousands of people died.

The war could still have been avoided after the choices involved in this lesson, but the decisions made the war much more difficult to avoid. In Handout 1, the French governor decided to build four forts to protect the Ohio area. He also ordered an attack against Indians in the area (Option 4). The forts were much more expensive than negotiating (Options 1 or 2), costing over $30 million in today's money. Moreover, about 400 people died building the forts. In the short run, the French gained domination over Ohio, but in the long run the French lost the French and Indian War and therefore lost all of Canada.

In Handout 2, the Iroquois decided to negotiate to get the Ohio Indians back under their control (Option 3). The gifts required, however, forced them to trade with the English, putting them firmly on the English side. Negotiations weren't very successful, since the majority of Ohio Indians decided to go with the French, who seemed to dominate the Ohio area. That led the head negotiator of the Iroquois to provoke a war between the French and the English (Option 5). He deliberately killed a French prisoner, which made war between the French and English much more likely, and forcing Indians to choose sides. Unfortunately for the Iroquois, most Ohio Indians sided with the French.

In Handout 3, Governor Dinwiddie decided to send a small militia to Ohio to warn the French to get out (Option 2). The militia attacked a French force sent to negotiate with them. This was the incident in which the Iroquois leader killed a prisoner, after which other French prisoners were also killed. The Virginia force, led by George Washington, was later surrounded and forced to surrender. The French allowed Washington and his troops to retreat back to Virginia in defeat. When news of the massacre got to Paris, the French government sent more troops to America to hold Canada. When news of Washington's defeat got to London, the government authorized sending regular English soldiers to Ohio under the command of General Braddock. The march toward war was accelerating.

In 1755, General Braddock led English troops to take the forts and expel the French from Ohio. His army was completely defeated, and he was killed. In 1756, France and England declared war on each other. The English suffered numerous defeats for the first two years. Eventually, however, the English turned the tide and won the war.

Since the decisions in this lesson contributed to the French and Indian War, the effects of

a possible war should have been part of the thinking of the decision makers. The French and Indian War was a disaster for France and the Indians. France lost all her territory in America except for a few islands. With France eliminated in North America, there was nothing to stop the expansion of colonists west. After the war, the English government tried unsuccessfully to stop the flow of colonists. The expansion accelerated the decline of Indians and their way of life in North America. In addition, the war, including the numerous Indian attacks on frontier settlers, caused great animosity between colonists and Indians. Cooperation between the two groups was much more difficult after the war. The Indians would probably have been better off maintaining a policy of neutrality in 1754, but the pressures to take the side of the French or English were enormous.

The English benefited from the war, achieving a dominant position over the French throughout the world. The English were at the peak of their power. Unfortunately, the war also led to a chain of events that led to the American Revolution, but that is a subject for a different decision-making problem.

LESSON 8: THE FRENCH AND INDIAN WAR, 1753

Student Handout 5: Primary Source

Governor Hamilton of Pennsylvania to the Assembly, May 22, 1753 (excerpt)

Think, Gentlemen, I beseech You, of the Consequences of Having Forts built and Indian Nations settled by the French within and near the Limits of this Province, and within a small Distance from the inhabited Part of it. Are the People settled on our West Frontiers like to live in Peace and Quietness, or to be able to preserve their Possessions? or will they not desert them and the Fruits of their Labour and seek for Habitations elsewhere rather than see themselves continually exposed to the Inroads and Depredations of Enemy Indians? But there is no need for me to enlarge on this disagreeable Subject, or to set forth the sad Effects that must unavoidably arise from the Neighborhood of French Forts and Settlements, since these will naturally offer themselves to the Mind of every one.

QUESTIONS FOR ANALYSIS

1. According to Governor Hamilton, why were the French forts and settlements a threat to the people of Pennsylvania?

2. How reliable is this speech as a source?