

<Name>
US History
Mr. Burns
<Due Date>

Crash Course US History 01: The Black Legend, Native Americans, and Spaniards

Instructions: Watch the Crash Course. **Complete** the guided notes. **Answer** the questions. **Summarize** each section. **Add** any “Notable Quotables.”

Time Stamp: From 00:00 to 01:52	
Notes	Summary
Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.	Utilize the space below to summarize the main ideas of this note section.
<p>Hi, I'm John Green and this is Crash Course US History. No, Stan, that's not going to work, actually. I mean, we're talking about the sixteenth century today when <i>this</i> was neither 'united' nor 'states'. By the way, this globe reflects the fact that I believe that Alaskan statehood is illegitimate! In fact, we're going to call this whole show "US History", but inevitably, it's going to involve other parts of the world and also, not to brag, a small part of the moon. Sorry, we can be a little bit self-aggrandizing sometimes here in America.</p> <p>So to begin US History, we're not going to talk about the United States or this guy, we're going to talk about the people who lived here before any Europeans showed up.</p> <p>North America was home to a great variety of people, so it's difficult to generalize, but here's what we <i>can</i> say:</p>	<ul style="list-style-type: none">•
	Notable Quotables Utilize the space below to note any quotations from this section that supports the main idea of the video or section.
	1.

One, when the Europeans arrived, there were no classical style civilizations, with monumental architecture and empires like the [redacted] or the [redacted].

And two, Native North Americans had no metalwork, no gunpowder, no wheels, no [redacted] and no domesticated animals. However, they did have farming, complex social and political structures and widespread trade networks.

Mr. Green, Mr. Green! So, they were pretty backward, huh? Well, I mean, or at least, primitive.

"Primitive" is a funny word, me from the past, because it implies a [redacted] - the simple people, who never used more than they needed, and had no use for guns - and it also implies an [redacted]. It's like you believe that just because you have a beeper and they didn't, they were somehow less evolved humans.

But you can't say the human story is one that goes from [redacted] to [redacted]. That's not just Euro-centric, that's contemporary-centric. The idea that we're moving forward as a species implies a linear progression that just does not reflect the reality of life on this planet. I get that you like to imagine yourself as the result of millennia of advancement and the very pinnacle of human-ness, but from where I'm sitting, that worldview is a lot more backwards than living without the wheel.

Questions

Answer the questions below to understand the major ideas from this section.

1. What were the attributes that Mr. Green indicates are the qualities of a "classical civilization"?
2. What are the two words that Green would like us to refrain from using in the study of history?

Time Stamp: From [1:52](#) to 02:53

Notes

Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.

Summary

Utilize the space below to summarize the main ideas of this note section.

<p>So, no one knows exactly how many people lived in North America before the Europeans got here. Some estimates are as high as [redacted] million, but in the present US borders, the guesses are between [redacted] million. And like other Native Americans, their populations were decimated by diseases such as smallpox and influenza. Actually, it was much worse than decimation. As many of you have pointed out, 'decimation' means 'one in ten'. This was much worse than that, it was closer, maybe, to [redacted], which would be an 'octicimation'.</p> <p>So there had been civilizations in North America, but they peaked before the Europeans arrived. The Zuni and Hopi civilizations, roundabout here, peaked about 1200 CE. They had large, [redacted] in canyons, which they probably left because of drought. CrashCourse World History fans will remember that environmental degradation often causes the decline of civilizations- I'm looking at <i>you</i>, Indus Valley, and also <i>you</i>, entire future Earth. But complex civilizations weren't the rule in North America, and now we're about to begin generalizing - a bad habit historians have, partly because there's a limited historical record, but also because [redacted] historians have a bad habit of primitivizing and simplifying others.</p>	<div data-bbox="1291 196 1913 256">●</div> <div data-bbox="1291 256 1913 386"> Notable Quotables Utilize the space below to note any quotations from this section that supports the main idea of the video or section. </div> <div data-bbox="1291 386 1913 859">1.</div>
<div data-bbox="195 859 1913 963"> <h3 style="text-align: center;">Questions</h3> <p style="text-align: center;">Answer the questions below to understand the major ideas from this section.</p> </div>	
<div data-bbox="195 963 1913 1060"> <p>3. Worse than decimation, approximately what ratio of native peoples were killed by diseases like small pox and influenza?</p> <p>4. What is a bad habit historians have?</p> </div>	

<div data-bbox="195 1141 1913 1214">Time Stamp: From 02:53 to 04:23</div>	
<div data-bbox="195 1214 1278 1344"> <h3 style="text-align: center;">Notes</h3> <p>Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.</p> </div>	<div data-bbox="1278 1214 1913 1344"> <h3 style="text-align: center;">Summary</h3> <p>Utilize the space below to summarize the main ideas of this note section.</p> </div>
<div data-bbox="195 1344 1278 1404">So I want to underscore that there was huge [redacted] in the pre-Columbus American</div>	<div data-bbox="1278 1344 1913 1404">●</div>

experience, and that talking about someone who lived *here*, in 1000 BCE, and talking about someone who lived *here* 2000 years later, is just inherently problematic.

That said, let's go to the Thought Bubble.

Most Native groups in most places organized as [redacted], and their lives were dominated by the natural [redacted] available where they lived. So, West Coast Indians primarily lived by fishing, gathering and hunting [redacted]. Great Plains Indians were often [redacted] hunters. These tribal bands often united into loose confederacies or leagues, the best known of which was probably the [redacted], also called The Great League of Peace. This was kind of like an upstate New York version of NATO, but without nuclear weapons or the incessant international meddling or Latvians. OK, it was nothing like NATO, actually.

[redacted] usually involved a vibrant spiritual world, with ceremonies geared towards the tribe's lifestyle. Hunting tribes focused on animals, agricultural tribes on good harvests, and most Indian groups believed in a [redacted], who stood above all the other deities, but they weren't monotheistic in the way that Christians who came to the New World were. American Indians also saw property very differently from Europeans. To First Peoples, land was a [redacted] resource that village leaders could assign families to use, but not to own, and most land was seen as common to [redacted]. As Black Hawk, a leader of the Sauk tribe said, "The Great Spirit gave it to his children to live upon and cultivate as far as necessary for their subsistence; and so long as they occupy and cultivate it, they have a right to the soil."

Notable Quotables

Utilize the space below to note any quotations from this section that supports the main idea of the video or section.

2.

Questions

Answer the questions below to understand the major ideas from this section.

5. What did West Coast tribal groups rely upon for their survival?
6. What was the best known league of trading tribal groups?
7. How was property viewed by most native peoples of the Americas?

Time Stamp: From [04:23](#) to 05:32

Notes

Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.

Thanks, Thought Bubble. So many of us tend to romanticize American Indians as being immune from greed and class, but in fact, there were class distinctions in Indian tribes. Rulers tended to come from the same families, for instance. That said, wealth was much more [redacted] than it was in Europe.

And while most tribal leaders were men, many tribes were [redacted], meaning that children became members of their mother's family. Also, women were often important religious leaders. Women also often owned dwellings and tools, although not land, because, again, that idea did not exist. Also, in many tribes, women engaging in pre-marital skoodilypooping wasn't taboo. In general, they were just much less obsessed with female chastity than Europeans were. I mean, I will remind you the first English settlement in America was called "Virginia".

The idea that Native Americans were "noble savages" - somehow purer than Europeans and untouched by their vices - is not a new one. Like, some of the earliest Europeans saw the Indians as paragons of physical beauty and innocent of Europeans' worst characteristics. But for most Europeans, there was little "noble" about what they saw as pure Indian savagery. I mean, Indians didn't have writing, they suffered from the terrible character flaw of being able to have sex without feeling ashamed, and most importantly, they weren't [redacted].

Summary

Utilize the space below to summarize the main ideas of this note section.

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Notable Quotables

Utilize the space below to note any quotations from this section that supports the main idea of the video or section.

3.

Questions

Answer the questions below to understand the major ideas from this section.

8. How did the distribution of wealth within Native American groups compare to typical European distribution?
9. How was life for Native women different from the traditional European woman?
10. What three attributes does Green attribute to the depiction of Natives being "savages"?

Time Stamp: From [05:32](#) to 07:21

Notes

Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.

The [redacted] were the first Europeans to explore this part of the world. Juan Ponce de León arrived in what is now Florida in 1513, looking for [redacted] and the fabled Fountain of Youth. In 1521, he encountered a Calusa brave's poison-tipped arrow and died, before discovering that the Fountain of Youth is, of course, delicious Diet Dr. Pepper. Mmm. Aah, I can taste all 23 flavors.

There were many more Spanish explorers in the first half of the 16th century, including one Álvaro Núñez Cabeza de Vaca, who wandered through the American Southwest, looking for [redacted], which I mention entirely because I think that guy's last name means "Cow Head".

Of course, none of these people found any [redacted], but they did make later European colonization easier by bringing over the microbes that wiped out [redacted] Native populations.

So the Spanish wanted to colonize Florida to set up military bases to thwart the pirates who preyed on silver-laden Spanish galleons coming out of Mexico. But Spanish [redacted] also came over, hoping to convert local Native populations. This, of course, worked out magnificently, just kidding it went terribly, and many of the missions were destroyed by an uprising of Guale Indians in 1597. And I will remind you, mispronouncing things is my thing.

In general, colonizing Florida sucked because it was hot and mosquito-y. Spain was much more successful at colonizing the [redacted]. In 1610, Spain established its first permanent settlement in the Southwest, at Santa Fe, New Mexico, and you couldn't really say that it flourished, since Santa Fe's population never got much above [redacted], but it had a great small town feel.

And New Mexico is really important, because it's the site of the first large-scale [redacted] by

Summary

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Notable Quotables

Utilize the space below to note any quotations from this section that supports the main idea of the video or section.

4.

Native Americans against Europeans. I mean, the native people, who the Spanish called Pueblos, had seen their fortunes decline significantly since the arrival of Europeans. How much decline? Well, between 1600 and 1680, their population went from about [redacted] to about [redacted]. Also, the Franciscan friars who came to convert the indigenous people became increasingly militant about stamping out all native religion. The Spanish Inquisition just wasn't very keen on the kind of cultural blending that made early conversion efforts successful.

Questions

Answer the questions below to understand the major ideas from this section.

11. Juan Ponce De Leon came to the Americas in search of what?
12. Though the first explorers from Europe that reached the Americas never found gold, what did they do to make exploration and colonization easier for others?
13. Where the first permanent Spanish settlement in what is the modern Southwest?
14. So this site was important not only as the first settlement but also the first uprising of native peoples, though the Spanish did regain control they did end the practice of encomienda, which was what?

Time Stamp: From [07:21](#) to 07:58

Notes

Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.

So while the Spanish saw all the Pueblos as one people, they also knew there were tribal differences that made it difficult for the Indians to unite and rise up against the Spanish. But nothing unites like a [redacted], and in 1680, a religious leader named Pope organized an uprising to drive the Spaniards out. Pope organized about 2000 warriors who killed 400 Spanish colonists and forced the rest to leave Santa Fe. So the Spanish colony in New Mexico was effectively destroyed. The Pueblos tore down all the Christian churches and replaced them with "kivas", their places of worship.

But, like most awesome uprisings, it didn't last. But after the revolt, the Spanish were much more tolerant of indigenous [redacted] and they also abandoned the forced labor practice called "[redacted]".

Summary

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Notable Quotables

Utilize the space below to note any quotations from this section that supports the main idea of the video or section.

5. So while the Spanish saw all the Pueblos as one people, they also knew there were tribal differences that made it difficult for the Indians to unite and rise up against the Spanish. But nothing

	unites like a , and in 1680, a religious lea
<p style="text-align: center;">Questions</p> <p style="text-align: center;">Answer the questions below to understand the major ideas from this section.</p>	
15. What impacts did Pope's uprising have on the treatment of Native Americans?	

Time Stamp: From 07:58 to 09:31	
<p style="text-align: center;">Notes</p> <p>Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.</p>	<p style="text-align: center;">Summary</p> <p>Utilize the space below to summarize the main ideas of this note section.</p>
<p>Oh, it's time for the new Crash Course feature, the Mystery Document? How mysterious.</p> <p>The rules here are simple. I read and attempt to identify the mystery document. If I am right, I do <i>not</i> get shocked by this shock pen, and if I am wrong, I do. Okay, what do we have here?</p> <p>The Indians... were totally deprived of their and were put in the harshest, fiercest, most horrible servitude and captivity which no one who has not seen it can understand. Even beasts enjoy more freedom when they are allowed to graze in the fields. But our gave no such opportunity to Indians and truly considered them perpetual slaves... I sometimes came upon dead bodies on my way, and upon others who were grasping and moaning in their death agony repeating, "Hungry, hungry." And this was the freedom, the good treatment and the Christianity the Indians received.</p> <p>Well, that's nice.</p> <p>Okay, so the mystery document is always a primary source and since the writer refers to "our Spaniards", I'm going to guess that he or she - probably he - is European. And</p>	<div> <div>●</div> <div> <p>Notable Quotables</p> <p>Utilize the space below to note any quotations from this section that supports the main idea of the video or section.</p> <p>6.</p> </div> </div>

a Spaniard sympathetic to the Indians, which narrows the list of suspects considerably. So it probably wasn't de Sepúlveda, for instance, who argued that the Indians might not even be human.

Okay, Stan, I'm actually pretty confident here. I believe it is from 'A Short Account of the Destruction of the Indies' by [REDACTED].

No?! DANG IT! Stan just told me I have the author right, but the book wrong. It's *A History of the Indies*. Ugh, I hate shocks, both literal and metaphorical. GAH!

Questions

Answer the questions below to understand the major ideas from this section.

16. [SPACEY](#) the Mystery Document

Speaker	
Purpose	
Audience	
Context	
Exigence	
whY	

17. How was de las Casas different from the majority of Spaniard opinions on the subject of Native Americans?

Time Stamp: From [09:31](#) to 10:21

Notes

Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.

Summary

Utilize the space below to summarize the main ideas of this note section.

<p>So we've focused a lot on the [redacted] of the Spanish toward the Indians, but at least one Spaniard, de las Casas, recognized that his countrymen were terrible. This realization is a good thing, obviously, but it leads us to one of the big problems when it comes to this time and place.</p> <p>The [redacted] is the tale that the Spanish unleashed unspeakable cruelty on the Indians. Now that tale is true. But that idea was used by later settlers, especially the [redacted], to justify their own settlements. Like, part of the reason they needed to expand their empire was to save the Indians from the awful Spanish. But were the English so much better? Yeah, probably not.</p> <p>As we mentioned at the beginning of today's episode, American Indians didn't have writing, so we don't have records of their perspective. Now, some Europeans, like de las Casas, were critical of the Spaniards, but most considered the Indians heathens, and implied - or even outright said - that they deserved whatever horrible things befell them.</p>	<div data-bbox="1289 201 1902 258">•</div> <div data-bbox="1289 266 1902 388"> Notable Quotables Utilize the space below to note any quotations from this section that supports the main idea of the video or section. </div> <div data-bbox="1289 396 1902 753">7.</div>
<div data-bbox="974 769 1125 818">Questions</div> <div data-bbox="684 818 1415 842">Answer the questions below to understand the major ideas from this section.</div>	
<div data-bbox="252 875 1113 907">18. How is “the Black Legend” problematic in the study of history?</div>	

<div data-bbox="201 977 709 1018">Time Stamp: From 10:21 to 11:19</div>	
<div data-bbox="688 1050 781 1091">Notes</div> <div data-bbox="201 1091 1262 1148">Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.</div>	<div data-bbox="1289 1050 1440 1091">Summary</div> <div data-bbox="1289 1091 1869 1148">Utilize the space below to summarize the main ideas of this note section.</div>
<div data-bbox="201 1180 1262 1367">So at the beginning of our series, I want to point out something that we need to remember throughout. One of the great things about American history is that we have a lot of [redacted] - this is the advantage of the US coming on to the scene so late in the game, historically speaking. But every story we hear comes from a certain point of view, and we always need to remember [redacted] is speaking, [redacted] they are speaking, and especially, which voices go unheard and why.</div>	<div data-bbox="1289 1172 1902 1229">•</div> <div data-bbox="1289 1237 1902 1359"> Notable Quotables Utilize the space below to note any quotations from this section that supports the main idea of the video or section. </div> <div data-bbox="1289 1367 1902 1422">8.</div>

Thanks for watching. I'll see you next week.

Crash Course is produced and directed by Stan Muller. Our script supervisor is Meredith Danko. The associate producer is Danica Johnson. The show is written by my high school history teacher, Raoul Meyer, and myself, and our graphics team is Thought Bubble. If you have questions about today's video, you should ask them in comments. Everybody who works on Crash Course, as well as a team of historians, will be there to answer them. Thanks for watching. Please make sure you're subscribed to Crash Course, and as we say in my home town, don't forget to be awesome.

Questions

Answer the questions below to understand the major ideas from this section.

19. What advantage do we have in studying American history?
20. What disadvantage are we put at because of this?
21. What are the 3 (ok technically 4) questions we need to remember when studying the stories of the past?