

PART D

Indigenous Peoples, Colonisation and Contact History

FOCUS ISSUES

- How did people in past societies and periods live?
- What contribution have past societies and periods made to world cultural heritage?
- What has been the nature of colonisation and contact between indigenous and non-indigenous people?

CHAPTER 9

God, Gold and Glory: The Colonisation of the Americas

UNITS IN THIS CHAPTER

- 9.1 New Worlds to Explore
 - 9.2 Who are Indigenous People?
 - 9.3 What is Colonisation?
 - 9.4 Who Discovered America?
 - 9.5 The Aztecs
 - 9.6 Gods or Enemies? Montezuma and the Conquistadores
 - 9.7 Under the Great Sky
 - 9.8 The People of the Plains
 - 9.9 The Plains Wars
 - 9.10 The Spirit Lives: Native Americans Today
- Chapter Review

CHAPTER OVERVIEW

You may already know that Australia was first settled by Europeans as a colony and that our history has been shaped by our ties with other countries. You may also know how this affected the people who first lived here. In this chapter, you will investigate the reasons why Europeans set out to discover new worlds. You will learn about the Aztecs of Central America and the Native Americans of the plains of North America and think about what happened when both of these societies made contact with Europeans.

OUTCOMES

The following units will help you to:

- Describe some of the main features of past societies and periods
- Explain the importance of different cultural practices, groups and personalities within a specific society
- Identify the meaning, purpose and context of historical sources in order to draw basic conclusions about their usefulness for the purposes of a specific historical inquiry
- Recognise different perspectives about individuals, groups, events and issues
- Locate, select and organise simple historical information from a variety of sources, utilising technological and other processes to address simple historical problems and issues
- Plan and conduct simple historical research in structured situations for specific purposes
- Use appropriate written, oral and graphic forms to communicate clearly for specific purposes to familiar audiences in structured situations
- Describe significant features of indigenous cultures prior to colonisation
- Explain the ways in which indigenous peoples have responded to contact with each other

9.1

NEW WORLDS TO EXPLORE

Why explore?

By the 1400s cities such as Florence and Genoa were rich and busy **trading ports**. Ships full of goods carried from Asia travelled across the Mediterranean Sea. In 1453 the Turks captured the city of Constantinople (see Unit 6.2). This meant that goods carried from Asia to Europe had to pass through lands controlled by the Turks, who put heavy **taxes** on this trade. New ways to Asia had to be found.

Henry the Navigator

Prince Henry of Portugal never sailed on a voyage of exploration himself, but his work made voyages to and European colonisation of other countries possible. Before his work people were not sure how far the Atlantic Ocean went. Because they believed that the world was flat they did not want to sail too far from land. It was thought that it was possible for ships to fall off the edge of the world. Henry founded a special school for **navigation** in 1421. His aim was to find new **trade routes** that would make his country rich and to spread the Christian faith. He gathered together seamen, mapmakers, astronomers, shipbuilders and craftsmen to make instruments. At this school new and more accurate charts and instruments were made under top-secret conditions. Henry knew that Asia could be reached by sailing south around Africa and he sent ships to try to do so. As his captains sailed further south along the coast of Africa they realised that they would not fall off the edge of the world, no matter how far they travelled. In 1441 Henry's ships returned to Portugal carrying African **slaves** and gold.

Source B

We came here to serve God and also to get rich.

From the writings of Bernal Díaz, who was on the first Spanish voyage to Mexico in 1519.

Source C

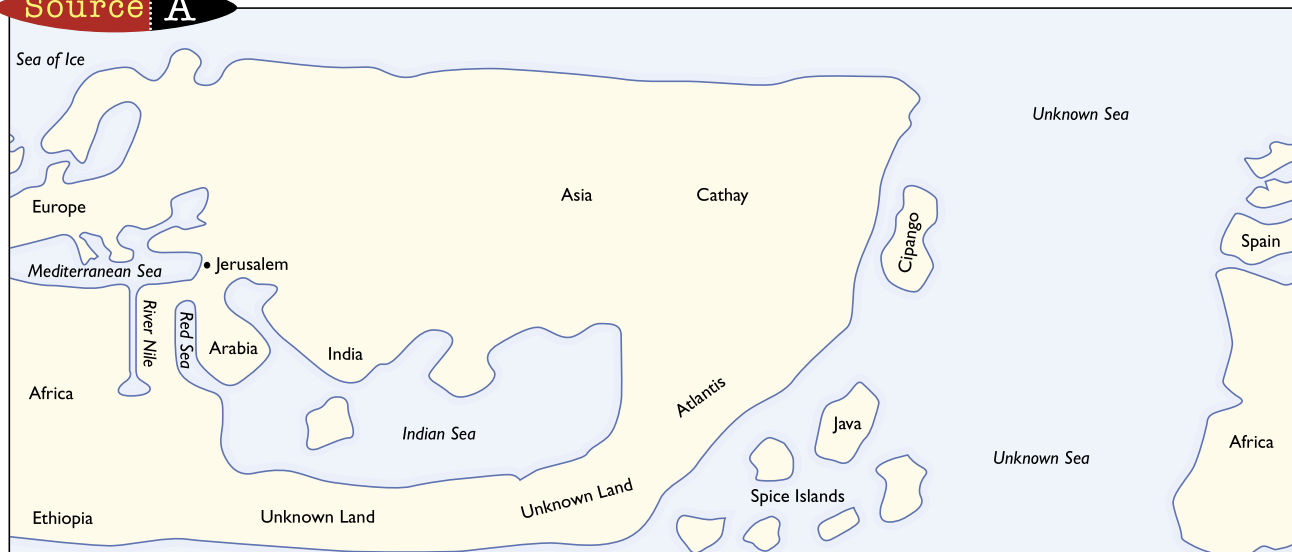
With the heat and dampness, our ship's biscuit had become so wormy that, God help me, I saw many who waited for darkness to eat the porridge made of it that they might not see the maggots.

A sailor describes life on a voyage of exploration.

INQUIRY QUESTION

- Why and how did colonisation occur?

Source A

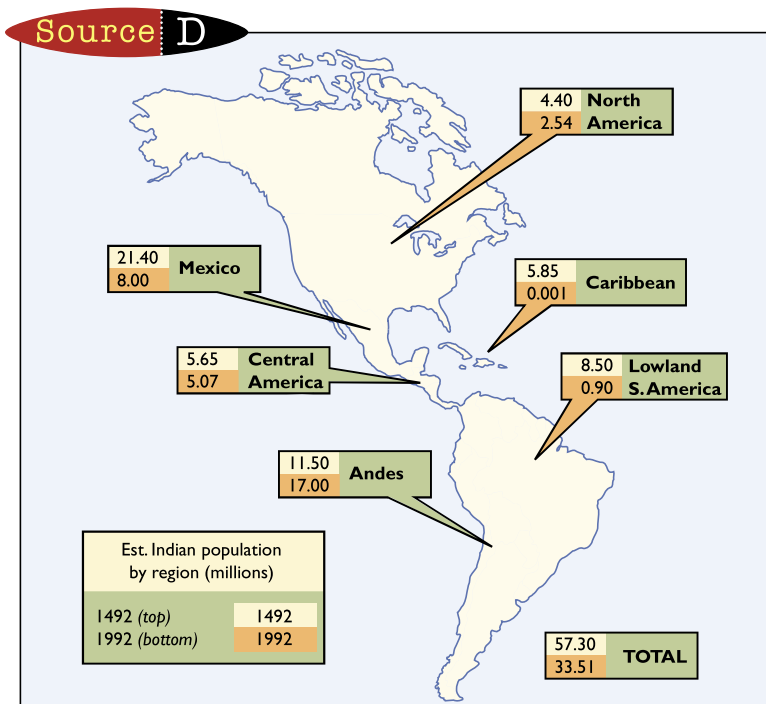


A copy of a map drawn in 1482, showing how maps were drawn at the time.

The effects of colonisation on indigenous peoples

Colonisation was destructive for the **indigenous peoples** (those who originally lived in these places). It has been estimated that in Central and South America, the number of indigenous peoples fell from thirty million to five million in fifty years of Spanish colonisation (see Source D). These deaths were caused by disease and **genocide**. (Indigenous people had no **immunity** to Western illnesses such as smallpox, measles, typhus and influenza. These diseases killed millions. It has been estimated that forty million people in North, Central and South America had died from fifteen major epidemics by 1600.)

Mass killings were often carried out for land. In Central and South America, **massacres** were carried out by the Spanish to create fear among the Indians. Large-scale murders were made possible by the superior weapons of colonisers and by slavery. Many thousands of indigenous peoples lived and died as slaves. In South America, people were rounded up and sent to work in mines and as builders of roads and cities.



The Native American population in 1492 and in 1992.

QUESTIONS AND ACTIVITIES

1 Interpretation and Analysis

Look carefully at Source A.

- Which countries that we know today are not on this map? List as many as you can.
- Choose *five* countries from your list. Using your school library, local library or the Internet, draw up a time line in your workbook, or design a large time line that you can display in your classroom. (Perhaps you might work in small groups and each group could work on different countries.) This time line should show when each country was discovered and who discovered it.

2 Empathy

In 1992 the 500th anniversary of the discovery of the Americas by Christopher Columbus was celebrated. How would the following feel about celebrating this anniversary?

- a Native American
- a Spanish person
- a White American

Give reasons for your answer.

3 Research and Empathy

Read Source C carefully. It was written by a sailor in the late 1400s. Using your school library, local library or the Internet, find out more about life on a voyage of discovery. Using the information that you have found, write a diary entry of a sailor in which you describe your life on a voyage of discovery.

KEY TERMS

- trading ports
- taxes
- navigation
- trade routes
- slaves
- indigenous peoples
- genocide
- immunity
- massacres

9.2

WHO ARE INDIGENOUS PEOPLE?

An **indigenous person** is someone whose ancestors originally lived in lands that were taken over by conquest (or colonised) by foreigners. They are sometimes called 'first peoples'. Today, there are about 250 million indigenous peoples around the world in more than seventy different countries. In most of these countries, indigenous peoples suffer **discrimination** (unfair treatment) and are among the most disadvantaged groups of people. Many groups are fighting for their very survival.

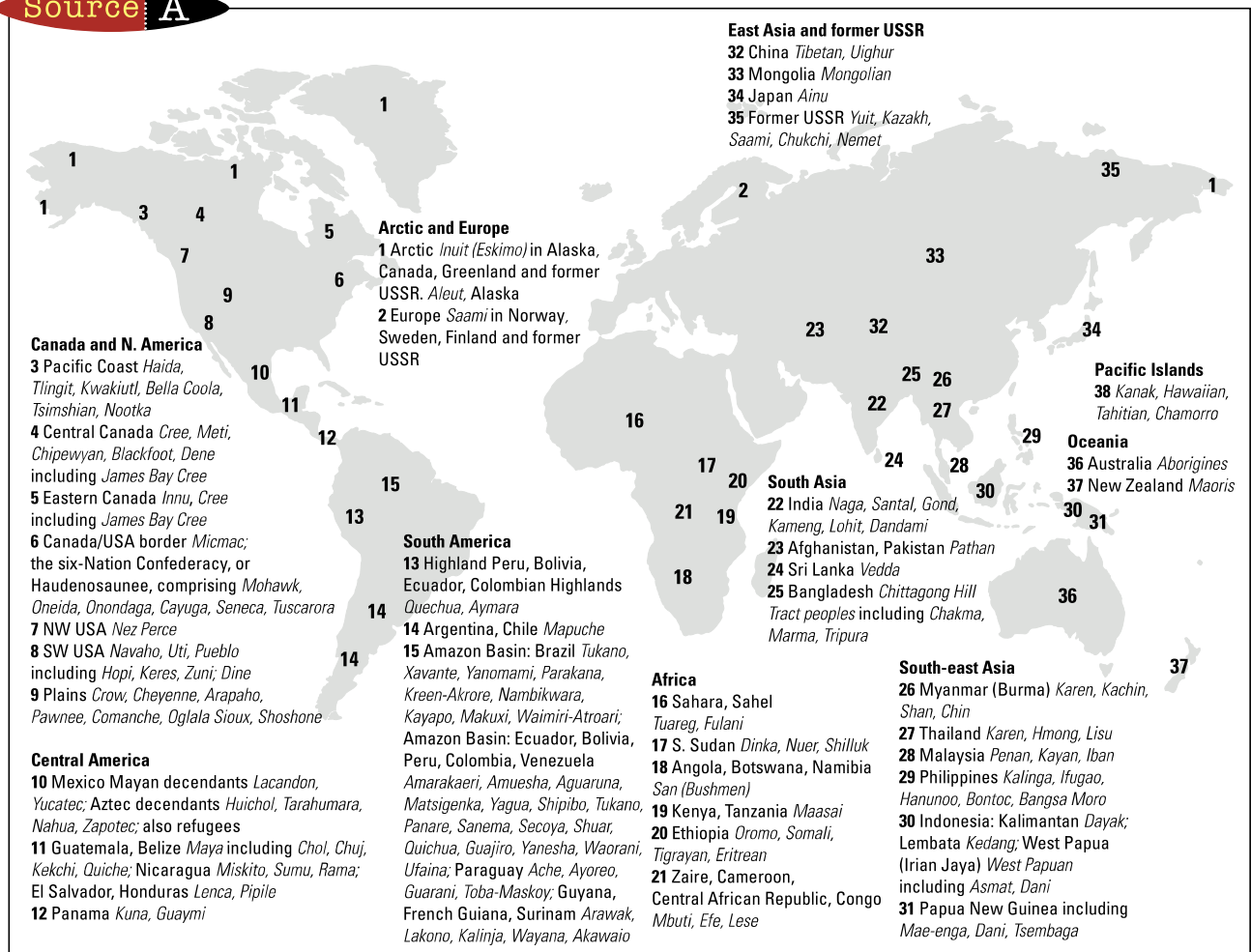
The relationship to land

One of the main differences between indigenous and non-indigenous peoples is how they think about land. Indigenous peoples have a very strong sense of having an identity that is different from that of non-indigenous peoples. This identity often comes from a deep feeling of belonging to their lands.



A cartoon published during the Australian Bicentenary in 1988. It refers to Aboriginal deaths in custody.

Source A



Indigenous peoples in the world today.

Although each group of indigenous people has different customs, beliefs and ways of living, they all have similar beliefs about land. They see the Earth as a parent, who has given life and looks after them by giving material needs such as food and shelter. Because all life comes from the Earth, it is revered and respected as sacred. Land is not a thing to own, bought and sold. Indigenous people believe that they are the caretakers of the land, not its owners. They believe it is the responsibility of their community to look after the land for the next generations. In other words, land does not belong to people, people belong to the land. This is one reason why the issue of **land rights** (the right to manage, or control the use of, traditional lands) is important to indigenous peoples in many countries.

Source C

. . . it is an important and special thing to be an Indian. Being an Indian means being able to understand and live with this world in a very special way . . . It means saying the land is an old friend and an old friend your father knew, your people have always known . . . To the Indian people our land is really our life.

Richard Nerysoo, an Inuit (Eskimo)

Source D

Indigenous peoples are such . . . groups as . . . that are linked to the country we inherited from our ancestors, with a language of our own and . . . the strong belief that we belong to a people . . .

A definition of indigenous peoples from the World Council of Indigenous Peoples, 1985.

Source E

Next to shooting indigenous peoples, the surest way to kill us is to separate us from our part of the earth. Once separated, we will either die or our minds and spirits will be changed so that we end up mimicking [copying] foreign ways, adopt foreign languages, accept foreign thoughts . . . Over time we lose our identity and . . . eventually die or are crippled as we are stuffed under the name of assimilation [conforming, or fitting in] into another society.

Hayden Burgess, a member of the World Council of Indigenous Peoples.

QUESTIONS AND ACTIVITIES

1 Research

Look carefully at Source A.

- Choose one of the groups of indigenous peoples shown on the map.
- Using your school library, local library or the Internet, find out about the traditional way of life of this group.
- Present a talk to your class based on your research.

2 Research

Look carefully at Source B. Using your school library, local library or the Internet, find out what this cartoon is about. Imagine that you are the person who drew the cartoon. Write a letter to the editor of the newspaper that published it, explaining what the cartoon is about and your point of view on this topic.

3 Empathy

Read Sources C and D carefully and answer the following questions:

- How does each source explain what it means to be indigenous?
- Are there differences between them? What are the differences?
- Which definition helps you to understand most clearly what it means to be indigenous?

4 Interpretation and Analysis

Read Source E carefully. Explain in your own words why land is so important for indigenous people. Use the information in this unit to help you.

KEY TERMS

- indigenous person
- discrimination
- land rights

INQUIRY QUESTIONS

- What are some of the key aspects of the contact between the indigenous and non indigenous peoples?

9.3

WHAT IS COLONISATION?

What is colonisation?

A **colony** is a district or country that is ruled by a different country. From the 1500s, European countries such as Spain, Portugal, Britain, France and Holland were setting up colonies in other parts of the world that they had recently discovered. Some of the reasons for setting up colonies were:

- Economic: the places where colonies were established provided natural resources, goods and raw materials such as gold, spices, cotton, silks, tobacco and even slaves. Colonies were also markets for goods made in European countries. Colonies were a great source of wealth. Between 1500 and 1650, 180 to 200 tonnes of American gold, which would be worth about \$2.8 billion today, were sent to Europe.
- Religious: colonies were seen as places to spread Christianity.
- Political: the more colonies a particular country 'owned', the more that country had power and influence over countries with fewer colonies.

The attitudes of Europeans towards their colonies

European colonisers had similar attitudes towards the different places they colonised and the peoples they found there. These attitudes explain some of the actions of Europeans. They believed that the history of the places they colonised began at the time Europeans arrived. The Europeans thought that the lands they colonised were backward, were not being used, were unproductive and that they needed the 'civilising' force of Europe. Although colonisers often wrote admiringly about parts of the civilisations they encountered, they believed that Europe was the centre of civilisation. In their eyes, European beliefs were the only right way of viewing the world, and Christianity was the only true religion. They did not recognise the civilisations and complex societies that already existed in those places, and they generally believed that these societies were primitive. They often referred to native people as barbarians or savages, and thought of them as obstacles to expansion that could be removed.

The effects of colonisation

Colonisation was destructive for indigenous peoples. It has been estimated that in Central and South America, the number of indigenous peoples fell from thirty million to five million in fifty years of Spanish colonisation. In New Zealand, the Maori population fell by 200 000 in fifty years. Between 1788 and the end of the 1890s, the Australian Aboriginal population fell from 500 000 to 60 000 people. In southern Africa, one quarter of the San people had disappeared by the 1920s. In the Pacific, the

Source A

We cannot hide our surprise that a barbarian, Huanya-Capac, kept such excellent order that the entire country was calm and all were nourished, whereas today we see only . . . deserted villages on all the roads in the kingdom.

A sixteenth-century European writer describing Peru after the destruction of the Inca civilisation.

Source B

Everyone who knows a little about native races is aware that those races which are of a low type mentally, and who are, at the same time, weak in constitution [body], rapidly die out when their country comes to be occupied by a different race much more vigorous [energetic], robust [sturdy] and pushing than themselves.

Reverend Bishop Hale, 1889.

Source C

Until recently we didn't have much reason to think that the white man [people] would ever understand, in fact want to understand the Indians, our ways of thinking and living . . . It is true though that recently we have seen groups of Indians and white people working together and organising in order to try and change the way people think.

Paulinho Paiakan, Kayapo chief.

Polynesian population was halved. What happened to these peoples?

Immunity and disease

Disease was the most destructive thing that colonists brought to the **New World**, as these colonised regions were called. Indigenous peoples had no immunity to Western illnesses such as smallpox, measles, typhus and influenza (flu). These diseases killed millions of indigenous peoples. It has been estimated that by 1600, forty million people in North, Central and South America died from fifteen major epidemics.

Genocide and enslavement

Indigenous peoples also faced **genocide** (the deliberate murder of a race). In North America, for example, whole villages of Native Americans were killed and entire Native American nations were wiped out. These killings were often carried out to gain land. In Central and South America, the Spanish massacred the Indians to create fear among them. Large-scale murders were made possible by the superior weapons and **racist** attitudes of colonisers. (Racism is the belief that certain races are superior to others.) Many thousands of indigenous peoples lived and died as slaves. In South America, people were rounded up and sent to work in mines, to build roads and to build cities. By 1650, nearly eight million people had died in the Potosi silver mines in Bolivia.

Source D



A Spanish expedition meets resistance in the early 1500s.

QUESTIONS AND ACTIVITIES

1 Interpretation and Analysis

Read Source A carefully. What is being described in this source?

2 Interpretation and Analysis

Read Source B carefully. What is Reverend Hales' attitude towards indigenous people?

3 Communication

Look carefully at Source D and read Sources C and E. Imagine that you are:

- the captain of the Spanish ship
- a leader of the Native Americans shown in this source.

Write a report on the battle for your Government describing the battle from your point of view. Use your school library, local library or the Internet and the information in this unit to help you. In your report describe the methods of fighting, the reason why you are fighting, who you think would have won, and what happened after the battle.

KEY TERMS

- colony
- civilising force
- colonisation
- New World
- genocide
- racist

INQUIRY QUESTIONS

- What is colonisation?
- Why and how did colonisation occur?

Source E

The right to make laws which govern our people must be returned to our people.

From the declaration of the Ojibway Cree nation, 1977.

9.4

WHO DISCOVERED AMERICA?

As you will read in this chapter, it is believed that the first Americans arrived between 12 000 and 35 000 years ago and came from the north. You will learn how different each group of Native Americans is from the others. This has made many people ask: if all Native Americans came from the same place, why do they have such different languages and ways of life? Were Europeans the first to discover the Americas in 1492? Some historians believe that different groups of people landed in different parts of America before the Europeans did.

One famous Chinese historian, Deng Tuo, believes that a Chinese Buddhist monk may have discovered a place that he called 'the land of Fusang' in the year 540. This was a country about 10 000 kilometres east of China where he found the 'fusang tree'. Deng Tuo believes that the fusang tree is actually a cactus that was grown by ancient tribes of Mexico.

Thor Heyerdahl, a modern adventurer, believes that there are many similarities between Central American and Egyptian civilisation because the Egyptians visited America about 2000 years ago. He built a boat out of papyrus reed similar to the kind of boat used by the Egyptians. Although his first attempt failed, on his second try he sailed from Egypt to the Caribbean in a papyrus reed boat.

The Vikings

From 800 to 1100, the Vikings were the best sailors in Europe. Their legends tell of a warrior called Leif Ericson, who sailed to the west in the year 1001 and landed in a new place. Many believe that this was Newfoundland, in Canada. Another story tells of how the King of Norway sent Paul Knutson to explore a place that was west of Greenland (see the map at the front of this book). In 1898 a farmer in Minnesota, in the midwest of the United States, found a stone slab. It was covered in runes—the writing used by the Vikings. As time passed, many other things, such as battle axes and spearheads that some believe come from Norway, were found in different parts of America.

The Europeans

In 1271 Marco Polo stunned Europe with the gold, silks and jewels that he bought back from his journey to China. After this, trade between Europe and Asia grew. In the time before refrigeration, Europeans used spices from Asia to keep their meat from rotting. Pepper became more valuable than gold. European traders had to travel through Turkey on their way to Asia, but when the Turks would not allow the Europeans to travel through their lands, another way to Asia had to be found.

An Italian, Christopher Columbus, believed that he could sail to Asia across the Atlantic Ocean. Queen Isabella of Spain decided that his idea was worth trying. After two months at sea he landed in what he thought was India. In fact, Columbus had

Source A



Wheeled animals from Mexico (top) and India.

Source B

Technological developments in China support such stories. By the third century AD the Chinese had developed gigantic junks (a type of sailing ship) with multiple decks capable of carrying 3000 passengers. Chinese navigators had learned to take their bearings from the stars, and their ships are known to have regularly visited dozens of countries in the South China Sea.

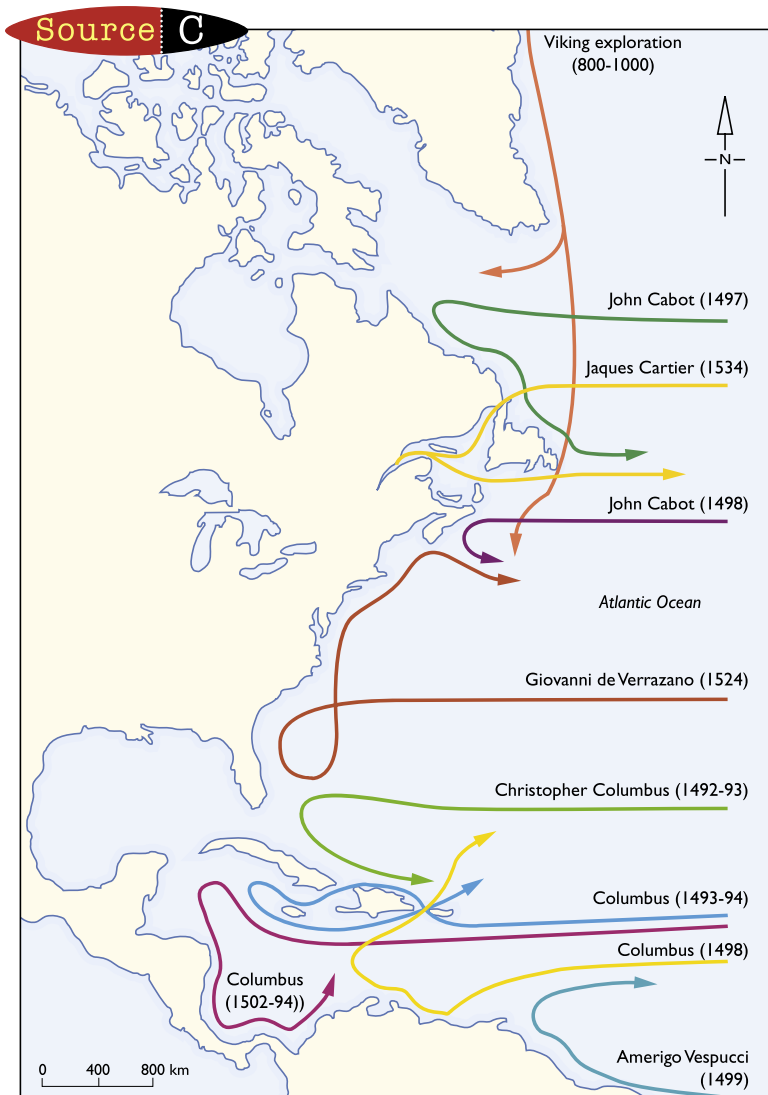
An additional piece of evidence is the discovery of two 3000-year-old stone anchors, thought to have been of Asian origin, off the coast of California.

From A Brave New World? by John Cantwell, published in 1994.

INQUIRY QUESTION

- Why and how did colonisation occur?

discovered a New World. He had actually arrived at an island that he called San Salvador in the Caribbean. Until then Europeans did not know that the continent of Americas was between Europe and Asia. When he returned to Spain, Columbus took gold and ten of the people that he found living on the island. Columbus and his men set up a Spanish colony on the island that they called Hispaniola. Here gold mining as well as cotton and sugar growing took place. The Native Americans who lived on Hispaniola were used as slaves to work in the mines and on the farms. When they died from overwork and poor living conditions, slaves from Africa were sent there to work.



A map showing European discovery of the Americas.

FILMS AND VIDEOS

1492: Conquest of Paradise (1992)

Running time: 149 minutes



QUESTIONS AND ACTIVITIES

1 Investigation and Analysis

Look carefully at Source A and read Source B.

- From looking at these sources, what evidence can you find to make some historians think that the Europeans were not the first foreigners to visit the Americas?
- Do you agree with them? Give a talk to your class, or record a presentation on audiotape, to explain your point of view. Use evidence to give reasons for your opinions.

2 Investigation and Analysis

Look carefully at Source C.

- Using this source, draw up a time line that shows the European discoveries of the Americas.
- Why were the Americas very important to Europeans? Use the information in this unit and your own research to help you to answer this question.

3 Communication

Imagine that you are Queen Isabella of Spain. Christopher Columbus has just returned from his voyage. Write a letter to Christopher Columbus explaining how important his voyage is to you and what you think the benefits of his discovery will be for Spain.

4 Research

Use your school library, local library or the Internet to find out more about the life of Christopher Columbus. Write his obituary (a summary of a person's life and achievements that is published after his or her death).

FASCINATING FACTS

Columbus left Spain on 3 August 1492. On his way back to Spain in January 1493, he took a longer way back on purpose to confuse the crew so that no one else would know how to find the lands that he discovered.

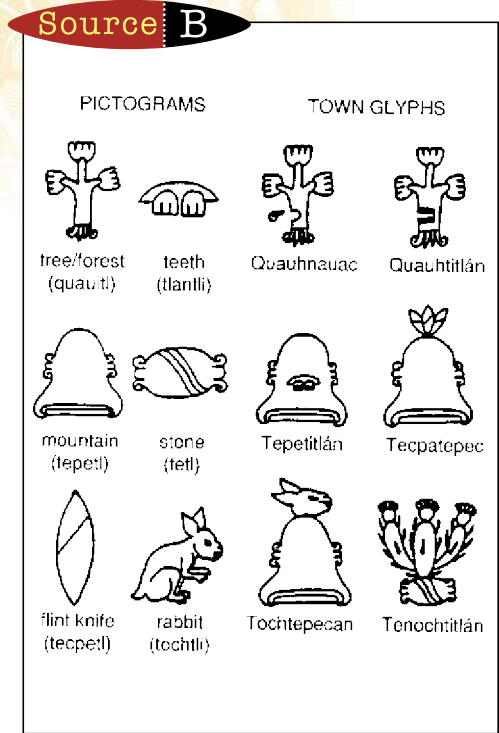
9.5

THE AZTECS

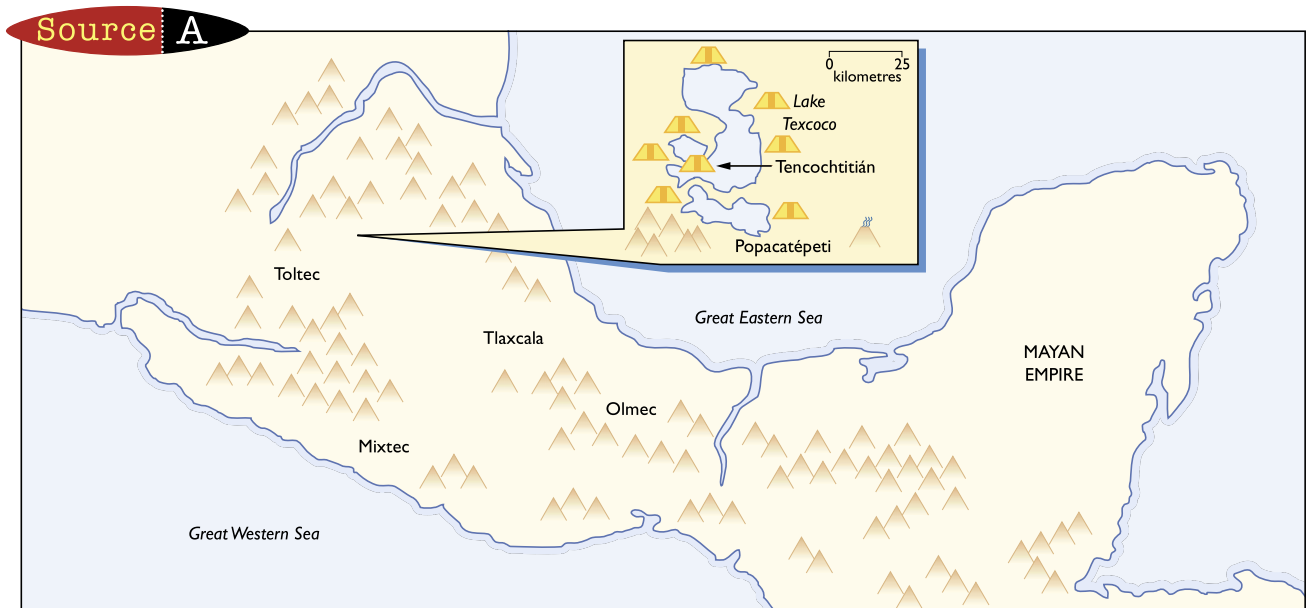
The Aztecs were a group of Native Americans who ruled a large empire in Central America. The empire was made up of many different tribes, who were ruled by the Aztecs because the Aztecs had defeated them in battle. The Aztecs did not control the people of their empire by making them obey their government. Instead, they ruled through the collection of **tribute**, or taxes. By the time the Spanish made contact with the Aztecs in the early 1500s, 371 cities paid tribute to the Aztecs. Any city that failed to pay the tribute every six months was attacked.

The capital: Tenochtitlán

The capital of the Aztec Empire was Tenochtitlán, which was an island. The Aztecs had first come there as a small, warlike tribe in 1325. As they defeated the surrounding tribes, the city grew from two small islands in the middle of Lake Texcoco to the largest city in the world by the time the Europeans discovered it. At least 90 000 people lived in Tenochtitlán in 1500. London had around 40 000 people at that time. Wide 'roads', each protected by a fort, were built across the lake to reach the city. There was a large market in the city, since Tenochtitlán was the main trading centre of the empire. The city was extremely well organised, with a sewerage system, aqueducts for running water, a rubbish disposal system (waste was taken from the city to be made into fertiliser) and even cleaners, who were employed to keep the streets clean.



Examples of Aztec writing.



The Aztec Empire.

Source C



The Aztec capital, Tenochtitlán.

INQUIRY QUESTION

- What were some of the significant social, economic and environmental features of the indigenous culture prior to colonisation?

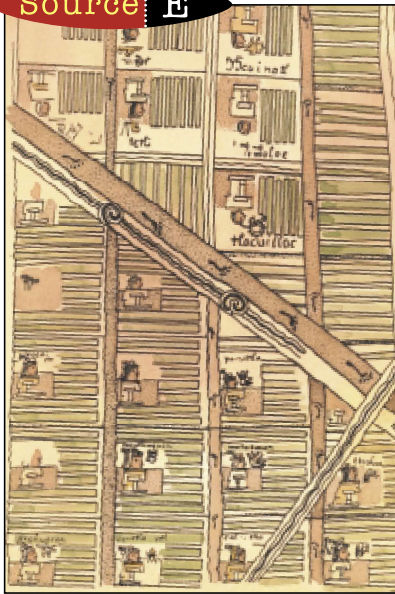


Source D



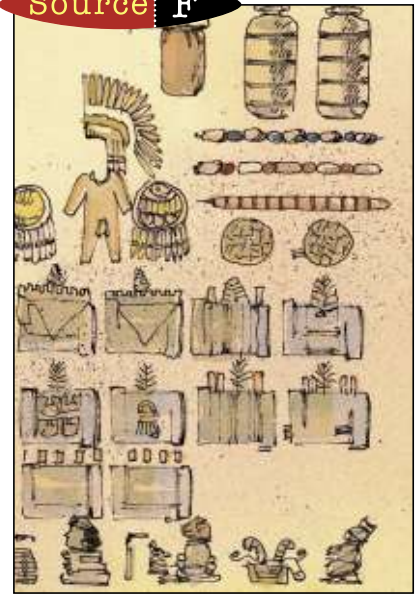
The legend of the founding of Tenochtitlán.

Source E



A map of a farming district just outside Tenochtitlán.

Source F



A tribute list.

Aztec government

The Aztecs lived in a highly organised society. They were governed by a male ruler (like a king) who was chosen from a royal family. They organised their society strictly, with the ruler and royal family at the top, followed by the nobles, officials, common people and finally, the slaves. The Aztecs also had a strong legal system with local and senior courts.

Aztec beliefs

More than 300 different gods and goddesses were worshipped by the Aztecs. Each one was responsible for a different part of life, such as the weather or war or learning. Tenochtitlán had great temples where priests and priestesses carried out ceremonies. In order to keep the gods happy, the Aztecs made sacrifices to the gods. Human sacrifices were believed to be the greatest, because the gods gave people the gift of life, the greatest gift they could give. A human life, therefore, was seen as the best gift to give in return.

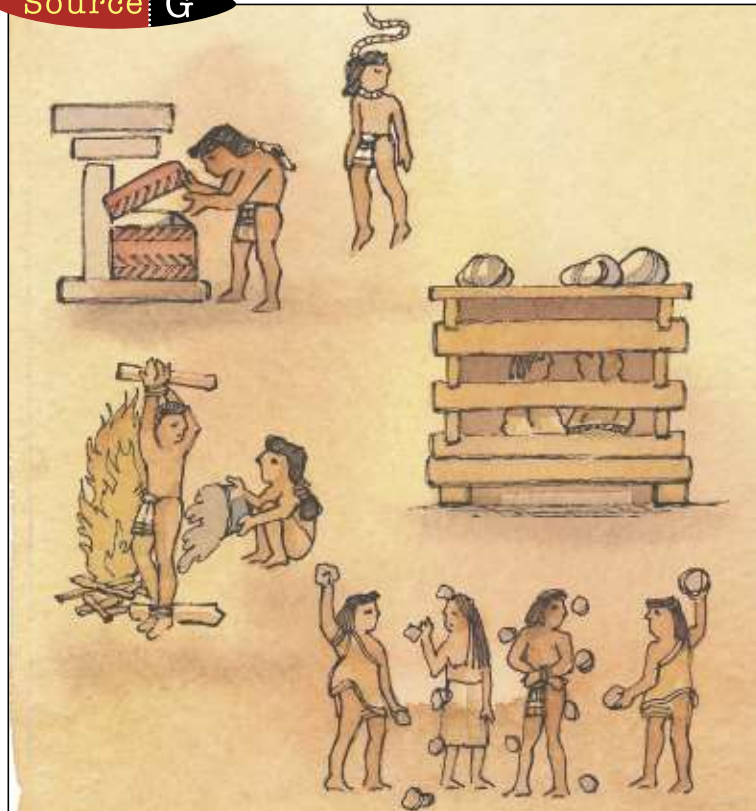
Aztec writing

The Aztecs used calendars and developed writing. They used **glyphs** in their writing, which means that they used pictures instead of letters. They made books (called codex) out of long strips of paper or animal skins, which were folded in a zigzag, so that the book would unfold two pages at a time.



The education of young Aztecs.

Source G



Rules for punishing crimes used in Tetzco and copied in Tenochtitlán.

FASCINATING FACTS

The Aztecs made human sacrifices to the gods, sometimes by cutting out the heart of a person while he or she was still alive. They believed that the most precious gifts the gods made to them was life, so a human life was the best gift that they could offer to the gods in return.

Armies and warfare

The Aztec army was made up of units from local towns. Each town was required to provide 400 men as soldiers. Every Aztec male youth had military training as part of his schooling. Soldiers did not wear a uniform, but high-ranking soldiers such as the Jaguar or Eagle Knights wore special clothes. The object of Aztec warfare was not to kill the enemy but to take as many prisoners as possible. Warriors were rewarded according to the number of prisoners they had taken. Prisoners were taken to the city to be sacrificed to the gods.

Source I



A reconstruction of the Great Pyramid of Tenochtitlán in Mexico City.

Source J



An Aztec marriage ceremony.

QUESTIONS AND ACTIVITIES

- 1 Look at Source A. Which modern countries does the old Aztec Empire cover?
- 2 **Investigation and Communication**
Using Source B to help you, make up a glyph for your name. Choose pictures that say something about you. Try to write a story using only glyphs and draw it on a codex.
- 3 **Investigation and Analysis**
What does the information given in the text and sources about Tenochtitlán tell you about the skills the Aztecs had?
- 4 **Research**
Use your school library, local library or the Internet to find out what the city of London was like in the 1500s, and compare it with Tenochtitlán. Look at the following information:
 - a How many people lived there?
 - b How did people get water and deal with sewerage and rubbish?
 - c What types of buildings were there?
- 5 **Investigation and Analysis**
Look carefully at Source E. What was the importance of farming for the Aztec Empire?
- 6 **Investigation and Analysis**
What items in Source F were given to the Aztecs as tribute? Why do you think the Aztecs demanded tribute?
- 7 **Investigation**
List what you think are the punishments shown in Source G. What do they show you about Aztec laws?
- 8 **Investigation and Analysis**
Use Source H to describe the differences between the education of boys and girls in Aztec society.
- 9 **Research**
What evidence would historians need to discover in order to create the reconstruction of the pyramid in Source I?
- 10 **Investigation**
Using Source J, try to describe Aztec marriage customs.

9.6

GODS OR ENEMIES?

MONTEZUMA AND THE CONQUISTADORES

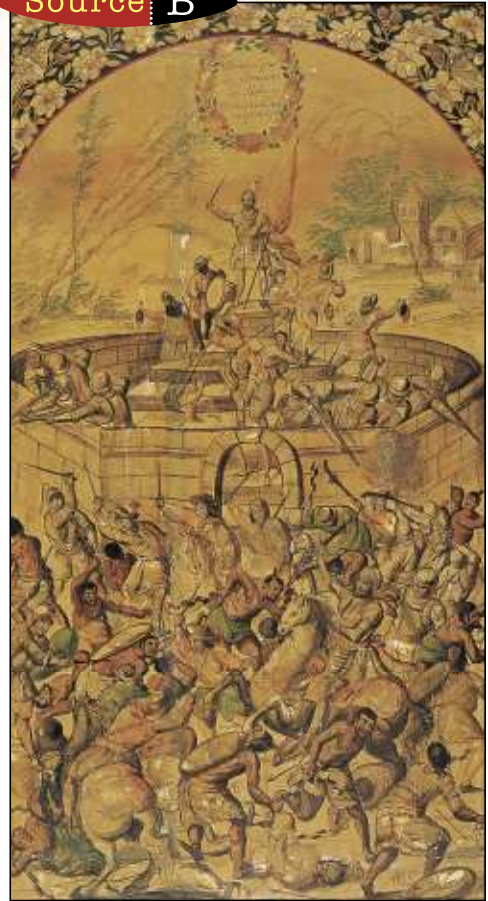
At the beginning of 1519, the Aztec year One Reed, Montezuma, the Aztec ruler, called together his chief priests and advisers to make their predictions for the year ahead. The **omens** (or signs) were not good. The chief priests told Montezuma that One Reed would be a very bad year for Montezuma. The omens included a fire in the Great Temple; fire and bright lights seen in the daytime sky; a birth of a two-headed child; the appearance of a strange bird; the flooding of Tenochtitlán; and strange voices being heard at night through the city.

Soon after these predictions, a messengers came from the coast with news of 'floating towers' (Spanish ships) and men with white skins who wore armour and had frightening weapons. This worried Montezuma, who remembered the Aztec legend of Quetzacoatl. According to this legend, a white-skinned god left Aztec land by raft and promised that he would return from the east in the year One Reed. So Montezuma was not sure if he was dealing with enemies who might attack or gods who would bring peace and plenty. Montezuma sent the strangers gifts, but he would not let them into Tenochtitlán.

The conquistadores reach Tenochtitlán

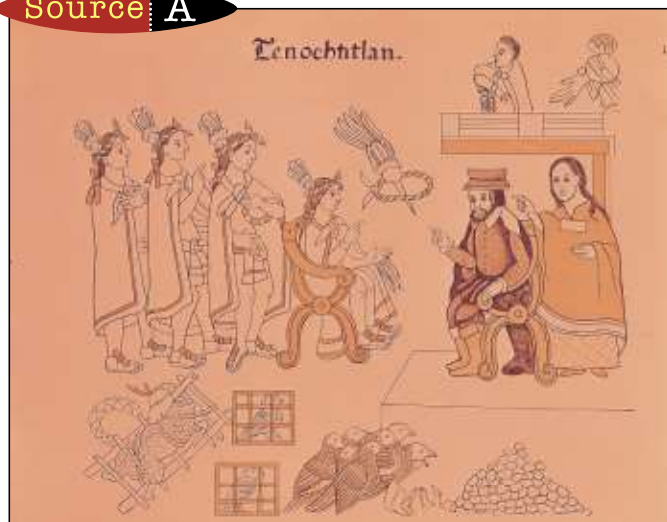
The Spanish, meanwhile, under the leadership of Hernán Cortés, were moving towards Tenochtitlán. They were known as the **conquistadores**. On their way, they made friends with other tribes who were Aztec enemies. The Aztecs allowed them into Tenochtitlán on 8 November 1519. Montezuma let himself

Source B



A painting of the destruction of Tenochtitlán.

Source A

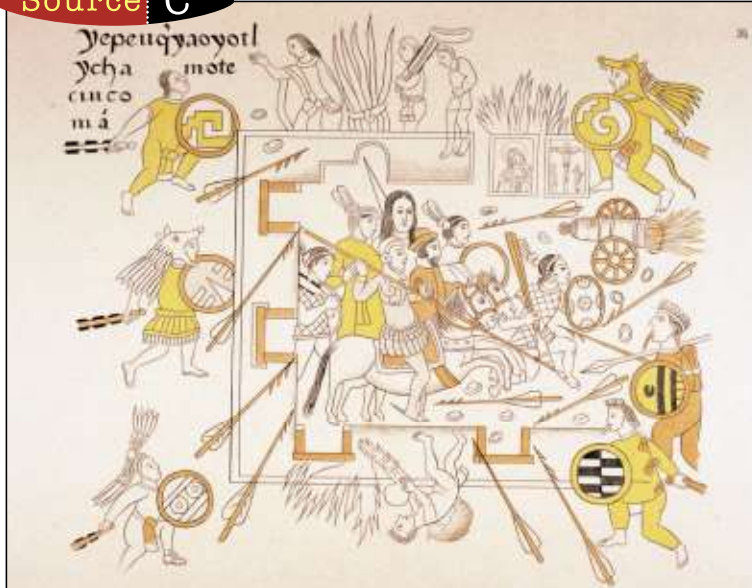


An illustration of the meeting of Cortés and Montezuma.

INQUIRY QUESTIONS

- What are some of the key aspects of the contact between the indigenous and non indigenous peoples?
- How did indigenous peoples respond to colonisation?
- What were some of the results and legacy of colonisation for the indigenous people and the colonisers?

Source C



An Aztec illustration showing the Spanish trapped in the palace.

to be taken hostage. There was no conflict between the Aztecs and the Spanish until Cortés left the city. When the Aztecs gathered for a peaceful religious festival, Cortés's deputy ordered his army to attack the crowd. The Aztecs rose up in revenge for the massacre that followed, trapping the Spanish in the palace. When Cortés returned, his troops tried to leave the city secretly by night. They were seen, however, and the Aztecs attacked the Spanish. Only a quarter of Cortés's men survived.

The Spanish set up a blockade of Tenochtitlán, using cannons to destroy the city's water supply and to block any food from entering the city. This siege lasted for eighty days. It has been estimated that 240 000 people died in the city before the Spanish eventually entered the city to take control after they had almost destroyed it. This defeat meant the end of Aztec civilisation.

The new Spain

In 1522, Cortés was made governor of New Spain (the Spanish name for the area) and the Spanish began to build a new city, Mexico City.

Life changed for ever for the Aztecs and their neighbours. The Spanish were the new masters, and they began to change every part of society in order to make it like their own. They took advantage of the great riches, particularly gold, they had seen.

The Aztecs, known as Indians to the Spanish, were no longer allowed to own land; their religion was outlawed and they all had to become Catholics; they no longer ruled themselves—they were now ruled by the Spanish king with a **viceroy**, who represented him, in New Spain; many were forced to work in mines or on new building projects. European diseases such as the common cold, influenza (flu) and small-pox killed millions of Aztecs.

QUESTIONS AND ACTIVITIES

1 Empathy

Look at Source A. Imagine that you are Montezuma. You have just heard news of the strange visitors who have arrived. You have been told about the bad omens for the Year One Reed and you remember the legend of Quetzacoatl. Write a diary entry for that day, in which you describe how you must decide what to do and the problems that you face. (Hint: what would be the consequences of either letting the strangers come to the city or of telling them to go away?)

2 Interpretation and Analysis

Look carefully at Sources B and C. Compare the weapons and equipment of the Aztecs with those of the Spanish soldiers shown in Source C. What differences can you see?

3 Interpretation and Analysis

What evidence from all the sources can you find to show why the Aztecs were defeated?

4 Communication

You are the leader of a village that is part of the Aztec Empire. Write a speech that you will give to your village that explains why you will make friends with the Spanish against the Aztecs.

5 Research

Find out about other places that the Spanish colonised during the sixteenth and seventeenth centuries.

- Why did they want colonies?
- How did they behave in each place?
- What were the main influences that the Spanish have left behind in these countries today?

KEY TERMS

- omens
- conquistadores
- viceroy

9.7

UNDER THE GREAT SKY

Archaeologists believe that the first people to live in the Americas may have migrated from Asia and that these people travelled to Alaska during the Ice Age. Archaeologists have found bones and skulls that are at least 12 000 years old, but no one knows exactly when the first Americans arrived. Archaeologists believe that it was between 12 000 and 35 000 years ago.

When the first Europeans arrived in the Americas, they found 600 different **nations** (or **tribes**) of people already living there. They are called nations because each was a separate group of people who had a different language or dialect, customs, government and beliefs.

Native American languages

There were at least 300 different languages spoken by Native Americans. These languages were so different from each other that often neighbouring tribes could not understand each other. Whenever they needed to communicate with other tribes, they used a complex sign language. Since many of the Native American languages have become extinct, it is difficult to know the exact number of languages spoken before European settlement. None was written down until 1820, when Sequoia, a Cherokee, wrote in his own language.

How did Native Americans live?

One mistaken idea about **Native Americans** was that they were all warriors in feather headdresses who lived in tipis and rode horses. In fact, horses were brought to America by Europeans in 1680 and were not ridden by Native Americans until then.

Clothing

The clothes that Native Americans wore were designed for the area in which they lived. In the north, where it was very cold, the Eskimo and the Cree wore furs and skins. In the south, men of the Natchez, Chickasaw and Choctaw nations wore leggings and shirts made from animal skins. The women of these nations wore dresses made out of animal skins. On the west coast, the Haidas and the Tsimshians wore loincloths or skirts made out of shredded cedar bark. The Navaho used twisted fibres to weave fabric to make clothes and the Pueblos made clothes out of cotton.

Houses

The houses of Native Americans were also varied from one area to another. Some nations built large houses of thatch. Others built large timber buildings or cities out of stone or earth. The Plains papoose lived in **tipis** (huts made of branches thatched with grass, bark, leaves, or mud).

Source A



A Dakota Sioux.

INQUIRY QUESTION

- What were some of the significant social, economic and environmental features of the indigenous culture prior to colonisation?

Farming

Native Americans were very advanced farmers. They were the first in the world to grow corn, potatoes, tomatoes, peanuts, pineapple, chicle (for chewing gum), cacao (for chocolate), tobacco and some kinds of cotton. In most nations, the women did the farming.

Beliefs

Not all Native Americans were warlike. The Hopis were believed to be one of the most peaceful people on Earth. Many tribes hated war for the violence and misery it brought. In some Plains tribes, the greatest honour in battle was not to kill, but to touch a live enemy and get away unharmed.

Most Native Americans believed that every part of nature has its own spirit. Some believed in gods, ghosts and demons; others, that each person had a spirit who guarded him or her. Common to most tribes was the **shaman**, a person, usually male, who had strong supernatural or spiritual powers. Sometimes, they were known as 'medicine men'. In general, most Native Americans respected nature and tried to live in harmony with all living things. They believed that terrible things would happen if this harmony were broken.

Government

The government of each nation varied. The majority of nations elected a male **chief**. He was usually like a guide or director, but some chiefs were more like dictators. (Chief Sun of the Natchez was like this.) In some nations it was only the women who voted for the chief. The chief was honoured and respected by the nation. Chiefs were usually chosen because of personal qualities such as honesty, intelligence and courage. The chief would lead the nation through problem solving and making important decisions. Sometimes there would be other leaders within the nation as well. They were like a council or were lesser chiefs.

Source B



A Blackfoot.

Source C



Assiniboine wearing a horned headdress.

QUESTIONS AND ACTIVITIES

1 Interpretation and Analysis

- What is the usual way that Native Americans have been shown in movies, television, magazines and comic strips? List all of the ways or images you can think of.
- Draw up a table in your workbook. For each image that you have listed, write a column in the table showing whether or not that image is an accurate picture of Native Americans and another that shows your reason for your opinion. Use the information in this unit to help you.
- Look carefully at Sources A, B and C. Describe the differences in Native American dress that you can see in each source. Write a paragraph explaining how these sources help you to understand how Native American nations differed from one another.

2 Empathy

Imagine that you have just been elected chief of the Natchez. Write a speech that you will give to the people explaining why you will be a good chief and how you will help the nation.

KEY TERMS

- nations
- tribes
- Native Americans
- tipis
- chief
- shaman

FASCINATING FACTS

Since Europeans arrived in America there have been many mistaken ideas about the people that they found living there. Christopher Columbus, the first European to discover the Americas, thought that he had landed in India in 1492. He did not at first realise that he had discovered a new world, so he called the Native Americans 'Indians'.

9.8

PEOPLE OF THE PLAINS

As you can see in Source B, the groups of Native Americans who came to be known as the **Plains Indians** lived on a huge stretch of land in the heart of North America. These nations had many things in common, but there were also many differences. The Native Americans who are shown in Unit 9.7 in Sources A, B and C are all from Plains nations. As for other nations of the Americas, each had different dress, language, traditions and beliefs.

The buffalo

The most important thing that the Plains nations had in common was the importance of the **buffalo**. The Plains nations had to hunt to survive, although some tribes, such as the Mandan, Iowa, Wichita and the Pawnee, were mainly farmers. When the herds of buffalo moved across the plains, so did such tribes as the Arapaho, Cheyenne, Assiniboin, Blackfoot and the Sioux. This meant that many of the Plains peoples were **nomadic**. Every part of life was influenced by the fact that they did not live in one place for long periods of time.

The Plains Indians were very careful not to overhunt the buffalo and cause them to become extinct. Therefore bands, or groups of families, lived in villages and hunted together rather than as a whole tribe. This meant that a whole herd would not be wiped out by having every hunter from a tribe attacking them at the same time. The Cheyenne had special hunters called **Dog Soldiers**, whose job was not only to make sure that the village moved quickly when it was time to hunt, but also that no more buffalo were killed than were needed.

Hunting was done by men of the tribe, while women butchered the buffalo when they were brought in to the village. They made wooden frames to stretch out the meat to dry (so that it would last for a long time), dried the skins and made them into tipi covers, and then made many other products from the buffalo (see Source D).

In nomadic groups, the Plains Indians lived in tipis. These were made from large semicircles of buffalo skin that were stretched around wooden poles arranged in a cone shape. Tipis could be taken down quickly and packed up on a **travois**, which was a kind of sled that was pulled either by people or by dogs or horses. This work was done by the women.

Under the great sky: beliefs

Like other Native Americans, the Plains Indians believed that they were part of nature and that they shared the land with the other living things. They believed in the **Circle of Life**: that life was a cycle and so were the seasons. They did not think that they were better or more important than anything else in nature, but that they should love and respect all creatures and plants on the earth. They believed that the **Great Spirit** created

Source A

The medicine men would lift the young man and lay him under the pole. An old man would then come forward with a very sharp pointed knife. He would take hold of the breast of the young brave, pull the skin forward and pierce it through with the knife. Then he would insert a wooden pin . . . through the slit and tie a strong buckskin thong to this pin. From the pole two rawhide ropes were suspended. The candidate would now be lifted up . . . and was hanging from his breast . . . Although the blood would be running down from the knife incision, the candidate would smile, although everyone knew he must be suffering intense pain.

Description of a Sun Dance from *My Family the Sioux*, by Luther Standing Bear.

INQUIRY QUESTION

- What were some of the significant social, economic and environmental features of the indigenous culture prior to colonisation?

Source B



A map showing where the Plains Indians lived in the 1800s.

Source C

In 1846, being seventeen years of age, I was admitted to the council of warriors . . . Perhaps the greatest joy to me was that now I could marry the fair Alope . . . She was a slender, delicate girl and we had loved each other for a long time. So, I went to see her father . . . he asked many ponies for her. I made no reply but in a few days appeared before his wigwam [tipi] with the herd of ponies and took with me Alope. This was all the marriage ceremony necessary in our tribe.

The Apache chief Geronimo remembers his marriage.



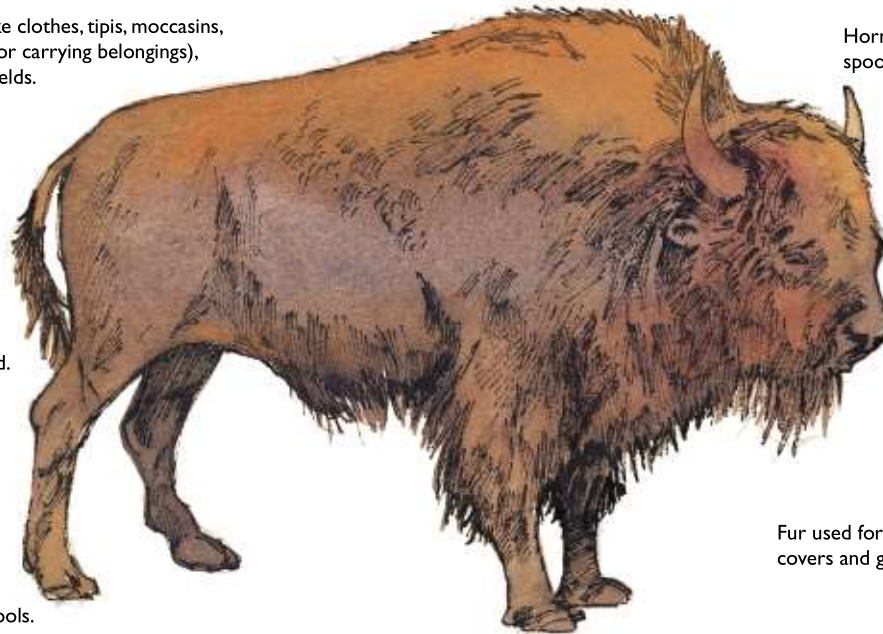
Shoulder blades and bones used to make hoes, knives and sledge runners. The skull was decorated and used in religious rituals.

Hide used to make clothes, tipis, moccasins, parfleches (bags for carrying belongings), harnesses and shields.

Horns used to make head-dresses, spoons, cups and powder-flasks.

Flesh eaten raw, or boiled, roasted or dried.

Tongue eaten, or used to make hairbrushes.



Hooves used to make glue and tools.

Fur used for blankets, saddle covers and gloves.

Hair used to stuff pillows, cushions and saddles.

How the buffalo was used.

them and everything else. Everything had a spirit inside it. When the people needed to contact the spirits, they had special ceremonies or dances. In Source A you can read about the Sun Dance. The Buffalo Dance was to make the buffalo move closer to the village.

Growing up

Children of the Plains were brought up to be strong and self-disciplined so that they could cope with nomadic life. Babies were encouraged not to cry—the noise might scare away buffalo. If a baby would not stop crying, it was sometimes taken away from the village and left until it stopped crying. Children were never smacked by their parents, but were just expected to cooperate. As they reached adolescence, boys and girls were kept apart to get them ready for the roles they would carry out as adults. Boys left the village to search for their **guardian spirit** by going without food, praying and sometimes even mutilating themselves by cutting off a finger.

The Plains Indians had many games that they played. Sioux boys played a sport in which they had to wrestle each other while riding a horse. The aim was to throw your opponent off his horse. Girls played shinny, which was like hockey.

FASCINATING FACTS

Women of the Plains owned the possessions of the family, including the tipi that she made. When a man married, he moved into his wife's tipi. A man could leave or divorce his wife by announcing that he was leaving her. But this did not happen often, as the man could be left with nothing, because his wife owned everything.

Source E

One morning the crier came around the village calling out that we were going to break camp . . . Then the crier said, 'Many bison, I have heard! Your children, you must take care of them!' He meant to keep the children close while travelling, so that they would not scare the bison.

After we had been travelling a while, we came to a place where there were many turnips growing, and the crier said, 'Take off your loads and let your horses rest. Take your sticks and dig turnips for yourselves.'

When the sun was high, the advisers found a place to camp. Then the crier shouted, 'Your horses make ready! We shall go forth with arrows. Plenty of meat we shall make!'

Then the head man went around picking out the best hunters with the fastest horses, and to these he said, 'Young warriors, your work I know is good; so today you will feed the helpless. You shall help the old and the young and whatever you kill shall be theirs.' This was a great honour for young men.

Black Elk of the Oglala Sioux, who was born in 1863, remembering the start of a bison hunt.

FILMS AND VIDEOS

Dances With Wolves (1990)

Running time: 183 minutes



QUESTIONS AND ACTIVITIES

1 Which states of the modern USA did the Plains Indians live on? Use Source B to help you.

2 Interpretation and Analysis

Read Source C carefully. Use this source to describe the wedding customs of the Arapaho.

3 Interpretation and analysis

List the reasons why the buffalo was so important to the Plains Indians. Use Source D to help you.

4 Communication

As you read in Unit 9.3, Native Americans did not use horses or guns until Europeans brought them to America. Until this time, Plains Indians hunted on foot using bows and arrows. Write a story which may have been used by a Plains story teller that explains how the use of horses changed the lives of the Plains nations. Use your school library, local library or the Internet to help you. Share your story with someone else in your class.

5 Empathy

Read Source E carefully. Imagine that you are a woman of the Oglala Sioux. Write a diary entry describing what is happening in Source E from your point of view. (Hint: what would you be doing during the events described in the source?). Use the information given in this unit to help you.

6 Research and Interpretation

Girls were trained to do the jobs that they would do as women of the tribe. Using the information given in this unit to help you, write down a list of what you think they would be taught to do. Next to each item, write at least one sentence that explains why you chose it.

KEY TERMS

- Plain Indians
- buffalo
- nomadic
- Dog Soldiers
- travois
- Circle of Life
- Great Spirit
- guardian spirit

9.9

THE PLAINS WARS

After Columbus had ‘discovered’ the Americas, the French, Spanish and the British explored the continent. In 1775, the people who lived in the British colonies along the east coast of North America won a War of Independence against Great Britain and set up the republic of the United States of America (see Source C). From that time, the United States grew westward until it reached the Pacific Ocean. Many Americans believed that it was their destiny to settle and control all of the parts of North America.

In 1834, the US government agreed that part of the Great Plains should be kept for Native Americans. However, as thousands of **pioneers** moved across America in search of a better life in the West, this was ignored. Gold was discovered in California in 1849 and a railway was built right across the country in 1869. The cattle industry grew to feed a growing nation. The huge cattle herds were driven across the plains from Texas to reach the railways and cattlemen built **ranches** on the Plains. This was the age of the cowboy and the ‘Wild West’.

From the 1840s to 1890, a long struggle between the Plains Indians and the settlers was fought. When large numbers of settlers moved through or into Native American lands, the traditional way of life was destroyed. Buffalo were shot and European diseases such as cholera and smallpox killed many Native Americans. The US government encouraged settlers to take up land on the Plains, which meant that Native Americans were forced to live in smaller areas.

Early attacks on settlers and wagon trains led the government to send the Army to the Plains. Agreements known as **treaties** were signed between the US government and Native American tribes. They were signed in 1851 and 1868. These treaties made the Native Americans agree to live in certain areas that would not be used by the settlers. In return, each tribe would be given money and food so that the people would survive when they could no longer hunt buffalo. The promises made by the US Government in these treaties were never kept. Native Americans were then moved onto small pieces of land called **reservations**. Without the freedom to move in search of the buffalo, the whole way of life of the Plains Indians was under threat. They decided to fight for their survival.

There were four wars between the Plains Indians and the US Army between 1855 and 1868. They were sparked by the harsh living conditions on reservations and the broken treaties. In 1862, Chief Little Crow of the Santee Sioux led an attack on settlers. The Santee had agreed to move to a reservation in 1861. When their crops failed, the Government representatives who ran the reservation did not help the Santee and they faced starvation. Three months of attacks by the Santee followed until the US Army could defeat them. After that, the Santee were moved to an even smaller reservation.

Source A

I am tired of fighting . . . It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food; no one knows where they are—perhaps freezing to death . . . Hear me, my chiefs! I am tired; my heart is sick and sad. From where the sun now stands I will fight no more forever.

Chief Joseph of the Nez Percés, after surrendering to the Army after trying to escape to Canada, 1877.

Source B

I do not understand how the massacre of Fetterman’s party could have been so complete . . . We must act with vindictive earnestness against the Sioux, even to their extermination, men, women and children.

General Sherman, who was in charge of the US Army on the Plains, in 1868.

INQUIRY QUESTIONS

- What are some of the key aspects of the contact between the indigenous and non indigenous peoples?
- How did indigenous peoples respond to colonisation?
- What were the results and legacy of colonisation for the indigenous people and the colonisers?



Map showing the growth of the United States of America from 1783 to 1853.

After a massacre of the Cheyenne at Sand Creek in November 1864, the Sioux, Cheyenne, Arapaho, Comanche and Kiowa joined together to attack settlers. This began a long war that ended when the exhausted Cheyenne, Comanches, Arapahos and Kiowas agreed to peace and moved from their hunting grounds to reservations. They realised that they could not win. The Oglala Sioux refused to give up. They were led by their chiefs Red Cloud, Crazy Horse and Sitting Bull, and were determined to fight for their own lands.

Conflict builds

When soldiers who were sent to protect woodcutters building a fort were ambushed by the Sioux in 1866, the US Government agreed to withdraw troops from that area. The US Army was humiliated by this retreat and decided to fight back. In 1868 the Great Sioux reservation was set up, which included sacred areas such as the Black Hills of Dakota. Red Cloud agreed to the treaty which moved the Sioux to the reservation, but Crazy Horse and Sitting Bull refused.



The Sioux Wars

In 1874, stories spread that gold could be found in the Black Hills of Dakota. **Prospectors** (people looking for gold) rushed into the area. This broke the agreement that the Sioux had made with the US Government in 1868. No settlers were supposed to enter the reservation. Although Red Cloud tried to make another agreement with the Government, other chiefs, such as Crazy Horse and Sitting Bull, again refused. They still hunted in the areas outside their reservation at this time.

The US government ordered the rebellious Sioux to go back to their reservation and they refused. President Grant declared war on them in December 1875.

The Battle of Little Bighorn

In 1876 2000 Sioux warriors gathered at a village of about 7000 rebel Sioux, which was at the foot of a mountain called Little Bighorn. The US Army found the village and decided to attack. Three units would attack from different places around the village. Crazy Horse led one group of warriors who fought off the first unit to attack.

Another unit was led by General George Custer. He ignored warnings from his own scouts who told him that the Sioux village was bigger than they realised and that they would not have enough bullets to fight them. Custer and all his men were killed in an attack.

News of the defeat shocked the nation. As a result Native Americans were moved to even smaller reservations, which were now controlled by the army. The Sioux were rounded up, their lands were taken away from them and they were treated as **prisoners of war**.

Wounded Knee

The buffalo were gone and there was little food on the new reservations. The Ghost Dance became popular. This was to put the people in touch with the Great Spirit and to make the white people leave and never return. This frightened the settlers.

In 1890 at Wounded Knee, the army stopped a group of 350 Sioux who were moving to another reservation. When one Sioux refused to give up his weapon, shots were fired, including two cannons, and about 300 of the Sioux were killed. Wounded Knee also killed any hope that Native Americans had of saving their way of life. They had lost their war.

Source D

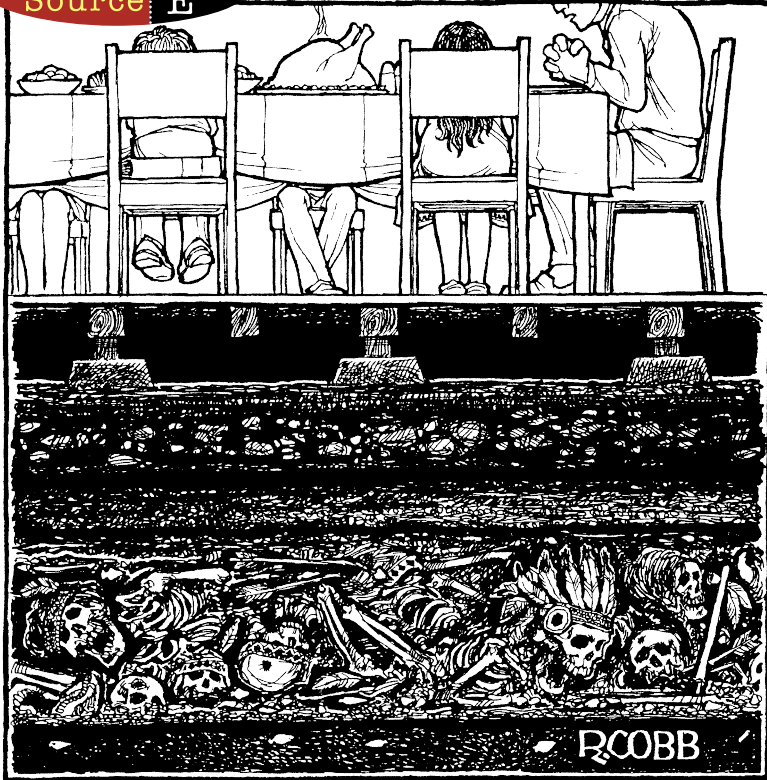
We were born naked and have been taught to hunt and live on the game. You tell us that we must learn to farm, live in one house, and take on your ways. Suppose the people living beyond the great sea should come and tell you that you must stop farming and kill your cattle, and take your houses and lands, what would you do? Would you not fight them?

Gall, a Hunkpapa Sioux, speaking in 1867.

FASCINATING FACTS

In 1980 the Sioux went to the United States Supreme Court to ask for their land of the Black Hills to be returned to them. They argued that the United States Government had broken the Fort Laramie Treaty of 1868 which had promised to give the Black Hills to the Sioux. The Supreme Court ruled that the United States Government had broken the treaty and awarded the Sioux 122 million dollars in compensation (to make up for the loss of the land). But the Sioux people said that they did not want money and, as one newspaper described, 'in an extraordinary stand of principle from the poorest people in America', they refused to take the money. The Sioux said that what they wanted was their home, the Black Hills. The money that the Supreme Court awarded to the Sioux has been kept in a bank and because of interest, has grown to about 300 million dollars.

Source E



'Thanksgiving' by Ron Cobb: a cartoon published in 1975.

FILMS AND VIDEOS

Cheyenne Autumn (1964)

Running time: 165 minutes



QUESTIONS AND ACTIVITIES

1 Interpretation and Analysis

Why was it important for the Plains Indians to be able to move freely around their lands?

2 Interpretation and Analysis

List the ways in which white settlement of the Plains affected Native American life.

3 Interpretation and Analysis

'The loss of the buffalo was a disaster for the Plains Indians.' Do you agree? Give reasons for your answer.

4 Empathy and Communication

Read Source A. Using the information in this unit, Sources A, B and D and your own research, write the rest of Chief Joseph's speech, explain what has happened to make you surrender. Write 8–10 lines.

5

Look carefully at Source C. Using this source, write a paragraph explaining how the United States grew.

6 Communication

Using your school library, local library or the Internet, find out more about the cult of the Ghost Dance. Write about the Ghost Dance:

- a** as a reporter for a newspaper in 1889
- b** as a young Sioux warrior in a letter to your family.

KEY TERMS

- pioneers
- ranches
- Wild West
- treaties
- reservations
- prospectors
- prisoners of war

9.10

THE SPIRIT LIVES: NATIVE AMERICANS TODAY

In the early 1900s, the United States government had a policy of **assimilation** of Native Americans. This meant that it wanted Indians to mix into White society and live in the same way as White people. It wanted to replace Indian ways with White ways. It planned to do this by educating Indian children in the same way that White children were taught. Many Indian traditions were destroyed because of this policy, and young Indians could not fully accept White culture. Now, we know that this probably happened because the Indian schools did not build on the students' Native American background and **heritage**. People did not realise how important it was to help Native Americans keep their traditions.

Preserving Native American culture

There are about 1.5 million Native Americans living throughout the United States today. The Bureau of Indian Affairs recognises 266 tribes in the United States. More than 50 per cent of Native Americans now live in cities. Some peoples, such as the Navaho, have very large reserves where they can keep some **tribal identity**, but others have no land. Many Native Americans suffer poverty, high unemployment, poor health and weak education. In some reservations, up to 50 per cent of Indians are unemployed. In others, the **life expectancy** (the average age people can expect to live to) is forty-five years, whereas in White American society, it is about seventy-five years. In some tribes, alcoholism (alcohol abuse) is a very serious problem.

Source B

Cherokees have changed since I was a boy . . . A lot of men and women work in town and have regular jobs at plants or on farms . . . My people have not really changed inside. Boys still play at hunting buffalo and English is still a struggle at school. In the spring Cherokees pick strawberries and eat the wild foods. And every summer the people come back and dance at the fires. Being an Indian, being a Cherokee, doesn't depend on how you dress or whether you have an old car or a young pony. The Cherokees in bright cars and neat suits are still men of the eagle race, the people of the eternal fire. And we are still a proud people who have kept alive a great spirit. The eternal fire still burns brightly for my people, the Cherokees.

A Cherokee tribesman, speaking in 1972.

Source A



Sioux on a special journey to mark the 100th anniversary of the Battle of Wounded Knee, in 1990.

Indians earn the least money of any **ethnic group** (race) in the USA. Native Americans fear these problems could destroy what is left of traditional Indian culture.

To fight these problems, some tribes are beginning to teach their young people to keep the traditions alive. Schools such as the one shown on page 180 are combining a Western education with traditional beliefs. Students are learning the languages, customs and histories of their nations in order to strengthen the students' Native American identity. Native Americans who have set up these schools hope that they will help the students to avoid the serious problems caused by lack of identity and low self-esteem. Recent studies have shown that in these tribes, alcohol abuse, despair and **illiteracy** (not being able to read or write) are beginning to become less of a problem.

Many Indians are trying to preserve their culture in other ways. In the northern summer of 1990, Mohawks in Canada set up barricades to protest against their traditional **burial grounds** being turned into a golf course. Others are rediscovering skills and traditions that were almost lost for ever. In 1992, the Canadian government began to work with the **First Nations** (the Canadian Indian people) on **land claims** and **self-government**. This means that the government agrees that the Indians had lands taken away from them in the past and that tribes have a right to look after their own affairs. Most people in Canada support these moves.

Mexico: The right to land

There are about eight million indigenous people in Mexico today, making up 11 per cent of the population. This includes Mayan Indians and descendants of the Aztecs, as well as other groups. Indian communities have been left with poor quality land that cannot provide them with enough food to survive, so many Indians work on large **plantations**. These plantations are usually on land that was taken from indigenous people. The right to land is, therefore, an important issue to Mexican Indians.

The plight of Mexican Indian peasants came to world attention on 1 January 1994, when towns in the state of Chiapas were attacked and overtaken by the Zapatista National Liberation Army. Many of the **Zapatistas**, as they are known, are indigenous people. They declared war on the Mexican government, which sent 12 000 troops to fight the rebels. After nine days of fighting, which led to at least 100 deaths, a **ceasefire** was called by the Mexican president.

Source C

How would you like it if I took my picnic basket, my family and dog into your church while you were praying?

Bill Tallbull, a tribal elder of the Northern Cheyenne, explaining why his tribe is fighting against their sacred site of Medicine Wheel being turned into a tourist park.

QUESTIONS AND ACTIVITIES

1 Empathy

Imagine you are one of the people in Source A. Explain why you are gathering to remember Wounded Knee.

- 2 What is Bill Tallbull saying in Source C? Why are sacred sites very important to Native Americans?

3 Interpretation and Analysis

- a List three reasons why you think Source B was included in this section.
- b How does this source help you to understand some of the reasons for the survival of the Cherokee nation?

4 Research and Analysis

List three things that can be done to help solve the problems faced by Native Americans today. What are Native Americans doing to solve these problems?

5 Communication

Design a poster that shows the problems that the descendants of the Aztecs face today.

KEY TERMS

- assimilation
- heritage
- tribal identity
- life expectancy
- ethnic group
- illiteracy
- burial grounds
- First Nations
- land claims
- self-government
- plantations
- Zapatistas
- cease fire

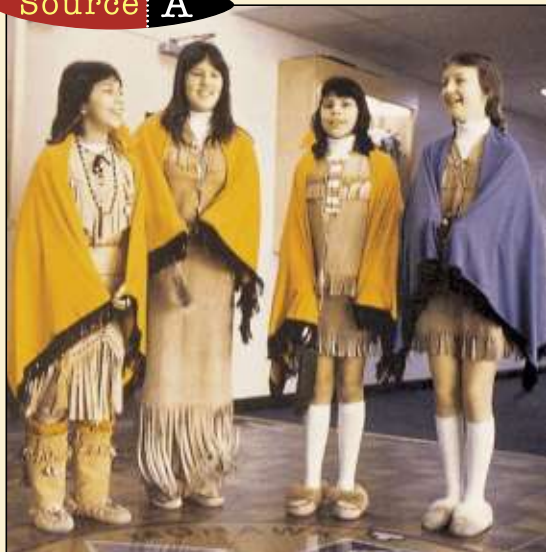
INQUIRY QUESTION

- What were the results and legacy of colonisation for the indigenous people and the colonisers?

CHAPTER REVIEW

In this chapter, you have learnt about the ways in which European colonisation affected the Plains Indians and the Aztecs. You have thought about why the colonies were important for Europeans and what their attitudes were to the people who lived in the places that they discovered. You have also seen how a growing new nation, the United States, affected the people who had lived there for centuries. Although you seen how ways of life have been lost, you have also seen how indigenous people are determined to survive and to pass on their heritage to the next generations.

Source A



Students at a Mohawk school.

QUESTIONS AND ACTIVITIES

1 Interpretation and Analysis

Why did Europeans like Christopher Columbus go on voyages of discovery?

2 Communication

Imagine that you have been asked by the United Nations to give some suggestions on how the problems faced by indigenous people might be solved. Write a report that outlines the problems faced by indigenous people today and suggest some ways in which these problems might be solved. Use the information in this unit and in Source A to help you.

RESEARCH AND PROJECTS

1 Communication

Class debate: 'Colonisation was always harmful for the indigenous people of the country that was colonised'.

2 Research

Using your school library, local library or the Internet, find out about how other parts of the world, such as South Africa, India or China, were colonised. Prepare a presentation for your class using your research. Your presentation could include:

- The European explorer who discovered this place
- Why the colony was important
- How the people who originally lived there reacted to the Europeans
- How the European colonisers governed their colony.