

Northwest History Consortium

European Missionaries

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8th Grade

Era 1/Standard 1 and 2

BACKGROUND

Standard 1: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450

Standard 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples

Background from the Standards:

To understand why the trans-oceanic voyages took place students must gain an appreciation of Europe's economic growth, the rise of bureaucratic states, the pace of technological innovation, intellectual and religious ferment, and the continuing crusading tradition in the late medieval period.

By studying the European colonization--and partial conquest--of the Americas to 1620, mostly played out in Central and South America, students will embark upon a continuing theme--the making of the many American people of the Western Hemisphere. As a people, we were composed from the beginning of diverse ethnic and linguistic strains. The nature of these manifold and uneven beginnings spawned issues and tensions that are still unresolved. How a composite American society was created out of such human diversity was a complicated process of cultural transformation that unfolded unevenly and unremittingly as the following eras will address.

SCENARIO

You are a European missionary in the 16th or 17th century, and the Archdiocese is demanding more converts to Christianity in the New World. The “savage” inhabitants of the Americas need the taming hand of God. However, the trip across the ocean is long and dangerous. Narrative accounts from previous conversion efforts are few, and life in the new world has not always met with success.

Relying on journals and narrative accounts from previous efforts, you will deliver a speech to a group of missionaries who will accompany you on the voyage. Though you will need to persuade them to come on this long and arduous journey, you must make recommendations—both positive and negative—for the trip and life beyond based on the colonies’ successes or failures.

RESOURCES

"Assorted Illustrations of North America: [pages 5a, 36a, 70a-70e, 76z, 90a, 140a, 394a, 432a, 472a." [Wisconsin Historical Society Digital Collection](http://content.wisconsinhistory.org/cdm4/document.php?CISOROOT=/aj&CISOPTR=18137&CISOSHOW=18134&REC=10). 2003. Madison, WI: 31 May 2009 <[http://content.wisconsinhistory.org/cdm4/document.php?CISOROOT=/aj&CISOPTR=18137 &CISOSHOW=18134&REC=10](http://content.wisconsinhistory.org/cdm4/document.php?CISOROOT=/aj&CISOPTR=18137&CISOSHOW=18134&REC=10)>.(When you arrive at this site, search for "Indian" to help identify the right volume and page number.)

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ASSESSMENT

Your assessment will be the successful recruitment of a minimum of six missionaries for the journey. Your persuasive speech must outline both positive and negative aspects of life in the Americas.

Journey Across the Atlantic and Free the Heathen *JAFFH Waiver*

I, THE UNDERSIGNED, DO SOLEMNLY SWEAR TO EMBARK UPON THIS MISSION WITH GOD'S TRUST AND LOVE IN MY HEART. I DO HEREBY UNDERSTAND THAT THIS JOURNEY MAY INVOLVE PERILOUS ENCOUNTERS WITH THOSE OF DARK HEARTS.

SOME DANGERS THAT I MAY FACE WILL BE:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

I WILL SURMOUNT THESE CHALLENGES BY:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

I PLEDGE ALLEGIANCE TO GOD AND MY COUNTRY TO CONVERT ALL HEATHENS TO THE WORD OF CHRIST, KNOWING FULL WELL THAT I MAY PERISH IN THIS ENDEAVOR.

SIGNED, AT THIS DATE IN THIS VILLAGE:

NAME OF GOD'S SERVANT

DATE

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Northwest History Consortium Student PBL Rubric

	1	2	3	4
Central Question or Problem	Identifies a relevant issue or sub-problem in the scenario	States a central question or problem in the scenario	States a clear and accurate central question or problem with reasons for its importance	Gives other possible questions or problems and tells why this is the central question or problem
Position or Decision	Focuses on the central issue in the scenario	Answers the question or addresses the problem	Explains why this decision is better than other possible choices	Describes the process of making the decision
Supporting Argument	Explains the decision with reasons	Provides two or more logical reasons	Provides two or more reasons that, taken together, logically lead to the position	Provides at least one counter-reason to the position
Evidence Sources	Gives sources to explain the decision	Gives two or more reliable (good) sources	Gives sources to support the main parts of the argument	Gives sources that do not support the decision and tells why they were not accepted
Argument	Uses persuasive vocabulary that can be understood by the audience	Gives the question, decision, argument, and evidence with sources	Explains why the ideas should be important to this audience	Uses a story or other “hook” to get the audience interested
Reflection	Gives timeline of problem solving activities	Describes problems or challenges the group had	Identifies important “ah-has” for the group and explains how they happened	Describes what could have been better and lessons learned

REFERENCES/CITATIONS

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