Section 1: Arrival & Contact

Introduction

This section focuses upon the development and interaction of European and First Nation societies in North America. I begin with an introduction to the Land Bridge Theory and finish with an analysis of the French colony of Acadia.

The process of settling North America took thousands of years to complete. The descendants of migrant hunters from Asia were initially responsible for peopling this vast land of ours. This section describes in great detail the culture and world-view of several prominent First Nations.

The middle of the section focuses more upon the Europeans who colonize the eastern seaboard of North America. Various topics will be discussed, i.e. the fur trade, the destruction of Huronia, missionary work, colonial war, and the disappearance of First Nations groups due to the presence/activities of the European settlers.

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People first arrived in North America during the last ice age around 13,000 years ago.	**1.0). Introduction: Land Bridge Theory** 1). Settlers from Asia crossed a land bridge called **Beringia**. These Asian settlers evolved into such civilizations as the Aztecs, Blackfoot, Incans, and Iroquois.	**Beringia**: a land bridge joining Alaska to Asia.
	Problems With the Land Bridge Theory 1). In the 1930s, the Land Bridge Theory was our best explanation for how people settled North America. 2). The Theory was backed up by multiple lines of evidence, e.g. **radiocarbon dating, glaciers**, **ice-free corridor**, **archaeological sites**, and **genetics**. 3). This theory's main weakness is it predicted that there was only ever one human migration to North America. 4). Scientists developed the Land Bridge Theory through a combination of evidence gathering and the use of logical conjecture.	**Radiocarbon Dating**: the first reliable technique of determining the absolute age of a carbon-based (organic) object. **Glaciers**: massive sheets of ice covered the interior of North America preventing human settlement. **Ice-free Corridor**: geological evidence surfaced in the mid 20th century suggesting a corridor stretching from Alaska through Alberta might have existed during the previous ice age. **Archaeological Sites**: the oldest sites of human settlement have so far been found mainly on the West Coast. **Genetics**: advances in genetics allowed us to test how similar the DNA of Siberians was to First Nations peoples. **Logical Conjecture**: arriving at conclusions (through assumptions) based on the evidence currently in your possession.

Logical Conjecture
1). Logical conjecture is a technique used by scientists to put together a "big picture" (or complete a puzzle) without necessarily having all the pieces.
2). Logical conjecture is not the same as an educated guess; this is because guesses are just random while science-based conjectures always start from the evidence we have.
3). Logical conjecture is potentially problematic, i.e. it can lead us in wrong directions or cause us to make faulty assumptions about reality.

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The Problem of Expectations 1). Scientists inherit assumptions from their **parent culture.** The parent culture shapes how they look at the world (which can affect the theories they develop). 2). The more subjective the scientific study the more likely it is going to be affected by the parent culture. 3). When developing a theory like the Land Bridge Theory archaeologists might unwittingly be affected by the parent culture, i.e. certain options will be "living" and some will be "dead" when they enter in to a study. 4). These living and dead options can lead us to make certain assumptions. These assumptions in turn can cause us to have certain **expectations**.		**Parent Culture**: the way we think is influenced by the country or region we happen to born in to. **Assumption**: accepting something as true or as certain without proof. **Expectations**: a strong belief something will happen or be the case in the future.
The Landy Bridge Theory is Questioned 1). Over the past several decades the following two myths have been taught in high school history and social studies classrooms: i). Before the arrival of Columbus (1492 AD) the "New World" was an untamed wilderness. ii). The Indians that did live here were unremarkable and without civilization. 2). Some students become professional teachers and some scientists. They then pass on these two myths to the next generation. 3). It is wise to remain skeptical of even our best established theories. This is the only way we can progress or improve our understanding. 4). The Land Bridge Theory came in to question in 1997 when archaeologists found a site, e.g. **Chinchihuapi Creek,** etc. in South America which suggested people travelled to the New World much earlier than the theory predicted.		**Skepticism**: a state of questioning; the belief that belief should be backed up by facts at some level. **Chinchihuapi Creek**: a site at Monte Verde in South America which dates to earlier than 13,000 BCE. According to the Land Bridge Theory this settlement could not exist. Yet, exist it does.
An agricultural revolution took place in the Middle East. This gave birth to the first great civilizations of the "Old World". *A second agricultural revolution took place in Mesoamerica giving birth to the first great civilization of the "New World".*	**1.0.1). Introduction Continued** 1). An **agricultural revolution** took place in the Fertile Crescent (Middle East around 5000 years ago). 2). The first "great" civilization to make use of farming, iron tools, writing, and the wheel was Sumeria (3000 BCE). 3). The agricultural revolution encouraged the growth of the Olmec civilization in 1800 BCE. The Olmecs, like the Sumerians, had writing, mathematics, political and economic systems. They also practiced a religion. 4). Over the next one thousand years various civilizations sprang up all around the Americas.	**Agricultural Revolution**: the move away from being dependent solely upon hunting and gathering for survival.
A significant amount of time passed between the appearance of humans the emergence of the first civilization (over 200 thousand years).	**Prehistory & the Fossil Record** 1). The **fossil record** is useful because it tells us a number of things about **prehistory**.	**Fossil Record**: the fossilized remains of plants and animals. **Prehistory**: the period before human beings started writing down their histories.

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Over the past several hundred years historians have unwittingly been teaching people myths about North America. In particular, the idea that no one was here when the Europeans arrived in 1492 has been debunked in multiple ways, e.g. genetic, literary, historical and archaeological evidence.	2). Scientists and historians have used the fossil record and the **oral history** of the First Nations to piece together what life was like in ancient times. 3). Through the oral history we have learned about the profound respect and connection First Nations peoples felt for Nature and their extended families. 4). Prior to the arrival of the Europeans Native Americans had towns, cities, and villages throughout the **Western Hemisphere**. 5). After the arrival of European settlers, diseases ravaged the **indigenous** peoples of so-called New World.	**Oral History**: a verbal account or history used by every society prior to the invention of writing, e.g. the Old Testament existed in oral form for centuries. **Western Hemisphere**: a term used to refer collectively to North, Central and South America. The term "Americas" is synonymous with Western Hemisphere. **Indigenous**: someone or something that is native or naturally found in a specific area.
Ecosystems & Succession 1). In every ecosystem, life develops according to a well-defined sequence of steps scientists call the **Principle of Succession**. 2). Indians used their knowledge of Nature to make succession work for them. In particular, the burned away unwanted forests and vegetation to establish well-ordered orchards, farmland and grasslands to encourage big game to live near their settlements. 3). Before 1492 the entire Eastern Woodlands region was an "ecological patchwork" of gardens, farms, orchards, fisheries, and causeways. Indians established this "patchwork" a thousand years before any European placed a foot on North American soil.		**Principle of Succession**: without exception ecosystems develop over time from small plant forms, to medium-sized ones, until this process ends with the introduction of "climax species".
Indian Fire & the Bison 1). Bison were originally confined to the Great Plains of North America. However, Indians used fire to burn a path for these immense creatures to follow as far east as New York. 2). Indians practiced a form of **animal husbandry** Europeans would not have recognized. 3). Indians societies were also expert farmers. They controlled bison populations so herds wouldn't trample their crops. 4). In the decades following the arrival of Europeans, disease killed off approximately 90% of the Native American population. 5). The number of trees and bison exploded without anyone present to manage them. 6). Within a couple generations Europeans forgot that Indians had once dominated the land and the myth of the "untamed wilderness" was born.		**Animal Husbandry**: the science of caring for animals. The Indians "harvested" these animals; they did not "hunt" them.

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Before the arrival of the Europeans in 1492 two-thirds of Canada and the United States was being farmed by the different Indian nations. The Eastern Seaboard, where the Pilgrims landed, was not originally covered by thick, dense forest. Instead, the forest had been pushed back by the Indians who established farms all along the coast. *With the disappearance of the Indians the forest took back control of the land and the bison population exploded.*	**Cahokia: Indian Influence** 1). In the pre-1942 world, evidence of Indian activity was everywhere. One of the more remarkable places would have been **Cahokia** (a town with a population in the thousands was established here). 2). In Mexico Indians shaped eco-systems in the Yucatan and Mexican basin to make them suitable for farming. 3). Indians used **terracing** and **irrigation** to help improve the land's productivity. 4). Indians in the **Beni** constructed a series of waterways and berms for fishing and travel. 5). In 1539, Spanish explorers wrote accounts of how when they travelled in to the interior of North America they encountered towns, cities, villages, etc. but no bison to speak of. However, by the time French explorer Rene la Salle returned to the area in 1678 he observed that he couldn't find a single person. However, la Salle did observe that he found herds of bison grazing.	**Cahokia**: was the largest man made structure in North America until the emergence of the skyscrapers in the 20th century. The place was home to a ruling caste of politicians and priests; it was supported by a sizable population which projected its influence and power a significant distance. **Terracing**: the excavation of a hill or mountainside to create flat spaces in which to plant crops. **Irrigation**: the deliberate redirection of water from a river, water fall, stream, etc. to crops or orchards. **Beni**: a region in southwest Bolivia where some of the oldest human settlements have been found. Although the people are gone there is an abundance of evidence of them being here, e.g. the ground for miles has been unmistakably carved to create waterways.
Most Native American groups belonged to one type of confederation or another, e.g. Blackfoot Confederacy, Five Nations, Huron Confederation, Civilized Tribes, etc.	**The First Peoples** 1). Individual tribes (or nations) who belong to a **confederation** remain separate from one another; however, during times of need, e.g. invasion, times of war, etc. individual nations cooperate with one another to make common cause.	**Confederation**: a union of political organizations or nations.
The Inuit established a society in the Artic. *The Haida constructed their civilization in modern-day British Columbia.* *The Huron Confederacy established themselves as rivals to the Iroquois in the Eastern Woodlands.*	**Inuit, Haida & Huron Nations** 1). The Inuit were the last to arrive to North America. 2). The Haida of the Pacific Northwest practiced **private ownership** and lived following a **caste system**. 3). The Huron lived in **palisaded villages**. They formed an alliance with the early French settlers whose leader was **Samuel de Champlain.**	**Private Ownership:** property not owned communally. **Caste System**: social class is determined by heredity. **Palisaded Villages**: a village protected by a barrier. **Samuel de Champlain:** founder of Quebec City and the colony of New France.

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The Five Nations (or Iroquois Confederacy) were the most powerful group in the Eastern Woodlands in the 15th Century.	**1.1). The Five Nations** 1). The Seneca, Oneida, Mohawk, Onondaga, and Cayuga, were the five members. They Five Nations had a sophisticated political system. 2). Each nation maintained its independence while submitting to a central power called the Great Council of Chiefs ("**sachem council**").	**Sachem Council**: members of the council were appointed by matriarchs (women elders); sachem is another word for "chief"; chiefs collectively decided upon pursuing this or that course of action through a democratic process.
Early in their history the Iroquois peoples fought one another. Dekanahwidah convinced these peoples to quit fighting one another and form a confederacy.	**The Iroquois Confederacy** 1). Dekanahwidah brought the confederacy something called the "**Great Law**."	**Dekanahwidah**: likely existed but his reputation over time turned him into some sort of mythical figure. **Great Law**: an oral system of laws; a constitution; a series of guidelines informing both the rulers and ruled what was fair and what was illegal.
*The Iroquois Confederacy was feared by most in the Eastern Woodlands region. The Ganiengehaka (or **Mohawk**) were the most feared of the Five Nations.*	**Iroquois Influence & Execution Rituals** 1). Whenever Iroquoian warriors captured a prisoner, they either adopted him or killed him over a very long time through a process of ritualized torture.	**Mohawk**: (Mowak) was a name given to this Iroquois group by the Huron and it meant "eaters of men."
Iroquoian society was remarkably well-organized and progressive; it's greatest strength was integration; everyone had a role and enjoyed some decision-making power.	**Authority & its Breakdown** 1). Iroquoian society was **matriarchal**; that is, women were given a central role in the appointing and removal of male leaders who belonged to the sachem council. Women prevented inept and selfish leaders from becoming part of the council. 2). Europeans practiced a **patriarchal** society; one dominated by males in which females were completely excluded from decision-making. 3). Europeans influenced Iroquoian males to remove women from decision-making. This eventually destroyed the **social cohesion** of Iroquoian society making them weaker.	**Matriarchal**: a society in which women play a central role in decision-making or form the basis of all power. **Patriarchal**: a male dominated society. **Social Cohesion**: unity and s sense of community are important characteristics for the healthy functioning of any society.
The Beothuk were the first to come into contact with Europeans (Vikings) in 1,000 AD. *They were also one of the first to be eradicated or go extinct.*	**The Beothuk** 1). The first English settlement was established at St. John's. 2). English settlements cut the Beothuk off from their traditional hunting and fishing grounds. 3). This created conditions for conflict and the English used their technological superiority to hunt the Beothuk to extinction.	**Shawnadithit**: the last of the Beothuk who died in 1823 from tuberculosis.

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The Vikings established fishing communities on the northern coast of Newfoundland (1,000 AD).	**1.2). Arrival & Contact** 1). The Vikings called the Beothuk Indians "**Skraelings**." 2). The Beothuk and Vikings mistrusted and fought one another. The Vikings eventually abandoned their settlements never to return.	**Skraelings**: a Norse word meaning "small and withered."
The next recorded visit did not occur for another five-hundred years. An Italian named John Cabot sailed for England "rediscovered" Newfoundland in the 16th Century.	**Don't Go West Young Man** 1). The Europeans brought disease with them. Approximately 90% of all the indigenous peoples of North and Central America succumbed to diseases like small pox, measles, typhus, etc.	
Europeans were attracted to North America for economic , political and religious reasons.	**Why Did the Europeans Come?** <u>Economic Factors</u>: gold, furs, lumber, and cod fish, etc. encouraged French, English, and the Spanish to establish settlements in the "**New World**." <u>Political Factors</u>: Europe was overpopulated and North American colonies offered a place to place this excess population; kingdoms like France and England competed with one another for the prestige (reputation) of establishing overseas colonies/empires. <u>Religious Factors</u>: the desire to convert the peoples of North America to Christianity likewise encouraged the establishment of settlements like St. Augustine and Montreal.	**New World**: a metaphor used to describe North America by those from the "Old World" or Europe.
	The Explorers: Columbus 1). Columbus sailed for Spain. He convinced King Ferdinand and Queen Isabella that an inexpensive sea route could be found to the lucrative spice trade in India. 2). Columbus discovered Jamaica in 1492 AD.	**Columbus**: a Genoese sailor who sailed for Spain. He became the Governor of Jamaica.
	John Cabot 1). Cabot sailed for England (Henry VII). He convinced the king that a more northerly route to the spice trade could be found. 2). In 1497 AD, he explored the North American coast from Baffin Island to Maryland. He has since been referred to as the "Discoverer of Canada."	**Cabot**: an Italian (Giovanni Cabotto) who sailed for England.
	Jacques Cartier 1). Cartier arrived off the coast of Newfoundland in 1534 AD. 2). He later established a settlement; but the settlers were pushed out due to pressure from the surrounding First Nations.	**Cartier**: a Frenchman who sailed for France.

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The English settled at Newfoundland; however, the first French settlement was established on the St. Lawrence River.	**How Canada Got its Name** 1). Canada was a country named by mistake. Cartier overheard an Iroquoian man refer to his villages as "kanata." Cartier mistakenly believed the word was used to refer to the entire country of "Canada."	**Donnacona**: an Iroquoian chief that Cartier took to visit the King of France.
*England established a settlement at Newfoundland to take advantage of the abundant cod fish found at the **Grand Banks**.*	**1.3). Newfoundland & New France** 1). Both England and France put resources into exploration in order to find a route to the spice trade. 2). England and France also wanted to find mineral wealth, i.e. gold, silver, etc. like the Spanish had found in Central America. 3). They didn't find either. Instead, they found something unexpected—an extremely lucrative cod fishery. 4). The fur trade eventually developed out of the cod fishery.	**Grand Banks**: an ocean region found off the southeastern coast of Newfoundland.
The St. John's Colony was beset by all sorts of problems like starvation, disease, and pirates.	**Gilbert & Guy** 1). Gilbert was commissioned by the queen to establish a permanent settlement at St. John's, Newfoundland (1583).	**Queen Elizabeth I**: the "Virgin Queen" who commissioned the creation of St. John's. **Humphrey Gilbert**: first governor of St. John's. **John Guy**: first Englishman to make contact with Beothuk.
The Beothuk were destroyed by a combination of genocide and disease.	**Genocide** 1). The English settled in all the best areas cutting the Beothuk off form their traditional hunting and fishing grounds. 2). The Beothuk stole from the English and the Europeans responded by killing the **aboriginals**.	**Genocide**: the systematic and deliberate killing of a particular racial or cultural group. **Aboriginal**: a person who was born in a particular place; indigenous to an area.
France was first and foremost interested in finding gold and/or diamonds. Eventually they explored the idea of establishing permanent settlements. *However, France was torn apart by war fought between Protestants and Catholics.*	**New France** 1). Cartier attempted to establish a French colony in 1541 but failed. 2). The **French Wars of Religion** kept the Crown of France occupied for the next five decades. 3). French settlement began again under the leadership of the King **Henry IV** of Navarre. 4). Henry IV didn't want to spend his own money on establishing a settlement. Instead, he granted a group of French merchants called the **One-Hundred Associates** the right to settle "New France." In return the "Associates" were given a monopoly on the fur trade.	**French Wars of Religion**: a civil war fought between Protestants and Catholics. **Henry IV**: a Protestant who converted to Catholicism in order to bring peace to his war torn country. He believed in religious toleration. **One-Hundred Associates**: a company of private businessmen interested in exploiting the resources of North America.

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Quebec's importance and strategic location where the St. Lawrence "narrowed" invited attacks from both the English and Spanish. It was clear that whoever controlled Quebec controlled access in and out of the Great Lakes area.	5). **Champlain** arrived to the site of New France in 1608. 6). The settlement was called "**Quebec**."	**Samuel de Champlain**: founded and was the first governor of New France. **Quebec**: an Algonquin word literally meaning "where the river narrows."
The French and Huron became military allies and trading partners following the battle at Ticonderoga Point.	**The First Nations & New France** 1). Champlain was anxious to establish good relations and trade with the local First Nations, i.e. Huron. 2). He accompanied the Huron on an attack against the Iroquois. 3). The Huron/French encountered the Iroquois at Ticonderoga Point. 4). The French used their rifles to cut down the chiefs of the Iroquois which sent the enemies of the Huron running away in retreat. 5). The French and Huron became steadfast allies following this skirmish.	
In the first half of the 16th Century, the struggle for control of the cod fishery (not the fur trade) was the primary cause of colonial rivalry in North America.	**1.4 The Fur Trade** 1). Aboriginal people offered fur in exchange for European technologies and tools. 2). The **Canadian Shield** region was rich in fur-bearing animals. 3). The first French to live among the Huron were called "*coureurs des bois*" (runners of the woods). The *coureurs* intermarried with the Huron thereby contributing to the creation of the "**Metis**" nation.	**Canadian Shield**: a rocky area of central-eastern Canada containing the Great Lakes and St. Lawrence River system. **Metis**: (literally meaning "mixed") were the produce of European and aboriginal marriage.
	The Fur Trade Process 1). The fur trade was a complex network involving people in both Europe and North America. 2). The fur trade was well established before the Europeans ever arrived as the indigenous peoples of North America traded with one another. 3). European traders who traveled westward into the interior of the continent discovered that their trade goods preceded them by decades.	**Merchants**: lived and managed the fur trade from France. **Marchand-equipeur**: the merchant's direct representative in North America. He hired crews, imported goods, and encouraged local businessmen to invest in the fur trade. **Marchand-Voyageur**: travelling merchant who did the actual buying and negotiating with aboriginal trappers. **Engages**: (also known as "voyageurs") worked as canoe paddlers, porters, and general labourers.

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Champlain sent ambassadors to live among the Huron so that the French could map and learn the Great Lakes area. *The merchants of New France did not want the Huron converted to Christianity because they felt it would somehow hurt the fur trade.*	**The Ambassadors** 1). Champlain was eager to improve relations with the Huron and to learn the lay of the land; therefore, he sent ambassadors (called "*trucements*") to live among the Huron. 2). These **ambassadors** learned the Huron language, trapped and traveled with them, and married Huron women. 3). The **Jesuits** also lived among the Huron in an attempt to convert them to Christianity.	**Etienne Brule**: was the adoptive son of Champlain and one of the first ambassadors to the Huron. **Ethnologist**: a person who analyzes or studies cultures other than their own. **Ambassadors**: also called *trucements* lived among the Huron to learn their ways, language, trade routes, etc. **Jesuits**: a religious order of the Catholic Church otherwise known as the Society of Jesus.
Champlain insisted the Huron convert to Christianity. He encouraged their conversion by insisting he would only conduct trade with specifically "Christian" Huron. *Many Huron therefore only converted to Christianity out of expedience. Nonetheless, the introduction of Christianity to Huronia had destructive consequences.*	**God's Work** 1). The Recollets were the first missionaries to arrive in New France. They believed the Huron had to become "French" before they could become "Christian." They failed to convert very many Huron to Christianity. 2). The Jesuits lived among the Huron, translated the Bible into their language, etc. and were far more successful in converting the Huron. 3). The Jesuits unwittingly killed the Huron by passing on European diseases like **small pox**, flu, measles, etc.	**Small Pox**: an acute, highly contagious disease that causes high fever and "skin eruptions" (blisters). The disease was usually fatal to the aboriginal peoples of North America.
Disease introduced by the Europeans decimated the Huron population. In their weakened state, they could not defend themselves from attack.	**The Destruction of Huronia (1648)** 1). The Iroquois launched a full-scale invasion of Huronia and destroyed every village. 2). The Iroquois captured and tortured Jesuit priests. 3). Allies of the Huron like the Neutral, Petun, and Erie First Nations were also targeted by the Iroquois.	
Acadia was beset by internal problems as the colony's loyalty was divided between two competing men.	**Acadia** 1). Port Royal was the main settlement in the French colony of Acadia (Nova Scotia). 2). The French allied themselves to the local **Micmac** First Nation.	**Pierre du gua de Monts**: founded the settlement of Port Royal. He moved to Quebec and the colony withered away. **Micmac**: a nation living in Eastern Canada (predominantly the Maritimes).

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Two rival governors competed for control of Acadia at the same time. This made it hard for the colony to prosper.	**The Acadian Civil War** 1). The colony was divided into two rival factions—one supported **d'Aulay** and a man named **la Tour**. 2). D'Aulay gained control of the colony after capturing Fort la Tour. The fort was defended by **Madame la Tour**. 3). In 1650, d'Aulay died in an accident. La Tour returned, married d'Aulay's widow, and re-established himself as leader of Acadia.	**Charles d'Aulay**: won the rank of "Governor of Acadia" during a poker game. **Charles la Tour**: was actually appointed by the French king of the time to be governor of Acadia. **Madame la Tour**: earned the nickname "Lioness of Acadia" for leading a stubborn defence of Fort la Tour against d'Aulay's forces.