What Students and Adults Are Allowed to Know About Christopher Columbus

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What Students and Adults Are Allowed to Know About Christopher Columbus

by

Kimberly Ann Crawford
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In partial fulfillment of the requirements for the degree of

Master of Science in Education
What Students and Adults Are Allowed to Know About Christopher Columbus

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# Table of Contents

Chapter One: Introduction.............................................................................................................1

Problem Statement.........................................................................................................................5

Significance of the Problem.............................................................................................................6

Methodology...................................................................................................................................8

Chapter Two: Literature Review....................................................................................................11

Introduction....................................................................................................................................11

Information on Christopher Columbus.........................................................................................12

The Indigenous People....................................................................................................................14

Columbus’s Goal..............................................................................................................................18

The Colliding of Two Cultures.........................................................................................................21

Columbus in Route..........................................................................................................................23

Slavery and Disease..........................................................................................................................26

Second Voyage...............................................................................................................................29

Third Voyage..................................................................................................................................32

Fourth and Final Voyage..................................................................................................................34

The First Settlers..............................................................................................................................35

Columbian Exchange.......................................................................................................................37

Christopher Columbus the Legend....................................................................................................39

Educational Concerns......................................................................................................................41

Chapter Three: Methods and Procedures.......................................................................................43

Introduction......................................................................................................................................43
Appendix 6- Table 3.................................................................131
Appendix 7- Table 4.................................................................135
Appendix 8- Table 5.................................................................138
Appendix 9- Table 6.................................................................141
Appendix 10- Table 7...............................................................143
Appendix 11- Table 8...............................................................146
Chapter I

Introduction

Many students as well as adults such as teachers and parents learned and are still learning that Christopher Columbus was a great explorer who discovered the "New World", and is an important symbol in history since October 1492. This is why we celebrate Christopher Columbus and his exemplary life every year in October. Columbus is viewed as the hero of the Age of Exploration among elementary school students for his discovery of a New World, as reflected in the rhyme, "In fourteen hundred and ninety two, Columbus sailed the ocean blue" (Stahl, Hynd, Montgomery, & Pendleton McClain, 1997). Unfortunately, we are being misled by what we are learning from textbooks and other educational resources. This misleading information leads the way to implications for all. There are many dominant beliefs surrounding Christopher Columbus which are causing many historians and educators to reassess Columbus and his achievements. Questions are being asked that might force a reconsideration of that honorable fame (Sale, 1992).

Weatherford (2001) argues that Columbus' voyage has even less significance for North Americans than for South Americans because Columbus never set foot on North America, nor did he open it to European trade. Scandinavian Vikings already had settlements in North America in the eleventh century, and British fishermen probably fished the shores off Canada for decades before Columbus arrived in the Americas. The first European, Ciovanni Caboto, who sailed for England's King Henry VII and became known by his anglicized name, John Cabot, arrived in 1497.
Caboto claimed North America for the English sovereign while Columbus was still searching for India in the Caribbean. Weatherford adds that after three voyages to America and more than a decade of study, Columbus still believed that an island (currently known as Cuba) was a part of the continent of Asia, South America was only an island, and the coast of Central America was close to the Ganges River.

There are many myths which are typical of what students and adults are learning in classrooms, both in the past and in the present. Rodriguez-Salgado (1992) claims that one myth states when Columbus arrived to the “New World”, he and his crew were hailed as gods by the native people known as Taínos and Caribs. Rodriguez-Salgado further states that on one occasion Columbus discouraged some five hundred Taínos from boarding his ship to accompany him to heaven. According to Sale (1992), the histories of the people and societies of the New World and the abundant habitats they occupied are being reassessed along with the controversial history of Columbus and the changes he brought to the native people and their societies.

Many people retain an impression from grade school that in spite of the persons already inhabiting these lands, the Americas basically were available for the daring explorer to take. This is a profound falsehood. Royal (1992) claims hundreds, perhaps thousands, of different indigenous groups lived in what would later be named the Americas at the time of Columbus’s arrival, and historians estimate the total population of the Americas at somewhere between 20 million and one hundred million.
The “Columbus-as-Discoverer” myth teaches children whose voices to listen for as they go out into the world, and which to ignore (Bigelow & Peterson, 1998). This can be very problematic for children in their lives because they should be learning to listen to everyone’s voice in order to make informed decisions for themselves. Bigelow & Peterson state the native peoples of the Caribbean, the “discovered,” are portrayed without thoughts or feelings. And thus, children begin an educational voyage that encourages them to disregard the views and the lives of people of color. Bigelow & Peterson further add that both the words and images of the Columbus myth completely tell children that “it is acceptable for one group of heavily armed, white people from a ‘civilized’ country to claim and control lands of distant non-white others” (p. 10).

According to Lunenfeld (1992), James Axtel, in 1987, sounded one of the first scholarly warnings that all was not well with how events surrounding 1492 were and are presented in American history textbooks. He advised school boards and teachers to stop adopting textbooks “that are hopelessly outdated, stylistically painful, and cratered with crucial omissions” (p. 137). The written curriculum about Columbus confirms falsehoods and creates a biased perspective for all who are taught from it (Bigelow, 1998). Students are learning this artificial history causing them to have their own biases. Students and adults are not looking for the “true” history that was significantly left out because students are not taught to ask critical questions. Many students do not know how to ask the critical questions needed to go behind the history presented in textbooks and other resources. One student who Bigelow interviewed
tries to explain why textbooks are consistently hopeful and explains what many students do when learning material:

“It seemed to me as if the publishers had just printed up some ‘glory story’ that was supposed to make us feel more patriotic about our country. In our group, we talked about the possibility of the government trying to protect young students from such violence. We soon decided that that was probably one of the furthest things from their minds. They want us to look at our country as great, and powerful, and forever right. They want us to believe Columbus was a real hero. We’re being fed lies. We don’t question the facts; we just absorb information that is handed to us because we trust the role models that are handing it out”. (p. 20)

This is what many students do and adults have done in the classroom; they go to school and sit at their desks, waiting to be taught and not ready to question if what they are being taught is fact or made up. According to Lunenfeld (1992) it is not so shocking that the endeavor of Europe’s conquest of Paradise should have begun as it was to continue, with deceit, robbery, and ill-gotten gains. Lunenfeld continues that what is so surprising is that we have heard and continue to hear so little about the deceit, robbery, and ill-gotten gains for all these centuries. Bigelow (1998) states that what is so ironic is that upon arrival to the newly discovered world, Columbus reports being enormously impressed by the indigenous people “…they exhibit great love toward all others in preference to themselves…. I did not find, as some of had
expected, any cannibals among them, but on the contrary, men of great deference and kindness” (p. 18).

Unfortunately, history states (not as much in textbooks) that Columbus did tremendously hurtful things to the indigenous people. According to revisionist historians and American Indian activists, Christopher Columbus deserves condemnation for having brought slavery, disease, and death to America’s indigenous peoples (Schuman, Schwartz, & D’Arcy, 2005). According to Sale (1992) Columbus took the indigenous people back to Spain as slaves where many died in route. He used them as workers for his benefit and was very brutal to men, women, and children. Bigelow (1998) shows that in 1542 it was written there were 200 Tainos still living in Española, while one scholar recently estimated that perhaps more than 3 million Taínos lived there when Columbus first arrived in 1492.

Problem Statement

The purpose of this study is to explore various textbooks and websites used in elementary and middle schools regarding the presentation of the past as it relates to Christopher Columbus. Many times what most students and adults read and /or see is what they believe. The biggest thing students and adults need to do is ask critical questions no matter what is taught to them. This goes both for the curriculum they are being exposed to in schools and outside the classroom when they become independent, productive adults in society. Everyone needs to be able to analyze information they learn about Christopher Columbus in and outside of the classroom.
By doing so, people can utilize how to analyze information and relate it to their life in order to be an influential person in their community.

According to Willingham (2007), virtually everyone would agree that a primary yet insufficiently met goal of schooling is to enable students to think critically. He adds that critical thinking consists of “seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth” (p. 8). Students and adults should not just settle for what is handed to them by their teachers and other individuals as truth and having only one right answer; they need to take action and ask questions. When people ask the critical questions which dig deeper than the surface, they can see both sides to the “story” and form their own opinion. We are not learning what others want us to learn; we are learning what is needed to be a citizen who can think critically in the world.

Significance of the Problem

Many students are educated about Christopher Columbus one particular way; that he was a great explorer who discovered America. Each year we celebrate his discovery in October and schools, government and state offices observe this as a holiday. The problem with this is that there are many facts about Christopher Columbus and the history which accompanies him that are left out when students are being educated about him and his exploration in school.
Not only are the historical accounts of Columbus problematic, stereotypes of the indigenous people have continuously overwhelmed what students and adults are learning in and out of school. Indigenous people are portrayed currently as Native American Indians who wore feathers and moccasins, who rode horses, and lived in tepees. As Elliott (1998) discusses, times have changed extremely over the years and the modern Indians dress much the same as any other person, mainly attend the same schools, work at many of the same jobs, and suffer racial discrimination in the same manner as other racial minorities do. She goes on to say white America does not want to know about or even recognize modern-day Indians; it does not want to deal with the problems that the reservation system has created in the way of extreme poverty, hopelessness, created dependency, and alcohol and drug dependency. These stereotypes of indigenous people, past and present stem from Christopher Columbus and his “discovery” of a new land.

If students are being led astray with their education on a particular part of history, what other false information are students learning on a daily basis? Teachers need to inform and educate their students on how to analyze and find the truth of the material they learn. Many times information given in textbooks and websites is not given in its entirety. Whether it is science, social studies, or any other content area, students need to be able to analyze and critique the information they read and are given in order to find different perspectives of what they are learning.

The representation of the past of Christopher Columbus’ arrival to the Americas affects us in the present. The information given to us now in school and in
society is an ideology that European Americans are superior to indigenous people. European Americans can take what they want, even when it is not theirs for the taking. These are just some of the interpretations that can be taken from the information given in textbooks and websites in relation to Christopher Columbus and what many resources state as, “the discovery of a New World”.

Methodology

To help my students critically analyze and reason about the materials they read, I analyzed various Social Studies textbooks and websites about Christopher Columbus. I now can show and teach the importance of critical analysis when learning about history. I researched historical accounts of Christopher Columbus and analyzed various curricular textbooks and websites because students’ knowledge about Columbus is widespread, but full of misconceptions. The dominant information that is known about Columbus is one where Columbus discovered America and was a heroic and important discoverer. Presently, Columbus continues to be an important part of history in schools and the world. It would be nice to think that the biases in curriculum would disappear, but the Columbus myth is only the beginning of a winners’ history that deeply neglects the lives and views of many “others”: people of color, women, working-class people, and the poor (Bigelow & Peterson, 1998).

My main research question is what historic information about Christopher Columbus is given and left out in a range of textbooks and websites and how can this historic information be analyzed by students and educators? Another question I have
is how do representations of the past influence how students and adults interact and feel about others in the 21st century? What messages about the past and the present might be perpetuated through these materials?

I read a range of historical accounts about Christopher Columbus from different perspectives. After this, I read and analyzed three different social studies textbooks (two Intermediate level texts and one elementary text). While comparing and contrasting the material that was written about Christopher Columbus, I looked for patterns in ways that historical accounts of Christopher Columbus were represented in these materials. I looked at the information given in textbooks and compared the information in all three of the textbooks. I took into consideration what was found and excluded in comparison to what I read about in the historical readings and information. I also looked at three different websites containing research material about Columbus and analyzed them in the same manner as the textbooks. Websites are currently a way for students to research information and material for educational and personal purposes. The information I gathered was compared and contrasted to the textbooks and historical information I read and found about Christopher Columbus.

Questions to guide my analysis included: How do the textbooks and websites present the past regarding Columbus? What information is presented and/or excluded? Whose purposes are served and who does it benefit? I then looked for themes within the textbooks and websites. Once I uncovered the themes in the textbooks and websites, I looked for what exactly students were learning about
Christopher Columbus and how this hinders and/or helps students in the classroom. I am able to see what students might potentially learn by reading the textbooks and using the websites which I analyzed. Taking this information, I answered my research questions and learned of hidden biases we gather in and out of the classroom.

My overall goal for my thesis research is to be a better teacher for my students. The knowledge and skills I constructed through my study enabled me to better teach my students to critically analyze textbooks and websites. Using the history and information given about Christopher Columbus helps me not only with my future teachings in the classroom, but also helps answer what can be done currently in society for biases students and adults have and change these biases to equality.
Chapter II

Literature Review

Introduction

In this section I will share the background information found in numerous resources to aide in the understanding of Christopher Columbus and his life. By doing so, the readers can see how biases are formed and carried from one generation to the next. Where can you find information on someone’s life and know that it is accurate? History is both written and passed orally from one generation to another in order for people to learn about what happened prior to their birth. An extensive problem is that people bring their attitudes and personal issues into history which is portrayed in their writings to possibly make the story better or more tantalizing. The history can then be biased to what is fact and what is fiction. This then leads to social and cultural biases and perspectives to all who read and listen to history. Therefore, it is important to find information that is accurate and to read multiple materials to gain many different perspectives so readers can become well educated in the history of the world.

It is very difficult for students and adults to become knowledgeable about historical accounts by just reading one form of literature. Many times, the types of literature learners are reading are coming from textbooks. The information which is given is minimal and many times out dated, that it is not giving the reader a full historical understanding of the past. This is often true when students are learning about Christopher Columbus. Students are getting most of their information from their teacher and a textbook.
Information on Christopher Columbus

When looking at the history of Christopher Columbus it can be extremely difficult to known where to begin. He is a man who lived over five hundred years ago and his life is portrayed in numerous writings throughout the world. Loewen (1995) gives a repeat of the collective Columbus story which books tell; this time italicizing everything in it that we have solid reason to believe is true.

*Born* in Genoa, of humble parents, *Christopher Columbus grew up to become an experienced seafarer, venturing as far as Iceland and West Africa.* His adventures convinced him that the world must be round and that the fabled riches of the East-spices and gold- could be had by sailing west, superseding the overland routes, which the Turks had closed off to commerce. *To get funding for his enterprise, he beseeched monarch after monarch in Western Europe.* After at first being dismissed by Ferdinand and Isabella of Spain, Columbus finally got his chance when *Isabella decided to underwrite a modest expedition.* *Columbus outfitted three pitifully small ships, the Niña, Pinta, and Santa Maria, and set forth from Spain.* *After an arduous journey of more than two months, during which his mutinous crew almost threw him overboard, Columbus discovered the West Indies on October 12, 1492.* Unfortunately, although *he made three more voyages to America,* he never knew he had discovered a New World. *Columbus died* in obscurity, unappreciated and penniless. Yet without his daring *American history would have been very different,* for in a sense he made it all possible. (pg 44)
According to Loewen, when the italicized words are only read, the passage gives factual information about Christopher Columbus. Many of the italicized words shown in the above quote can be found in most of the writings of and about Columbus. Unfortunately, when read as a whole, there are some implications of the text which are not italicized. Readers' are lead to believe a story of glorified information pertaining to Columbus and his life. The ships were really “pitiful”, did Columbus die in obscurity, unappreciated and penniless, he made what all possible?
When words are italicized, readers can see what an author might do to make the history surrounding Columbus more exciting or adventurous, regardless if the history is real or misleading to the learner.

The difficulty of learning about someone or something in history is knowing whether it is accurate or fabrication. Words are not always italicized to make it easier to tell the reader/learner what is true and what is added to make the story more enticing. The reader needs to learn strategies to figure out what he or she believes as truth and what is not. Learners should continuously be asking themselves, what kind of questions do I need to ask when given a textbook or other resource? Hopefully, learners will realize in order to find out as much as possible, they need to ask questions and critically analyze that information they are given so they can form their own opinion.

The trouble learners have is that they are given a textbook, told to read what is there, answer the questions given in the text, and go on to the next chapter. When this occurs, learners are not given enough information or the opportunity to ask those
critically questions. They need that opportunity to dive in deeper, try and be able to find the accuracy in history, and then form their own point of view. One example of information that is being left out in many textbooks for learners was and is who was living in the Western Hemisphere prior to Columbus stumbling on to the Caribbean Islands? When learners know this crucial information they may then be able to beginning to understand the effects Columbus and his men had on the “New World”.

The Indigenous People

Before we look at Columbus and his life, we need to acknowledge those who were living and had lived for thousands of years in the area Columbus sailed to. Noble Wilford (1991) explains a more primitive group, the Guanajatabey, or the Ciboneys, lived in western Cuba on an uninhabited, nonagricultural area. They were the first inhabitants of the Caribbean Islands arriving thousands of years before Columbus, which was certainly north of the peninsula of Florida. The Ciboneys (meaning cave dweller) spoke the Arawakan language (Josephy, 1992). Unfortunately, little is known about the origin of the Ciboney tribe. Josephy confirms the Ciboney people had already been driven out of the territories of Cuba by the powerful Taino neighbors and were gone by the time the Europeans arrived.

The group of people known as the Tainos, who were located on what individuals currently know today as the Caribbean Islands, was prosperous and abundant throughout the islands. The Tainos are a subgroup of the Arawak people (Jacobs, 2005). According to Noble Wilford (1991) Tainos mean good and noble
people and Barreiro (1998) states the word Taino meant “men of the good” (p. 106). Josephy (1992) explains the Tainos are people of the Arawakan language family, but are also referred to as Arawaks who came from the northern part of South America and were located throughout the Caribbean Islands.

The Tainos were broad in the forehead, straight and well proportioned people with painted faces and bodies who wore little clothing (Josephy, 1992). Hakim (2003) and Josephy states the Tainos were peaceful fisher folk who were skilled boat-builders and boatmen. They were also skilled farmers who made cotton cloth, clothes and hammocks as well as domesticated dogs as companions. The Tainos lived in sturdy houses and had grouped their dwellings into villages which had well developed social and governmental systems (Jacobs, 2005). The Taino world of 1492 was a thriving place (Barreiro, 1998).

The Caribs (another indigenous tribe) were originally from the northeastern part South America and later moved towards and into the Caribbean Islands which were inhabited by the Arawaks, also known as the Tainos (Josephy, 1991). The Tainos were steadily routed and driven out on to more westerly islands such as Cuba, Jamaica, Bahamas, Borinquen (Puerto Rico), and Haiti (Hispaniola was named by the Spaniards) (Dyson, 1991 & Josephy, 1992). Like the Tainos, the Caribs were very skilled and notable to the western hemisphere.

According to Jacobs (2005) the Caribs were farmers and raised cassava (a root crop), fished, hunted, and gathered wild plants for food. Living on the Caribbean Islands, the Caribs were expert canoeists and fishermen who hunted with javelins,
clubs, and shot fish with poisonous arrows. Jacobs adds that they lived in small independent villages with no tribal chiefs or permanent village chiefs, although during times of war followed special leaders. It is said the Caribs valued personal independence so much; they looked down on Spaniards because they took orders from other individuals (Josephy, 1992).

The Caribs were considered by many historians to be warlike and while island hopping the length of the West Indies, they supposedly were eating men and capturing women as they went (Dyson, 1991). Josephy (1991) and Noble Wilford (1991) explains the word Caribs was transferred by the Europeans to mean cannibal as a synonym. Josephy adds that “Columbus reported the Caribs were ‘man-eating Indians’ because they were hostile compared to the Taino people” (p.3).

The Taino word Carib, refers to their enemies, the ethnic group that inhabited the Lesser Antilles. The Spanish, hearing the Tainos tell of invaders from the south, attributed to the Caribs aggressive behavior that ran to the practice of eating the flesh of their captives (Noble Wilford, 1991). The cannibalistic Caribs are a myth and Sale (1992) explains it is almost entirely fabrications which were from the weak hearted Christopher Columbus. Sale adds that Columbus was a singularly unreliable source-a man who could not possibly have known anything substantial about the Carib culture.

What is known about the Caribs is that they were not, contrary to the persistent European image, either fierce, warlike-or cannibals (Sale, 1992). Reviewing early documents to the Island Caribs, anthropologist Robert Myers found a pattern of low-scale raiding and slave-taking throughout the Caribbean Islands, but
there was no reliable evidence to support their reputation as cannibals (Davis, 1992). Noble Wilford (1991) states that William Keegan (an archeologist from the Florida museum) suspects that the “image of the Carib cannibals chasing peaceful Arawaks from island to island finds its origins from Spanish efforts to justify their New World slave trade” (pg. 188). Real or imagined, cannibalism served Spanish purposes (Noble Wilford, 1991).

Columbus who was in search of finding China no matter what the cost was to other people (Josephy, 1991) and with this tale, Columbus believed he had certain rights. The stories of Carib ferocity helped to resolve a conflict between the clergy’s desire to save souls and Spanish colonists’ need for labor (Davis, 1992). Columbus used the words Carib and cannibalism to his advantage in more ways than one. The crown, while officially discouraging, slavery, responded to the colonists’ need for labor to till the land and work the mines. Soon after, Europeans wanted to promote the conversion of Indian workers to Christianity, but became little more than institutionalized forced labor (Noble Wilford, 1991). Josephy (1991) explains that:

“At the same time, two parallel images developed in Europe concerning the Caribbean people. On the one hand, the Taino ways of life were pictured as a paradigm of what could have been man’s existence in the Garden of Eden. On the other, the ferocity of the Caribs and their cannibalism were seen as clear proof of the Devil’s influence on man. Both were unreal, stereotypical depictions that have persisted in the popular mind until today. The controversy about the Caribs may never be resolved; but it may be worth remembering
that history’s judgment of them has come largely through the prism of their fearful enemies, the Tainos” (p. 156).

If Columbus did not take his voyage over 500 years ago, these stereotypes and other biases would not be known. It is important to state that upwards of 4 million people—Ciboneys, Tainos/Arawaks, and Caribs are estimated to have occupied the many different Caribbean Islands (Hakim, 2003). As the Tainos were living their productive and plentiful lives, Columbus was planning a voyage to find China and Josephy (1992) states by 1492, the Tainos and other tribes had been in the New World for untold thousands of years.

Columbus’s Goal

During the early 1480's while Portuguese sailors were trying to reach Asia by sailing around Africa, Columbus thought of what he believed to be the easy way—sailing due west (Jacobs, 2005). Columbus found further confirmation for his idea of sailing west to Asia in the letters of Paolo Toscanelli, an influential scholar from Florence, Italy. Toscanelli believed that Japan lay only 2,900 nautical miles west of the Canary Islands. Columbus planned to sail 2,400 nautical miles west along the latitude (distance from the equator) of the Canaries until he reached the islands near Japan. There, he hoped to establish a trading town (Dyson, 1991).

Columbus was beginning to bring his plan forward. About 1483, Columbus gained audiences with King John II of Portugal who placed Columbus’s proposal before his council. The council rejected his plan on the belief that Columbus had
greatly underestimated the length of the journey. The king’s advisers thought that Portugal’s resources should be invested in finding a route around Africa to Asia (Dyson, 1991, & Jacobs, 2005).

Though rejected, Columbus did not give up easily. Dyson (1991) states in 1485, Columbus and his son went to Spain, a bitter rival of Portugal where two wealthy Spanish aristocrats offered to give Columbus some ships. But to do so, Dyson adds Columbus and his son needed the permission of Spain’s King Ferdinand and Queen Isabella. Then in 1486, Columbus gained an interview with the monarchs, but they were in no position to finance an expedition and cause a conflict between Portugal (Jacobs, 2005). He did however promise to recapture Jerusalem from the Muslims which gained him support among friars and Jewish people (Dyson). The Spanish court mocked his plan because they still believed Columbus estimated wrong (Jacobs) and according to Dyson (1991), Columbus’s demands had increased too. He wanted to become a titled aristocrat, to rule the lands he discovered, to be able to pass these privileges on to his sons and wanted a percentage of wealth that he brought back to Spain.

Columbus was even more determined and refused to give up. He sent his brother Bartholomew to seek support from the English and French courts, but the attempts were unsuccessful (Dyson, 1991). Finally Columbus’s many attempts paid off in January 1492, when Spain defeated Granada. Jacobs (2005) states that Luis de Santangel, a royal treasurer, convinced Queen Isabella that she was missing a great opportunity in regards to Christopher Columbus and his requests. Polk (2006)
explains in April 1492, Columbus’s plan suddenly received royal approval. He was “inspired by Marco Polo’s account, as shown from the fact that his own annotated copy of The Travels (Il Milione) had survived” (p.27). Polk adds that Marco Polo’s Cathay was the magnet that drew Columbus’s mind to the Atlantic.

Columbus made four voyages to the “New World” starting in 1492 and ending in 1504. Hakim (2003) and Bigelow (1998) states Columbus took his first voyage at 41 years of age, on August 3, 1492. He was given three ships named the Niña, Pinta, and Santa Maria by Queen Isabella and King Ferdinand of Spain. Columbus set sail from Palos, Spain with 90 men. Hakim adds Columbus stopped at the Canary Islands for supplies on September 6, 1492 and then headed out to the unknown ocean.

Polk (2006) explains Columbus excited the navigators who followed him on his journey to the west, but he inadvertently mislead them. Polk adds with a following wind, at the right season of the year, and not reaching the brutal latitudes along the North American coast, he sailed steadily and serenely across a calm sea for one month. What most of the explorers who followed him experienced, can best be described as horror. Even three centuries later, one of them told of the experience in these words:

“...terrible misery, stench, fumes, horror, vomiting, many kinds of seasickness, fever, dysentery, headache, heat constipation, boils, scurvy, cancer, mouthrot, and the like, all of which comes from old and sharply salted food and meat, also from very bad and foul water, so that many die miserably” (p.28).
After over a month, Columbus’s crews became anxious that they had not yet reached the islands he had led them to expect. Fortunately for Columbus, he soon saw signs of approaching land, such as coastal seaweed on the surface of the water and land-based birds flying overhead (Jacobs, 2005).

The Colliding of Two Cultures

Between the evening of October 11th and the morning of October 12th, a sailor on the Pinta named Juan Rodriguez Bermejo called out, “Land, land!” Isabella had offered a reward to the first person to sight land. However, Columbus said he had seen a flickering light, hours earlier and he claimed the reward for himself (Jacobs, 2005). On October 12, 1492 Columbus officially landed on San Salvador where the Santa Maria became stuck on the shore (Noble Wilford, 1991). According to Hakim (2003) Columbus knew he was not in China, because he had writings from Marco Polo which contained information that there were thousands of islands and Columbus believed it (China/Japan/Indies) was sure to be nearby.

Upon getting stuck on the land of San Salvador, he and his crew were greeted by the Taino people. Mann (2005) states that Columbus wrote on his first voyage, “the Natives seemed surprised when strange looking people appeared on their shores, but unlike Europeans, they were not surprised that such strange people ‘existed’ somewhere” (p.141). If the Natives not been so hospitable by salvaging the cargo of Columbus’s Santa Maria and taken in the nearly drowned crew, Spain’s venture in the Islands might have turned out differently or possibly been delayed (Polk, 2006).
When Columbus arrived to what he thought was China, he was greeted by indigenous people who he wrote about in his log and referred to as “Indios” or Indians, (Josephy, 1992). Mann (2005) states that the “Tainos thought Columbus, his men, and ships were ‘from heaven’ but little did the Tainos know that their world would soon be changed forever” (p.142). Columbus and his crew were hailed as gods by the Tainos and on one occasion Columbus had to deter some five hundred Tainos from boarding his ship to accompany him to heaven (Rodriguez-Salgado, 1992). However, the swords which Columbus and his men carried when they arrived helped convince the Tainos to do as the strangers wished (Rodriguez-Salgado). The Tainos were generous and intelligent people who wanted to please everyone (Josephy, 1991).

As described by Polk (2006), a certain Columbus was eager to find land and thought he was on the mainland of Cathay (China) or at least on Cipangu (Japan), but Columbus was shocked when he saw the first group of inhabitants of the New World. Who were these people and why were they here? They were not the silk-robed men of Marco Polo’s tale. They all went naked, men and women, as their mother’s bore them (Polk). Noble Wilford (1991) reveals Columbus viewed the Taino way of life stunning and pictured them as a model of what could have been man’s existence in the Garden of Eden. Columbus wrote the Tainos learned Spanish language quickly and could also communicate through sign language.

According to Dyson (1991) Columbus had an evident lack of skill in managing men. He banned his sailors from trading with the Natives on their own account, saying all gold and spices were a royal monopoly under his control. Dyson
further adds Columbus canceled all the promises of “great wealth” with which he had encouraged the men to sign on in Spain. The native’s hospitality towards the Europeans would be repeated time after time, and often with results painfully destructive to the indigenous people (Polk, 2006). Hakim (2003) shares that Columbus may have been lucky, for if he landed on the nearby island, he would have been greeted by the labeled Caribs—a tribe of warriors—and might not have lived to tell the world of his discovery.

Columbus used the names of the indigenous people, Tainos, Caribs, and Ciboneys in ways that were for his benefit. Did he really know which indigenous group was which? Josephy (1991) states that from 1492 on, Spaniards and the Europeans, who followed in Columbus’s wake to America, with rare expectations, observed and judged indigenous peoples societies from their own self-centered European points of view. Europeans interpreted indigenous people’s way of life and customs entirely in terms that were familiar to themselves. Josephy adds that Europeans failed continuously, to comprehend the truth or the sophisticated complexities and richness of the indigenous cultures. They ignored or condemned what they thought was inferior, savage, and barbaric. Much of what Europeans did not understand or deemed strange or different from their own customs and outlook, were challenged by force.

Columbus in Route
The main goal not only for Columbus, but for Spain as well was to find gold and the Grand Khan (Hakim, 2003). Columbus believed to be in route to Cathay (named for China) during his first voyage. Hakim explains that the Grand Khan and family of Cathay had been replaced in the 14th century by rulers of the Ming family. The Grand Khan was no longer in China, but Columbus did not know this was true when he was sailing the Atlantic Ocean. Columbus never made it to North America, but more islands were discovered along with the mainland of South America.

The Taino people were willing to help Columbus during his first voyage. According to Polk (2006), the Tainos saved Columbus and his men’s life the night the Santa Maria struck the reef. Polk (2006) reveals that the people, equipment, and cargo were saved, but Columbus could not crowd forty more people into the tiny Niña. Thus, the accidental combination of a shipwreck and the indigenous people’s hospitality forced him to establish the first European settlement in the “New World”.

The Tainos later took Columbus to an island called Colba (Cuba) where there were more natives; some were wearing gold, but there was no Grand Khan (Sale, 1992). Upon arriving on Colba, the indigenous people there seemed to be fire eaters. This was the first time the Spaniards had seen tobacco (Hakim, 2003). Rolled cigars and tobacco were later observed by Europeans to be as valuable as gold (Noble Wilford, 1991). Hakim describes that Columbus believed there were enough pearls on Colba and enough gold ornaments to take to King Ferdinand and Queen Isabella. Columbus also brought back to Europe brightly colored parrots, tobacco, and gold trinkets. Not only did he take what was not his, Columbus kidnapped many Tainos
and took them to Europe as trophies of his first voyage. Noble Wilfred states that in making Columbus’s first shipment of Taino slaves, he wrote to the King and Queen that “in the future he would provide slaves from among these cannibals, fierce but well-made fellows of good understanding, which men, taken from their inhumanity, will be, we believe, the best slaves that ever were” (p. 188).

Returning to the voyage, Noble Wilford (1991) states the two ships made one final stop at a bay 200 miles east of La Navidad. The Spaniards that went ashore came upon some Tainos wearing parrot feathers who carried bow and arrows. After bartering two of the bows, the Tainos refused to give the Spaniards any more. Noble Wilford adds the Tainos ran away and came back with cords, either to trade in the place of bows or to tie up the Spaniards, as was feared, so the Spaniards attacked. The Spaniards gave one Taino a slashing blow on the buttocks with a sword and wounded another in the chest with a crossbow shot and the Tainos took flight. This was one of the first physical happens between the Spaniards and Tainos.

Noble Wilford (1991) explains this confrontation took place on January 13, 1493 and was named by Columbus as the Golfo de las Flechas, the Gulf of Arrowsby. Columbus was satisfied with the results and Noble Wilford adds that Columbus wrote as paraphrased by Las Casas: “He was pleased because now the Indians would fear the Christians, since without doubt the people there, he says, are evildoers and he believed they were people from Carib and that they would eat men” (p. 166). From this Dyson (1991) explains that Columbus described the Tainos fine faces, handsome
bodies, good stature, lack of thought, and quick intelligence to be rewarding for him and to Spain, and states “they ought to be good servants and of good skill” (p. 162).

Slavery and Disease

The first Spanish settlers raided the indigenous people in order to obtain workers for their farms, mines, and fisheries and when the Tainos threatened to rebel, Columbus used their rebellion to justify enslaving them and were then forced into labor or killed (Jacobs, 2005 & Josephy, 1982). The King of Spain ultimately prohibited such raids, but specifically exempted the Caribs on the grounds that they were supposedly hostile to both Spaniards and the friendly Tainos. This caused the slave raiders to extend the term “Carib” to include all hostile “Indians” and was applied to many tribes (Bayer, Fairchild, Feinberg, Monje, Shally-Jensen, Stalter, Towers, & Waff, 2000). According to Birchfield (1997), Columbus and his fellow Spanish explorers, who wished to enslave the indigenous people and sell them in Europe and Africa, portrayed them as demons. Birchfield adds that the Europeans attacked and enslaved many indigenous people of the Caribbean and burned the letter “C” onto their faces in order to identify them more easily.

Columbus thought about how the colony might pay for its needs until they could strike it rich in Cybao. Columbus wrote: “They (Tainos/Caribs) were being sent in these ships some cannibals, men and women, boys and girls, which Your Highnesses, can order and be placed in charge of persons from whom they may better be able to learn the language while being employed in forms of service, gradually
ordering that greater care be given them, than to other slaves” (Noble Wilford, 1991, p. 214). Knowing the queen’s feelings about slavery, Columbus fixed his ideas in language suggesting this would be a favor to the natives (Polk, 2006). According to Noble Wilford, the people, he said, would lose “their inhuman custom of eating people and, learning the language of Castille and they would more readily receive baptism and secure the welfare of their souls” (p. 168). Polk states that some historians feel this was Columbus’s way of seeking royal permission to institute a slave trade from the newly discovered lands in order to meet the needs of himself and his men along with Spain. Columbus turned many Caribs and Tainos into slaves and soon all Arawak speaking tribes would eventually be dead (Hakim, 2003).

Josephy (1982) explains that many of the Tainos tried to rebel Columbus and his men, many fled to the hills and other islands and the mainland to try and escape but several Tainos died. Josephy adds that more died in the epidemics of the strange new diseases that had come with the people from heaven. It is clear that most the killing had nothing to do with European swords or guns, but the worst of the suffering was by germs. These strange new diseases were brought unintentionally and caused great devastation to the indigenous people (Cowley, 1991).

Noble Wilford (1991) writes that the Europeans brought new diseases to the indigenous people: smallpox, measles, typhus, scarlet fever, tuberculosis and the like. The disaster began almost as soon as Columbus arrived, fueled mainly by smallpox and measles which were particularly efficient killers (Cowley, 1991). Contagious diseases of European cities were prominent, but Europeans had developed
considerable immunity to them and as they arrived to the Islands had passed them to the indigenous people. Noble Wilford and Hakim (2003) explain that the indigenous people lacked an immune system which was brought by the Europeans’ heredity and experience to these deadly microbes. What ultimately tipped the balance was disease. Everyone’s disease was everyone else’s disease (Cowley). Disease can kill not only by overwhelming the immune system, but also by overwhelming society, as it did to the Tainos and Caribs (Crosby & Nader, 1989). The indigenous people were slowly dying, thus, ending Columbus’s first visit to the lands. What Columbus had “discovered” was hostility, slavery, disease, invasion, and turmoil.

In his three month visit, Columbus had already set precedents-hostilities with the indigenous people, establishments of a colony based on exploitation of the people, and the single-minded search for gold-which would mark generation after generation of Spanish endeavors in the New World (Polk, 2006). By the time Columbus arrived and set sail, the people of the Old World were thoroughly diseased by the Spaniards. Mostly all Tainos and Caribs were eventually killed by European weapons, slavery, and diseases.

After Columbus returned from his first voyage, he returned with a few gold trinkets and some Tainos who survived the harsh trip (Jacobs, 2005). According to Polk (2006) the news Columbus brought to Spain was stunning. A new and unexpected source of gold and unlimited number of slaves to work the mines and plantations was there for the taking. Columbus began planning for his second voyage and had turned to the King and Queen again for funding. Columbus was still
motivated in finding China and the great riches that accompanied the discovery.

Jacobs (2005) explains the pope granted Ferdinand and Isabella the right to preach the Christian faith in the Islands and they used this right as the basis for sweeping claims over the Islands. Priests went along to try to convert the natives to Christianity. Many citizens came together to help Columbus on his second voyage and these men dreamed of quick wealth and a rapid return home.

Second Voyage

Columbus took his second voyage from September 25, 1493 through June 11, 1496 (Noble Wilford, 1991). Hakim (2003) and Polk (2006) state Columbus took 17 carracks (ships) and 1,200 men (soldiers, artisans, priests, government officials) along with horses, armor, European goods and seed to plant European foods which the Spanish insisted on eating. Adventurers from some of the most important families in Spain went with Columbus, and to keep them happy he offered land on the islands which he "discovered" from his first voyage. By the end of the summer of 1493, Columbus was on his way back to the Indies with a quickly assembled expedition to seal the Spanish claim with commerce and colonies (Josephy, 1982).

When the 17 ships arrived to Hispaniola, the Spaniards found the first settlement destroyed. The men Columbus left behind had refused to dirty their hands planting crops to feed themselves and had angered the indigenous people by stealing their food and raping their women. By the time Columbus returned, the indigenous people were all dead (Polk, 2006). Immediately, the adventurers Columbus brought
with him began capturing Natives and using them as slaves (Hakim, 2003). Spain and Columbus were obsessed not only with religious purity and administrative order, but also with judicial justification for its dominion. Only by trying to save their souls, the Spaniards believed, did it acquire the right to exploit the indigenous people (Polk, 2006).

The Natives were given rules by the Spaniards which they had to follow which were given by the Spaniards in regards to religion. Polk (2006) describes that the Spaniards believed the indigenous people were primitive barbarians and the state, as agent of the church, had a sacred obligation to convert them to Christianity. The Natives were to accept the authority of the state and the faith and leadership of the church. The priests also protested that the indigenous people could not be taught because they could not understand the language, but were converted by force into the congregations (Josephy, 1982).

Polk (2006) writes that those who resisted were to be read a warning by the local military authority (in Spanish, of course, which few Natives could understand), “The resultant deaths and damages [of your rebellion] shall be your fault and not the monarch’s or mine or the soldiers” (p.45) Against those who remained unruly, war was just, and the legal penalty for those who survived was enslavement. It was on these conditions that the aims of the conquistadors and the priests united. The impact on the Natives was catastrophic (Polk). The indigenous people were being pushed into a religion they did not know and if they retreated, hostile means were taken upon them by the Spaniards.
Columbus continued to search for gold mines on his second voyage, but was not successful. The Spaniards, however, appeared to want gold more than anything else: they forced all male Tainos over age 14 to pan rivers for gold and produce one of their little copper or hawk’s bells full of gold dust every three months (Wilson, 1990). Any native caught without a copper token to show that he had met his quota, was tortured sometimes by having their hands cut off or killed. Those who fled were hunted down with dogs. Thousands of Tainos were driven to escape the Spaniard rule by poisoning themselves with a lethal plant root (Dyson, 1991). Unfortunately for Columbus, finding gold was showing to be an unprofitable means of wealth, he begun looking into another area to gain his wealth.

Columbus never would have guessed the Caribbean Islands would make some Europeans very rich not with gold, but with sugar, cotton, and tobacco. Huge plantations produced crops for Europe’s markets, creating enormous wealth. Workers were needed, but the Spaniard people did not want to work in the fields and the Natives were dying. Europeans later brought black people from Africa to be field workers in these huge plantations (Hakim, 2003). Dyson (1991) writes that the Spaniards expected an easy life, but instead they lived miserably in a swamp. Finding gold was hard work, food crops failed, and many died of fever. Dyson adds the Spaniards believed the natives were to be ruled by the sword and when the natives fought back, Columbus punished them.

Columbus decided to return to Spain and defend himself, arriving in June 1496 (Jacobs, 2005) while his brothers (Diego and Bartolome) were left in charge to
govern the Islands (Bigelow, 1998). This appointment angered many of the Spanish settlers and when the priests and Spanish colonists returned to Spain, they complained to Ferdinand and Isabella about the conditions in Hispaniola (Hakim, 2003). The priests criticized the maltreatment of the Tainos and the colonists charged Columbus with the misgovernment in the colony. Again Columbus’ powerful speech-making and impressive presence succeeded and the king and queen reconfirmed his titles and privileges, and they granted his request for additional men, supplies, and ships (Dyson, 1991). Unfortunately for Columbus, few men wanted to sail with him this time because the islands had failed to yield the expected profits. To assemble crews, Ferdinand and Isabella had to pardon prisoners. So low had Columbus’ reputation sunk that his sons, who served as pages at the court, were mocked by other boys. They teased, “There go the sons of the Admiral of the Mosquitoes” (Jacobs, p. 862).

Third Voyage

Columbus set sail for his third voyage on May 30, 1498 and returned in October of 1500 (Noble Wilford, 1991). Ferdinand and Isabella wanted Columbus to explore the possibility that a mainland lay south or southwest of the lands he had already explored. The likelihood that such a mainland existed had already been accepted by the king of Portugal, and Spain wanted to stake its claim (Jacobs, 2005). According to Mann (2005) on the third voyage Columbus sailed further south west and arrived on the land of what is known as Trinidad and Venezuela. Again, the Taino people thought Columbus and his men were from heaven and were as gods.
This encounter was similar to when Columbus first arrived among the Islands. On these last voyages, Cristoforo Colombo (Italian), Critobal Colon (Spanish), Christopher Columbus (Anglicized Latin) or the Christ-bearing Dove (as we would literally translate his name if it were Indian) (Josephy, 1982) and his crew happily accepted godhood until the Tainos began experientially testing their divinity by forcing their heads underwater for long periods to see if the Spanish were as gods should be, immortal (Mann).

Some scholars believe that Columbus had heard of English-sponsored landings in Nova Scotia and Newfoundland in 1497 by the Italian explorer John Cabot. This news may have made Columbus think he might not have reached Asia (Jacobs, 2005). This may be the reason why he sailed further south west on his third voyage. Columbus continued to be hopeful in finding the mainland of China and this is why he continued to take these voyages to the west.

Columbus landed in Española during mid-August, 1498 (Bigelow, 1998), but found that Spanish colonists' were in rebellion against his brothers' rule (Jacobs, 2005). Columbus backed down and offered amnesty to anyone who would return to Spain or would accept free land (Bigelow, 1998). A rebellion had been led by the chief justice, Francisco Roldán and for a time, he and the Tainos who had established an alliance-held part of the island. Columbus managed to hold back the rebellion through negotiation and a show of force (Jacobs, 2005).

By 1500, many complaints about Columbus had reached the Spanish court (Dyson, 1991). Columbus’ popularity soon fell and he was forced back to Spain.
Bigelow (1998) explains that a commissioner named Francisco de Bodadilla was sent by Ferdinand and Isabella to investigate Hispaniola. When he arrived, he was shocked by the sight of several Spanish rebels swinging from gallows. Bodadilla freed the remaining prisoners and arrested Columbus and his brothers. Jacobs (2005) states that Columbus arrived in late October in chains to be put on trial in front of the King and Queen of Spain. Bigelow (1998) explains that months passed and Columbus presented his case and demanded he be reinstated governor. Columbus and his brothers were later released by order of the King and Queen. Bigelow adds the rulers forgave Columbus, but with conditions; he was allowed to keep his titles, but he would no longer be permitted to govern Hispaniola. Nicolas de Ovando was sent to serve as governor of Hispaniola by the King and Queen, with about 30 ships carrying 2,500 colonists (Jacobs). At this point, Columbus’ life changed forever.

Fourth and Final Voyage

According to Jacobs (2005) Columbus planned still another journey, which he called the “High Voyage.” He saw it as his last chance to fulfill the promise of his earlier expeditions and attain his main goal. Jacobs adds that Columbus still believed that China was close and he wanted more than anything to find a passage to the mainland of Asia. Ferdinand and Isabella granted his request for ships for a fourth voyage. He was instructed not to stop in Hispaniola unless it was an emergency or if he needed supplies (Dyson, 1991). Columbus took his last voyage from May 9, 1502 through November 7, 1504, but never regained his power (Bigelow, 1998). Columbus
tried to redeem himself to the King and Queen, but decided to abandon his search for a passage to Asia on April 16, 1503. He was exhausted and suffered from malaria, which made him delirious (Jacobs, 2005). Columbus must have known that his chance of finding Asia had faded away.

The journey home was hard. Columbus’ fleet had to move slowly, because his ships were leaking badly from holes eaten in the planking by shellfish. He was marooned for a year on Santa Gloria (northern coast of Jamaica) where he finally returned to Spain with 100 surviving crew members on a ship chartered by Mendez (Jacobs, 2005). As Columbus returned to Spain, Queen Isabella died a few weeks later. Columbus tried to persuade King Ferdinand to restore his authority and increase his income but was denied (Jacobs).

Columbus never did travel the Atlantic Ocean again to pursue Asia. On May 20, 1506 Columbus died in Valladolid, Spain (Bigelow, 1998) possibly suffering from a disease that may have been Reiter’s syndrome (Jacobs). Columbus’s remains were transported to Seville, Spain (Dyson, 1991), and later to Santo Domingo, also known today as the Dominican Republic (Noble Wilford, 1991). Columbus went to his grave convinced that he landed on the shores of Asia, near India (Mann, 2005). He was always certain that he was near Asia, yet he never thought that there were 3,900 miles to the islands he landed on from Spain and over 13,200 miles from Spain to Asia (Hakim, 2003).

The First Settlers
Consequently, the common thought to most individuals, young and old, is that Columbus was the one that “discovered” America. Yet through history, readers find that Columbus never stepped foot on American soil, at least in North America. He was not the first person to arrive in the western hemisphere either. Until about 200 million years ago Eurasia and the Americas were lashed together in a single land mass that geologists call Pangaea, which broke into pieces sending the continents drifting apart (Mann, 2005). People (the First Americans) came from Asia and migrated South, as did the animals (Hakim, 2003).

According to Mann (2005), the first Europeans to stumble upon America came from the northlands and were known as Vikings or Norsemen (terror of Europe) which means “sea-raider” or “pirate”. Not all Vikings were pirates, most were farmers of cattle and sheep during the 9th and 10th centuries. Their homelands were in Scandinavia which included Norway, Sweden, Finland, and Denmark. Mann adds that these lands became crowded, so the Vikings set out for other places; some were searching for loot while others were in search for fair lands and good fishing.

As the first Americans and Vikings settled in North America they began traveling south inhabiting Mexico, the Caribbean Islands, and South America (Mann, 2005). Until Columbus, Natives were a keystone in most of the hemisphere. Mann explains the first Americans and Vikings annually burned undergrowth, cleared and replanted forests, built canals and raised fields, hunted bison and netted salmon, and also grew maize also known as corn. Indigenous people had been managing their environment for thousands of years. Mann states that as Columbus arrived to the
Islands, he stated that “all the trees were as different from ours as day from night, and so fruits, the herbage, the rocks, and all things” (p. 312). This may be why many say and believe Columbus “discovered a new world”. It was the first time Columbus took notice to the many different things on the Islands that were in what he thought was India (Dyson, 1991).

Columbian Exchange

Columbus thought he was in Asia, but in fact he was not. In 1492, the isolation of the Western Hemisphere was rudely shattered by the arrival of the Spaniards (Josephy, 1982). Two vastly different cultures, which had evolved on continents that had been drifting apart steadily for millions of years, were suddenly joined (Sale, 1990) As Columbus and his men began to occupy the Islands, they brought many different things with them. Mann (2005) states not only did invading Europeans ruin the Natives, but rats begun to overwhelm them as well. Mann adds that native species too begun to be bursting and bothersome, they were freed from constraints by the disappearance of the indigenous people.

Mann (2005) explains a term known as Columbian Exchange was named by Crosby in 1972. Columbian Exchange was the beginning of the swapping of plants, animals and food between the Europeans and the indigenous people. Columbus and his men were bound to bring more than the benefits of Christianity and the hopes of finding India (Crosby & Nader, 1989). Cowley (1991) shares that the domestication of pigs, horses, sheep and cattle were common and by doing this, the animals had
become infected themselves with a wide array of pathogens, as well as the contagious diseases brought by the Europeans. Cowley also states that exchange of everything was happening between the western and eastern hemispheres and as the Columbian Exchange makes one thing clear, social changes that produce one epidemic tend to produce others as well. Mann states that “very quickly the American landscapes, after 1492 were emptied-‘widowed’ to all” (p. 313) and the indigenous people, along with the Spaniards had to change their way of life.

Columbus brought together two worlds that were a huge distance apart. People were living side by side, then elbow to elbow (Cowley, 1991). Was it Columbian Exchange, slavery, or disease that caused the huge decline of the indigenous people? Crowley states a possible explanation may be that the Europeans took advantage of their superior technology: steel against stone, firearms vs. bows and arrows, caravels against canoes which contributed to the cause of the disappearance of the indigenous people. A mere 200 Tainos still lived in Española during the year 1542 (Bigelow, 1998). According to Sale (1990) everything of importance in the succeeding 500 years stems from that momentous event:

“the rise of Europe, the triumph of capitalism, the creation of the nation-state, the dominance of science, the establishment of a global monoculture, the genocide of the indigenes, the slavery of people of color, the colonization of the world, the destruction of primal environments, the eradication and abuse of species and the impending catastrophe of ecocide for the planet Earth” (p.444).
Hakim (2003) states that “when Columbus arrived in San Salvador in 1492, he set off a cultural tornado. He, and those that followed, brought ideas, technology, and germs that overwhelmed the lands they invaded. In that way, Columbus did make a ‘New World’” (p. 87), but in no way discovered one. Still, many believe that Christopher Columbus was a great man and did no wrong.

Christopher Columbus the Legend

Christopher Columbus is dead, but his legacy is not (Bigelow, 1998). He was a man under the powerful control of an idea, the idea of his divine destiny to discover and to rule rich lands unknown (Taylor, 1931). Columbus is considered by many to be a hero, a great sea admiral, and the one who discovered a new world who is owed much gratitude; so many celebrate his life each October. Some feel that “Columbus is a symbol of what Spain has been and is still a symbol of Spain’s influences in the world” (Horwitz, 2008, p. 94). Historians continue to praise Columbus’s persistence, courage, and maritime ability (Jacobs, 2005). Rickey (1992) explains that although Columbus was wrong about the size of the Earth and the extent of Asia, his idea of sailing west brought solid results in Mathematics as well as exploration, trade, and growth of religion, language, and population.

Columbus had a strong will and stuck to his beliefs throughout his life. Jacobs (2005) points out that Columbus’s single-minded search for a westward route to Asia changed Europeans’ commonly accepted views of the world and led to the unity between Europe and the Americas. Rodriguez-Salgado (1992) describes that
Columbus was found to be a noble, fearless explorer who dared to go where no man had gone before; the man of vision, courage, fighting against overwhelming odds on the turbulent seas as well as in the dark corridors of the court, where narrow-minded opponents plotted his destruction. Further, Rodriguez-Salgado adds that in time, Columbus came to represent the virtues and ideals of many nations, particularly the virtues and ideals of Italy, Spain, and later the Untied States. Yet, Columbus remains an international figure as well. It was a Frenchman, backed by the Knights of Columbus of the United States, who led the movement to have him canonized. It failed, but the belief in the value of Columbus’s explorations led to the adoption of the 12th of October as a public holiday in the Americas and in Spain (Rodriguez-Salgado).

According to Dyson (1991), Columbus was a true man of excellence in every way. To stumble over unknown bits of land by chance and lose them again, as the Vikings had done when they landed in North America five hundred years before, was only an incident in history. Dyson continues to state that it took seamanship and courage of quite another order to turn the bows of a ship deliberately toward an unknown horizon. Columbus set out to find certain lands, found them where he expected, brought the news home and found them again the following year. The glory of Christopher Columbus lies not in his having arrived, but in having changed history all over the world (Dyson).

To Columbus belonged both the glory of the encounter and a share of the blame for what followed (Jacobs, 2005). Some people on the other hand, believe
Christopher Columbus is far from being great, as well as his spirit. Some critics point to his cruelty to the indigenous people, his poor administration of Hispaniola, and his role in beginning the reckless exploitation of the natural resources of the Americas to be reason not to celebrate anything about him (Jacobs). Bigelow (1998) states many of us are living on stolen land which was taken by Columbus and his men in 1492. Bigelow adds that is a huge concern for many is that Columbus is not a hero, but a thief who changed the world, possible for the worst when he arrived in the western hemisphere in 1492. Currently, every aspect of Christopher Columbus is being questioned by historians, writers, and educators. Attitudes toward colonial ventures and the impact of European culture on the world are changing drastically and Columbus is beginning to lay, a broken idol (Rodriguez-Salgado, 1992). Slavery, conquest, disease, and humiliation-these are the legacies of Columbus in the eyes of many people today (Lunenfeld, 1992).

Educational Concerns

Bigelow (1998) describes that educators “can choose whether to reverse the legacy of injustice or continue it” (p.11). Hopefully students and adults can learn that words are not always what they appear to be in readings and what we think is fact is not always truthful. When reading is done critically, individuals can begin to see truth and bias in materials which are read and heard, as well as in pictures that are seen in textbooks and on websites. Lunenfeld (1992) reports that James Muldoon, a professional historian writer for America wrote; “Columbus was a great man, but he
was not perfect. Nowhere are his failings more obvious, with the advantage of hindsight, than in his treatment of the Natives in the New World” (p. 139).

Our knowledge is changing constantly and a generation from now, if the same topics are discussed, one might find that many truisms of today are no longer considered valid and with additional research new light will be shown on puzzling subjects of today we merely hypothesize (Josephy, 1991). Although individuals sometimes struggle in presenting learners with any exemplar who is a mixture of both good and bad, we as educators, should continue to discuss Columbus, if in a different fashion (Lunenfeld, 1992). Not so surprising states Sale (1990) that the undertaking of Europe’s conquest of Paradise should have begun, as it was to continue, with deceit, robbery and ill-gotten gains but what is so surprising are learners have heard so little about this all these centuries. Sale explains historians may restore that error now and provide the opportunity for a serious and careful reassessment of Columbus and the history he left behind. He adds this may allow learners to look with new eyes at the discovery itself and the processes it unfolded. If this occurs then learners can begin to critically analyze current as well as past information and become influential in their society.
Chapter III

Methods and Procedures

Introduction

Once I began reading different literature it was hard to decipher which was fact and what was the author’s opinion or fabrications they had made to make the information more exciting and/or skewed. My main research question is, what historic information about Christopher Columbus is given and left out in textbooks and websites and how can it be analyzed by students and adults? Another question I have is how do representations of the past influence how students and adults interact and feel about others in the 21st century? What messages about the past and the present might be perpetuated through these materials? Questions to guide my analysis include: How do the textbooks and websites present the past of Columbus? What information is presented and/or excluded? Whose purposes are served and who does it benefit?

I began collecting data first by reading numerous scholarly articles and books about Christopher Columbus. I found that many historians explain and present the history surrounding Christopher Columbus differently. I thought it would be important to put the similarities and differences found in these resources together into a chart. Here, I compared and contrasted what I found in scholarly articles and books. I made two different charts to compare my findings. Appendix 1 contains positive interpretations of Christopher Columbus which was found by the historians and Appendix 2 contains the negative interpretations. There were many topics and authors
I read on and about Christopher Columbus, but there were certain themes I felt were important for students and adults to know. By reading the multiple collections of literature, I was able to see similarities in themes that related to Christopher Columbus. I put the themes I found into eleven categories which were titled Attitudes toward Christopher Columbus, Columbian Exchange, Discovery and Exploration of a New World, Disease, Effect of Columbus in the 21st Century, History Prior to 1492, Indigenous People, Religion, and the Treatment of Others.

Appendix 1
Positive Interpretations on Christopher Columbus

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After recording the information presented by historians, I analyzed 3 textbooks and 3 websites according to the nine themes I found on Christopher Columbus. I picked three different textbooks that had information on Christopher Columbus.
Columbus. Two of the textbooks were at the elementary grade level (4-6) and one textbook was at the middle grade level (8). I also found three websites which students at the elementary/middle school level could possibly use to find information on Columbus. I read through all the material, text, maps, timelines, pictures, and charts as well and highlighted the information that pertained to each of the themes stated in Appendix A and Appendix B. I found what each textbook and website stated and did not state. Each textbook and each website were put into different tables (Tables 1-6) to show the information that was found within the nine themes.

Tables 1-6: What was Found in Textbooks & Websites

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<th>Text #1</th>
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<th>Website #1</th>
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<td>Attitudes toward Christopher Columbus</td>
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<td>Disease</td>
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<td>Effect of Columbus in the 21st Century</td>
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Treatment of Others (hospitality, slavery, warfare, etc.)

Once I was finished finding specific information which made up the framework of each textbook and website, I created a third table, Textbooks Findings of: Information Presented, Excluded, and Whose purpose does it serve? (Table 7) which explains what was presented in the textbooks, what was excluded, and whose purpose the findings serves and benefits.

Table 7: Findings of What Students & Adults are Presented

<table>
<thead>
<tr>
<th>Present</th>
<th>Excluded</th>
<th>Whose purpose does it serve?</th>
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<td>Text #1</td>
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<td>Text #2</td>
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<td>Text #3</td>
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Websites Findings of: Information Presented, Excluded, and Whose purpose does it serve? (Table 8) explains what was presented in websites, what was excluded, and whose purpose the findings serves and benefits.

Table 8: Findings of What Students & Adults are Presented

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<tr>
<th>Present</th>
<th>Website #1</th>
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In Table 7 and Table 8, I created a presented category. While reading the textbooks, I focused on words that described Christopher Columbus’ life and actions in a positive or negative connotation. I also took into consideration who and what Christopher Columbus affected during his lifetime. Next, I made an excluded column for both Table 7 and Table 8. Since I read multiple sources on Columbus, I was able to identify themes which were excluded in the textbooks and websites. As I looked at these two columns of what was presented and excluded, I found similarities in the six resources in regards to whose purpose they served. This last column was my interpretation of the writers’ presentation of all their information; text, pictures, maps, timelines, and charts. All of these tables helped to compare and contrast the themes of the textbooks and websites in comparison to what I found and interrupted from the historians whom I read.

After recording and analyzing the information, I was able to compare and contrast the textbooks and websites. I also made connections to what students are/are not learning in the classroom and how this affects the world in the 21st Century. Connections to what students are and are not learning in the classroom and how this effects the world in the 21st Century were easily seen when looking at the tables as well as suggestions on what students and teachers should do to think critically and be successful in society.
Chapter IV

Analysis

The purpose of this study is to explore a variety of textbooks and websites used in elementary and middle schools for the presentation of the past as it relates to Christopher Columbus. My main research question is what historic information about Christopher Columbus is given and what is omitted in a range of textbooks and websites and how this historic information can be analyzed by students and educators? A second question is how do representations of the past influence how students and adults interact and feel about others in the 21st Century? What messages about the past and the present might be perpetuated through these materials? Questions that guided my analysis included: How do the textbooks and websites present the past regarding Columbus? What information is presented and/or excluded? Whose purposes are served and whom does it benefit?

By looking at the three textbook resources and three website resources, I was able to answer my main research question. These two questions are important in showing the growth and change to the New World as a result of Christopher Columbus and everything that happened in his wake. There was not a lot of information given in the textbooks regarding the life altering changes that occurred when Columbus and his men set foot on the Caribbean Islands. On the other hand historians report a broader picture of complete and utter chaos. The Tainos’ way of life and their very existence were changed instantly and, unlike for the Europeans, it was not for the better. The Taino were almost completely eradicated from the world.
There were many themes (Attitudes toward Christopher Columbus, Columbian Exchange, Discovery and Exploration of a New World, Disease, Effect of Columbus in the 21st Century, History Prior to 1492, Indigenous People, Religion, and the Treatment of Others) that were portrayed in the historical accounts which I read. These topics are also important for learners to understand Christopher Columbus and his life in full.

Many historians show their attitudes toward Christopher Columbus in their writings. There were both positive and negative attitudes towards Columbus and what he had accomplished in his life. Some historians think Columbus was a great man who changed the world and the population in it for the better, while others think he was destructive to the world and the people in it and continues to have that effect to this day. Historian attitudes are shown in the ways that they write and their views have great effect on learners own attitudes. Though the attitudes may be subtle, they push learners to believe positively or negatively towards Columbus, rather than helping learners form their own educated opinion about Columbus and his life.

The Columbian Exchange is important to many historians because it has formed the world as we know it today. Columbus and his men brought many things such as plants and animals to the Western Hemisphere and took just as much from the Caribbean Islands back to Europe. Again, some think that this was important for people to have exchanged items between worlds while others believe it caused great detriment to all (plants, animals, and humans) that lived, especially in the Caribbean.
Discovery and exploration of a New World was one of the biggest themes discussed by historians. Columbus was a great explorer who accomplished what many did not. He not only discovered islands, but also discovered new culture, a new race, new food, and new ways of life. The controversy lies in what Columbus and his men did while exploring the new land they came to. There is much information given on how Columbus claimed many islands for Spain and the King and Queen. He and his men explored the New World with force and disregard to the Tainos and Caribs. This disregard brought much pain and death to the indigenous people.

One thing that led to the downfall of the indigenous people was the many types of diseases that were brought by the Spaniards. This was another theme that was covered by historians. The many diseases that were introduced were horrific and took many lives. The indigenous people did not have immunity or medicines to cure these unusual illnesses. One of the biggest contributions to the fall of the Tainos and Caribs was disease and this is just another topic that learners are unaware of when learning about Columbus and his men.

The effect of Columbus in the 21st Century is a theme that was discussed in various sources, but from two different angles. Some historians wrote that Columbus had a superior and positive effect on the world and history. What Columbus did in discovering the “New World” affected all in a great way. He started the flow of exploration and the discovery of many things. He was a great asset to the world. Thus we celebrate his very life each year in October. Other historians think that Columbus is the reason why there are stereotypes in the world and why one population is
practically extinct. He is the reason why there is racism and injustice in the world to those who are different from the European white male who is of Christian faith.

Many people are unaware there is history prior to 1492, because they are not taught this information in relation to Christopher Columbus. It is important to show that other people migrated to the Western Hemisphere thousands of years prior to Columbus “discovering” North America. As well as people migrating to North America, explorers known as Vikings were discovering and exploring the eastern coast of North America. Unfortunately, these indigenous people and explorers do not get the recognition that Columbus does for doing the same thing.

An important theme historians discussed was the indigenous people and who they were before and after Columbus set foot on their land. Many learners are unaware that so many indigenous people known as the Tainos and the Caribs even lived in the Caribbean Islands that Columbus “discovered” them. Knowing the indigenous people and what they did, how they acted, and how they treated Columbus and his men is important to the knowledge surrounding Columbus. It is also important for students and adults to know what Columbus and his men did to the indigenous people and how they treated the Taino and Carib peoples.

Religion was forced on the indigenous people because it was so important and valued by the Spaniards. This theme was not discussed as much as other themes, but it is important for learners to be aware of. Many, if not all, the indigenous people could not speak the same language as the Spaniards, yet were forced into something they did not understand or possibly even believe in. If they did not do as they were
told by the Spaniards, they were beaten or killed. Religion is such a controversial topic, especially in schools, that this may be why religion is not a topic that is discussed much in textbooks and websites.

The Golden Rule, “to treat others the way you want to be treated” is often discussed in schools through character education. When looking at the words of historians, they indicate that this is something that Columbus did not do when dealing with the indigenous people. The treatment of others is something about which Columbus and his men had little concern when they arrived on the islands. The Spaniards treated the Tainos and Caribs with much force and hostility. The indigenous people were forced into religion they knew nothing about; women were raped; men, women, and children were made to work in mines and fields as slaves and were punished if they did not obey the Spaniards demands. This theme may be overlooked because this is something educators do not want learners to know regarding a man that we celebrate each year for excellence.

Attitudes toward Christopher Columbus, Columbian Exchange, Discovery and Exploration of a New World, Disease, Effect of Columbus in the 21st Century, History Prior to 1492, Indigenous People, Religion, and the Treatment of Others were used in order to analyze the textbooks and websites. The information was documented on the nine themes and was placed into six different tables. Each textbook and website was analyzed based on what is presented in text, pictures, charts, maps, and facts.
Analyses of Textbooks

The first textbook *World explorer: Western hemisphere, geography, history, and culture*, written by Hayes-Jacobs, LeVasseur, & Randolph (2003) (Table 1). This textbook gives a great amount of information regarding the Columbian Exchange and the Discovery and Exploration of a New World. The attitudes toward Columbus in this textbook are very positive. Columbus is said to have been "cruising" the islands (Hayes-Jacobs, LeVasseur, & Randolph, 2003, p. 366). This suggests that Columbus was sailing for fun and there was no mission he was actually trying to do, which was to find India. Also Hayes-Jacobs, LeVasseur, & Randolph state Columbus “returned to Spain to a hero’s welcome” indicating that Columbus did what could not be achieved and was a spectacular man (p. 366). The knowledge of other humans living on the islands and the beautiful land they lived on are disregarded. These statements show that Columbus ignored the feelings and traditions of the indigenous people when he arrived in the Caribbean Islands.

The theme of this textbook overall is that Columbus “found” the New World, spread his knowledge and expertise, and made the world what it is through the Columbian Exchange. This textbook represents that all the negative things, such as slavery, disease, and warfare, all occurred after Columbus discovered the New World. It was the Spanish conquistadors who were brutal and brought disease. Conquistadors were the ones who worked the indigenous people to death and killed large numbers of them, not Columbus. Hayes-Jacobs, LeVasseur, & Randolph (2003) state, “he encountered the Taino people. The Tainos lived in villages and grew corn, yams, and
cotton, which they wove into cloth. They were friendly and generous toward the Spanish. Friendly relations soon evaporated however, Spanish conquistadors, or conquerors, followed in the wake of Columbus...They seized the gold ornaments worn by the Tainos, and then made them pan for more gold. At the same time, the newcomers forced the Tainos to convert to Christianity” (p. 386). This information depicts that Columbus did not do anything to the indigenous people; it was the Europeans who followed in his wake who did the unspeakable. The textbook shows Christopher Columbus as a man of greatness.

The Columbian Exchange was another theme that was discussed in *World explorer: Western hemisphere, geography, history, and culture*. The Columbian Exchange is shown to have a “profound effect on the world and a population explosion was sparked. New food crops were a key cause and along with the vast movement of peoples led to the transfer of ideas and technologies. Languages also traveled” (Hayes-Jacobs, LeVasseur, & Randolph, 2003, p. 403-404). There is no mention that the Columbian Exchange nearly killed off the Taino people entirely. Hayes-Jacobs, LeVasseur, & Randolph also stated that “the arrival of Columbus in the Americas set off a global exchange of people, goods, and ideas”, but they fail to state that this “global exchange” was often one sided and against the will of the Taino people (p. 407).

The second textbook, *World history: Connections to today* written by Ellis & Esler (2005) (Table 2) has considerably less information. Even though this text contains less information, it contains facts and fewer biases than what is seen in
World explorer: Western hemisphere, geography, history, and culture by Hayes-Jacobs, H., LeVasseur, M. L., & Randolph, B. (2003). This information is better for learners because stereotypes are not portrayed and information is not altered. This text can help learners ask questions which lead to truths and misconceptions others may have given. All the themes are represented, except for the Attitudes of Columbus and the Effect of Columbus in the 21st Century.

Christopher Columbus, a sea captain, sailed four times and found certain islands and Ellis & Esler (2005) state that the “Spanish settlers spread out across the Americas. Some went to what we know today as southwestern United States and Mexico, while others went to Florida and the Caribbean Islands. Still, others went to South America to live” (p. 163). The information given is easy to read and simple for learners to understand in regards to Columbus’ Discovery and Exploration of the New World.

Ellis and Esler (2005) give information on the treatment of the indigenous people such as how they were forced to work in the mines, the malnutrition, the forcing of Christian religion on the Taino and Carib people, and the many diseases brought by Columbus, his men, and the Europeans that followed. “In any case, all people consider Native Americans are indigenous people, meaning they belong to and are native to this place. Their way of life began to change after 1492” (p. 163). The reasons why it changed were given by Ellis and Esler: “the Spanish forced the Native Americans to also work in the mines or on farms. Many Natives died from being overworked and from malnutrition” (p. 327). Ellis and Esler go on to add,
“Christopher Columbus and other Spaniards enslaved the Native Americans. Today, just a few hundred Caribs still live on the island of Dominica” (p. 349).

These statements share that Columbus was a part of the collapse and the changes in the New World and those who lived there. Columbus and other Spaniards did hurtful and destructive actions toward the indigenous people, such as forcing Natives into slavery, hurting women and children, destroying their homes and land. Unfortunately, this information is not specified in the text written by Ellis and Esler.

The third textbook, *History of our world: The early ages*, written by Hayes-Jacobs, LeVasseur, Kinsella, & Feldman (2007) (Table 3) contains even less information than *World explorer: Western hemisphere, geography, history, and culture* and *World history: Connections to today*. This textbook shows bias in the way the text is written and how events are described. There is not a lot of information given about Christopher Columbus. The themes that are excluded include the Columbian Exchange, the Effects of Columbus in the 21st Century, and Religion. The themes of the Indigenous People and Disease are very minimally addressed in the details, as well.

In *History of our world: The early ages*, the beginning of the chapter on Christopher Columbus contains a section to help learners with taking standardized tests. At the beginning of the textbook there is a section that helps and shows students how to answer multiple choice questions on standardized tests. There is a question on the Renaissance and Christopher Columbus which showed great bias. Hayes-Jacobs, LeVasseur, Kinsella, & Feldman (2007) state, “the Renaissance supported a spirit of
adventure and a wide-ranging curiosity that led people to explore new worlds. The Italian navigator Christopher Columbus represented that spirit” (p. 451). “After successfully completing his voyage in 1492, Columbus was honored with the title, Admiral of the Ocean Sea” (p. 459). These statements glorify Columbus, indicate how great he was, and suggest how he continues to be honored by people of today.

Stereotypes toward the indigenous people with whom Columbus came in contact are discussed in great details. Hayes-Jacobs, LeVasseur, Kinsella, & Feldman (2007) explain “as for the native people, Columbus believed that they posed no threat. In this instance, Columbus was correct. Spain soon conquered the land of the Taino. This was the first of many Spanish conquests in the Americas” (p. 480). This statement shows the indigenous people were viewed by Columbus and his men as weak and irrelevant people. This may possibly explain in today’s world why people who are different are sometimes mistreated, unlike someone who has the advantage of being a Spanish white male. Hayes-Jacobs, LeVasseur, Kinsella, & Feldman go on to add “the lands that Columbus discovered, represented a new opportunity. The Americas were a place where the Spanish conquistadors, or conquerors, could seek glory for themselves, for Spain, and for their God, while winning great fortunes” (p. 481). “Columbus was mistaken about where he had landed, but there was no mistaking the opportunities the Caribbean presented. Columbus had claimed the islands and all their riches for Spain” (p. 480). The biases continue to be seen in this textbook, History of our world: The early ages. What about the indigenous people in these sentences? The information shows just how great an opportunity it was for the
Europeans, but the text completely disregards the effects the Europeans caused to the indigenous people. No wonder there are stereotypes in the world, as well as much hatred towards people who are different in appearance, religion, wealth, and customs.

In the textbook *World explorer: Western hemisphere, geography, history, and culture* by Hayes-Jacobs, LeVasseur, & Randolph (2003) exclude information about the themes I have found. This textbook does not have information on the effects Christopher Columbus had on the indigenous people and the Americas in the 21st Century. There are also areas not discussed in detail, including the themes of disease and the treatment of the indigenous people, such as slavery and warfare enduring by indigenous people, as Columbus and his men took over the Caribbean Islands.

The second textbook, *World history: Connections to today* by Ellis & Esler (2005) also has information omitted. There was no information given about the effects Columbus had on the 21st Century. There is also little information that is given in the theme of the attitude towards Columbus. He is not shown in either a positive or negative way. The evaluation of Columbus and his actions is left to learners for interpretation.

In the last textbook, *History of our world: The early ages* by Hayes-Jacobs, LeVasseur, Kinsella, & Feldman (2007) also had themes that were excluded. There was no information on the Columbian Exchange, the effects of Christopher Columbus on the 21st century, religion, and disease. There was also no mention of the millions of people that were already in the Americas prior to Columbus’ arrival. This textbook
proved to have the least amount of information written about the nine themes historians address about Christopher Columbus.

Analyses of Websites

Technology is quickly becoming the primary way students access information to create reports and other projects through which they share what they have learned with their peers. The internet is very accessible to most in the schools. One thing that students need to know is that “anyone” can post “anything” about “anyone”. How do we tell students what sources they can trust to be credible resources and what are not? It is important that educators teach their students how to read information and ask critical question so students can understand that what is credible and what is not.

The fourth table contains information that was analyzed from the website, http://library.thinkquest.org/5150/html/homep.html. This website was very easy to read and access information of interest. Unfortunately, there was not much information found related to the themes of Disease, Effects of Columbus in the 21st Century, History Prior to Columbus Discovering the New World, Religion, and the Treatment of Others. There was also very little information about the Indigenous People. What could be found on this website was Attitudes toward Christopher Columbus, Discovery and Exploration of a New World, and some information about the Columbian Exchange.

The website states “in this site you will find everything you need or want to know about Christopher Columbus”
This statement was found to be quite exaggerated because there really was not much information to be found in regards to Columbus, his discovery, and what occurred while he was exploring the Americas. The information was very brief, simplistic, and could cause readers to ask many questions because it was so broad. Who wrote the information on this website, http://library.thinkquest.org/5150/html/homep.html cannot be determined. There is no place that gives credit to the authors or to any research based material. This can affect learners' knowledge with misconceptions and compliance to what they have read and viewed.

This website looks like it was created by a student as part of a project for a class reporting information on Christopher Columbus, creating an easy and accessible website for younger learners. If this is true, then this website was created to accomplish a goal for the creator of the website, rather than giving information to help learners understand and find the truth about Christopher Columbus. This website can impact how learners are acquiring information because it is so accessible for anyone to read. If learners have not been taught how to critique websites they may not know if it is resource they should be using. Learners may not be asking themselves the questions they should be asking when viewing websites: is this resource a credible website? Can I trust the author's information? Is this biased?

The website gives a brief description of the voyages Columbus had taken and states that on the third voyage; Columbus was “still searching for China. People were astonished that Columbus was arrested and sent to Spain in chains”
Many questions continuously come up when viewing this website in regards to Columbus and the indigenous people. Who are the people that Columbus called Indians? What are the reasons Columbus did what he did when exploring the Caribbean Islands? Why did Columbus and his men treat the natives so horribly? How did Columbus react to the indigenous people and their hospitality? These are just some of the questions I was asking myself after analyzing this website. The website was also set up differently than the textbooks, with brief sections and links for learners to read through. The website was broken into five sections or links: Life, Journeys, Interesting Facts, Games, and Bibliography. Learners click on one of these five sections and read the very brief write up and view some pictures. When done, the learner goes to the next section and does the same. The website gave little information in each section and did not cite or reference any historical resources.

The website, http://library.thinkquest.org/5150/html/homep.html had a section called Interesting Facts. Here, information was given on the Columbian Exchange. Again this information was brief and not full of details that horses came to the New World on Columbus’ second voyage was one fact that was given on the website. Another fact stated was that in Europe, Columbus introduced tobacco to the people there because the Indians used it in America. This was the only information that was given on the Columbian Exchange. There was nothing about how trade between the two countries harshly changed the landscape of the New World and changed the indigenous peoples’ way of life in multiple ways.
Disease, effects of Columbus in the 21st Century, history prior to Columbus discovering the New World, religion, and the treatment of others were discussed briefly and/or excluded from http://library.thinkquest.org/5150/html/homep.html website. These themes likely were excluded because they may be considered controversial in schools. Some website consumers may ask how could a man such as Christopher Columbus be associated with topics such as disease, treating others badly, and having negative effects on the world in the 21st Century? If a student did create this website this may be the reason these themes were excluded and why certain information was included. What is provided in the website was interesting and factual. It is easy to understand and remember. It is information that will not prompt learners to ask probing questions of why Columbus took those actions or why he treated others as he did? The website included a word search, cross word puzzle, and multiple choice questions that teachers can also use, rather than teach from, in order to safely avoid having learners think critically and form their own opinions on Christopher Columbus.

The website http://www.columbusnavigation.com/cctl.shtml written by Pickering (1997) (Table 5) was the fifth resource which I analyzed. This website was not as easy to use as the website described above (http://library.thinkquest.org/5150/html/homep.html). This second website was different than many of the other resources, in that it discussed a lot about the history prior to Columbus Discovering the New World, the Indigenous People and the treatment of them.
The information that was given on the history prior to Columbus discovering
the New World was very interesting. The section “Who really discovered America?”
from the website (http://www.columbusnavigation.com/cctl.shtml), Pickering (1997)
stated the following:

Everyone recognizes that many people were in America long before
Columbus. The Asiatic peoples who became Native Americans were certainly
the first, tens of thousands of years ago. Even though Columbus was not the
first, his discovery (or re-discovery, if you prefer) is rightly regarded as the
most historically important, and continue to be—even if other earlier claims
are eventually proven true. That is because, unlike the others, Columbus
inaugurated permanent large scale two-way commerce between the Old World
and the New. Previous discoveries were so obscure that almost no one in
either hemisphere was aware of the other hemisphere’s existence prior to
Columbus. But after Columbus, everyone knew (p.1).

This statement makes clear why Columbus is seen as such a great historical figure.
Columbus is the explorer who is given the credit for discovering the New World. The
important effect that gives to Columbus this huge honor is the Columbian Exchange,
where by Columbus began the interactions taking place between these two far away
lands, the New and Old Worlds. Christopher Columbus is the person that helped in
making two very different lands that were separated by an ocean become aware of
each other and more similar in nature to one another.
It was a pleasant surprise to see a section dedicated to the indigenous people in this website. On this website, Pickering acknowledged in great detail who the indigenous people were and how they were mistreated by Columbus and the Spaniards. This recognition is important because it tells learners there were other people in the Western Hemisphere prior to Columbus and his men arriving to the Islands. This information on the website can help learners analyze information for themselves about Christopher Columbus, rather than being told how to think about this topic. Information about the indigenous people was excluded in most of the other resources reviewed. According to the section “Columbus and the Destruction of Native Peoples” by Pickering (1997) from the website, http://www.columbusnavigation.com/cctl.shtml,

“the first and most important thing to understand is that the Native American population on Hispaniola (and later, Cuba) was destroyed over the course of a century or less, and that the Spanish were primarily responsible for this. Certainly Columbus was not a perfect person by any means, and was a man of many flaws. But neither was he a genocidal mass murderer. The destruction of these peoples is a historical tragedy, but this complex episode deserves more study than simply assigning blame. Columbus initially had friendly relations with the Native Americans he had encountered in the West Indies on the first voyage. Beginning with the second voyage these relations began to sour, with some tribes more than others (p. 1).
This information does not appear to be as biased as the other resources analyzed because at the beginning of this section, Pickering gave a note that stated: "as with everything else on this site, these are my own opinions. Feel free to disagree with them" (p. 1). Pickering provided information to explain that the Taino population fell in a century or less. He stated that this loss is not solely due to Columbus, but also the Spaniards who followed him in journeys later. Columbus stated that blame should not be given to Columbus entirely. He was not a perfect man and had flaws, but it should be known that he was not the sole person who wiped out the indigenous people of the Caribbean Islands. This outcome should also be attributed to the men who followed in Columbus’s wake.

On this website, there was also a great deal of information on Columbus and his navigational experiences and how he went about sailing the Atlantic Ocean. This information was not relevant to what I am analyzing. Since this information regarding Columbus and his navigational knowledge is so prominent in this website it may have lead to other information being left out and supported the idea of how great and knowledgeable Columbus was. This can lead learners to have a bias toward Columbus about how great he was as an explorer. By disregarding the other themes (Attitudes toward Christopher Columbus, Columbian Exchange, Discovery and Exploration of a New World, Disease, Effects of Columbus on the 21st Century, and Religion) in this website, learners are not given pertinent information that could help them analyze information as a whole and form their own opinions.
The writer of this website gave information which contained his opinion and was sharing his interpretation of the past in regards to Columbus and his life. The reader was told in many sections that what they were reading was the writer’s opinion. The writer, Keith Pickering is a historian who is knowledgeable about Christopher Columbus and his navigational skills. Pickering has done extensive research in this area, which is shown on his website, http://www.columbusnavigation.com/cctl.shtml.

Pickering’s position was that he wants to spread the navigational history of Columbus to others who share his same interests. Pickering sought to inform learners of Columbus and the many aspects of navigation, such as longitude, leagues, and celestial navigation. I think this information is best for historians and scientists who are looking at just one particular piece of information regarding Columbus’ life. This serves the purpose of informing those who already are well educated about Christopher Columbus and share the same positive attitude towards Columbus as Pickering does. Learners using this website may be persuaded to think of Columbus as a positive historical icon. Much of the information provided would be difficult to interpret for younger learners because it was written at more of a collegiate level. This website was not as user friendly for young learners as the first website http://library.thinkquest.org/5150/html/homep.html.

The last website http://www.enchantedlearning.com/explorers/page/c/Columbus.shtml (Table 6) contained the least amount of information compared to the textbooks and other
websites. All the themes were excluded except for the Discovery and Exploration of a New World. There was one sentence given in the themes of Attitudes toward Christopher Columbus, History Prior to Columbus Discovering the New World, Indigenous People and the Treatment of Others. This resource was very disappointing in that its focus was more for educators use in order to obtain worksheets and activities to teach about the holiday celebrating of Christopher Columbus. It also provided important information, such as the names of the ships Columbus used when sailing the Atlantic Ocean, maps, activities and workbooks, as well. There was little information found to be credible to learners in the classroom.

There was no information at all in regards to who wrote this information and no credit to resources or historical references in this website. An educator or group of educators created this website to help learners and other teachers with basic information on Christopher Columbus. Young learners would be drawn to this website because it is simplistic, visually stimulating, fun, and easy to navigate, but students would not be learning much as they read through the text. The information that learners would receive from looking at and reading the website are the basic facts about Columbus and his discovery, such as the names of the ships Columbus sailed on, the number of voyages Columbus took, and the islands which he discovered and named.

The view of Christopher Columbus was one of honoring and he is portrayed as a great man. The information on the discovery and exploration discussed him, the Nina, Pinta, and Santa Maria and that Columbus took four voyages. The website
http://www.enchantedlearning.com/explorers/page/c/Columbus.shtml also stated that "Columbus was the first European since the Viking Leif Ericsson, to set foot on the mainland of America". It also contained a link with a brief description of the Viking Leif Ericsson on this website.

The indigenous people were discussed on the website, but only in a few sentences. The website stated many of the Taino Indians whom were captured by Columbus' men were later sold into slavery and indicated that Spaniards went on the second voyage to find gold and capture Indians as slaves in the Indies. Again, there was no information on disease or what the slaves were forced to do against their will. The focus of the information about poor treatment of the indigenous people was credited to Columbus' men, not Columbus himself.

The purpose of this website was to help educators keep their learners occupied with factual information, such as dates and vocabulary, by using worksheets, reading and writing activities, along with crafts and busywork. The information that was given on this website is extremely vague in comparison to the other resources and historical accounts that were read. Learners who view this website will not be challenged to think for themselves or even want to ask more questions in regards to Columbus and his men. Learners are not given very much information on the themes of the Columbian Exchange, disease, the effect of Columbus on the 21st century, and religion. These again are themes where Columbus is portrayed in a negative way. This may be why developers of this website did not discuss these areas and focused more on the positive attributes of Christopher Columbus.
The text books and websites analyzed were filled with a lot of information that can help learners understand Christopher Columbus and some of his life. Still, many of the resources analyzed had information that glorified Columbus and the facts surrounding him and his life. This information would more than likely point learners to a biased opinion of Columbus and the history surrounding him. The nine themes which were found were either discussed in minimal detail or not at all. The fact that the information is not being taught to learners should concern teachers and administrators.

Learners are not being given the information they should be receiving from the resources provided by their educators. In the information sources about Columbus, they are also not being given the tools they need to ask the pertinent questions to dive deeper into the content surrounding Columbus. This is very disturbing, considering the many themes that are being left out of student resources, both in textbooks and websites. Educators may then question why learners do not ask questions in the classroom, treat others poorly, are biased, and do not know the full story surrounding Christopher Columbus, his life, and the impacts of his exploration.

Themes in the Textbooks & Websites

The textbooks contained the most information on Christopher Columbus. There were multiple charts, maps, text, and facts within the margins that explained Columbus’s life. The text was easy to understand in all three resources. The websites contained pictures and were easy to use, but lacked the information that students and
educators need to form their own opinions and to critically think about and analyze what is being presented and taught to them. Many people say less is more, but when reading and searching these websites, it was difficult to get information that was not biased, suggesting how wonderful Columbus was and that his key accomplishment was discovering America.

Each theme related to Columbus (Attitudes toward Christopher Columbus, Columbian Exchange, Discovery and Exploration of a New World, Disease, Effect of Columbus in the 21st Century, History Prior to 1492, Indigenous People, Religion, and the Treatment of Others) should be included for students in all the resources which were analyzed. Unfortunately, many important details were missing from historical references. The information related to various themes was excluded and unavailable or learners. These nine themes play a great importance when comparing and contrasting what is included and excluded in the textbooks and websites. Each of the nine themes was compared and contrasted as a whole, with what was found and not found within each of the textbooks and websites.

Attitudes toward Christopher Columbus

In five out of the six resources, Columbus was presented as a positive individual that changed history and the world for the better over 500 years ago. The textbooks had considerably more information on this theme, but overall there were similarities as to what the authors thought Columbus to be. In the second textbook, *World history: Connections to today* by Ellis & Esler (2003), there are no apparent
views about Christopher Columbus given. This can be interpreted in many ways. This shows less bias when compared to the other textbooks. Learners are able to form their own opinions, rather than having their textbooks do it for them.

The first textbook, *World explorer: Western hemisphere, geography, history, and culture* by Hayes-Jacobs, LeVasseur, & Randolph (2003), stated that the "European age of exploration set off a period of growing global interdependence that continues today. Yet the activities of European explorers brought both tragedy and triumph" (p. 368). This information is open for interpretation because it is hard for learners to figure out if Columbus is part of the tragedy or the triumph. Columbus is not mentioned in this statement which may give a positive attitude about Columbus to learners.

Columbus is known as the “Admiral of the Sea who changed the world, successful, a conqueror, winning great fortunes, and seeking glory for themselves, for Spain, and for their god” (Hayes-Jacobs, LeVasseur, Kinsella, & Feldman, 2007, p. 481). The third textbook, *History of our world: The early ages* portrays a positive attitude toward Christopher Columbus, stating this time period is shown as a time of great “adventure” and “curiosity” which had explorers searching for New Worlds and Columbus represented this spirit (Hayes-Jacobs, LeVasseur, Kinsella, & Feldman, 2007). This information is included to share with readers the same feeling Christopher Columbus felt during the Renaissance Period. This era for people was exciting and full of questions. The journey of Columbus’ life is described as so significant that the text makes it seem all worth the pain and heartache the indigenous
people were subjected too. It is not surprising students continue to read and hear so little about the deceit, robbery, and ill gotten gains for all these centuries (Lunenfeld, 1992).

The attitude toward Columbus in all three websites is one that is positive and appealing to readers. In the first website, http://www.columbusnavigation.com/cctl.shtml Columbus had a tragic second voyage, but it proved to be great, as was the first, according to the website. This is not an explanation of why the voyage was tragic, but it is still labeled great because Columbus was the captain. The website added that most people do not know about the real Christopher Columbus and have heard different stories, but failed to tell the viewers what those stories were. While giving pieces of details about Christopher Columbus the website portrayed Columbus as a positive piece of history.

In the second website http://www.columbusnavigation.com/cctl.shtml by Pickering, the website creator called Columbus as the “Admiral of the Ocean Sea” who changed the world, unlike those before him. This positive attitude toward Columbus gives learners the perspective that Columbus had no negative impacts on others when changing history in 1492. Unlike Pickering, Bigelow & Peterson (1998) explained that “both the words and images of the Columbus myth implicitly tell children that it is acceptable for one group of heavily-armed, white people from a ‘civilized’ country to claim and control the lands of distant non-white others” (p. 10).

In the third website, http://www.enchantedlearning.com/explorers/page/c/Columbus.shtml, though brief, a
picture of Columbus was shown on a cross depicting the Christian faith with King Ferdinand and Queen Isabella's initials engraved on it. Along with a small caption, Columbus was shown to have a connection with the royalty of Spain and its religion. It is obvious that religion was important to Columbus and the King and Queen, but this picture represents more. It depicted Columbus as a God and of great importance to all who believe in Christianity. The small picture is very symbolic and bares great importance to those who view the website. Overall, the resources showed a positive attitude towards Christopher Columbus. This positive attitude, shown in the resources, persuades students and adults to think one way about Columbus and draws them to the same attitude read or shown in pictures.

Columbian Exchange

This theme was shown to be more prominent in the textbooks through charts and tables of plants and animals that were exchanged between the two countries. Still, one textbook, *History of our world: The early ages* and two websites, [http://www.columbusnavigation.com/cctl.shtml](http://www.columbusnavigation.com/cctl.shtml) and [http://www.enchantedlearning.com/explorers/page/c/Columbus.shtml](http://www.enchantedlearning.com/explorers/page/c/Columbus.shtml) excluded Columbian Exchange completely from their text and charts and/or pictures. The website, [http://library.thinkquest.org/5150/html/homep.html](http://library.thinkquest.org/5150/html/homep.html) just wrote about the exchange of horses and tobacco and nothing about the effects on the New World and the indigenous people.
In the textbook, *World explorer: Western hemisphere, geography, history, and culture* (2003) contained the most information and thoroughly explained Columbian Exchange and what Columbus brought to the New World and took back to Spain. This was one of the more important themes in this textbook. The book explained both sides of Columbian Exchange on the indigenous people (disease and devastation of the land) as well as on Europe. Information about the Columbian Exchange is written very simplistically, and Hayes-Jacobs, LeVasseur, & Randolph should have explained the disease and devastation of the indigenous people with more detail for readers. As Cowley (1991) shares, the exchange of everything was happening between the western and eastern hemispheres and, as the Columbian Exchange makes one thing clear, social changes that produce one epidemic tend to produce others as well.

In the textbook, *World history: Connections to today* by Ellis & Esler (2005) the Columbian Exchange is shown to be very valuable, not for the gold that was found in small quantities, but for corn. Europeans also brought back beans, squash, potatoes, peppers, and tomatoes to Spain. This may be important for Columbus and the Europeans, but Josephy (1982) explains that the arrival of the Spaniards rudely shattered the Western Hemisphere. Ellis and Esler fail to discuss how the Europeans harmed the native people, land, and native species, the transfer of rats from the ships, which overwhelmed the Caribbean Islands (Mann, 2005). Hakim (2003) states that “when Columbus arrived in San Salvador in 1492, he set off a cultural tornado. He, and those that followed, brought ideas, technology, and germs that overwhelmed the lands they invaded” (p. 87).
Discovery and Exploration of a New World

This theme proved to have the most factual information provided of any of the nine themes. This information is given in text, maps, timelines, and interesting facts in both the textbooks and websites. Most of the information given is details on the dates of when Columbus took his four voyages, leaving/arriving in both Europe and the New World. These facts and dates coincide with the information I found in the historical references. Documents addressing this theme also showed less bias than what was seen for other themes that I analyzed. This may be because this theme primarily includes universal information and fact. Factual information is right or wrong, but does not imply successful or hurtful, courageous or cowardly. The information that was given in both the textbooks and websites was relatively comparable as well. There is also mention of the different Islands which Columbus and his men landed on and what names he had given them through his four voyages. Again this information corresponds with the references that I used.

In the textbook, *World explorer: Western hemisphere, geography, history, and culture* by Hayes-Jacobs, LeVasseur, and Randolph (2003), the authors state, “as you will see, this voyage made Spain a major power and had a dramatic impact on the entire world” (p. 312). Unfortunately, they fail to state why Spain became a major power and what the dramatic impact Columbus had on the world was. The textbooks, *World explorer: Western hemisphere, geography, history, and culture* and *History of our world: The early ages*, along with the website
http://www.enchantedlearning.com/explorers/page/c/Columbus.shtml, discuss the ships which Columbus took on his first voyage. Again this is all information that coincides with the historical references I used.

All the textbooks and websites discuss that Columbus took four voyages and give the dates. The website http://www.columbusnavigation.com/cctl.shtml by Pickering (1997) just listed a timeline of Columbus' life and four voyages. There was no explanation with this time line, just basic facts. I found this puzzling especially since Pickering typically explained why Columbus did the things he did in his life time. The timeline represents Columbus in a different view, showing what he did with no clarification on why, just expecting readers to, read the information and accept it.

Disease

Disease was a theme that was not discussed much in any of the resources. The textbooks contained the most information and were very similar in what they wrote for students. All three textbooks, World explorer: Western hemisphere, geography, history, and culture, World history: Connections to today; and History of our world: The early ages, describe how the Spaniards or Europeans brought diseases the natives, who could not survive. What ultimately tipped the balance of the native population was disease. Everyone's disease was everyone else's disease (Cowley, 1991). Also all the textbooks stated disease was the main reason why so many indigenous people vanished and how the population almost was eradicated. Disease
can kill not only by overwhelming the immune system, but also by overwhelming society, as it did to the Tainos and Caribs (Crosby & Nader, 1989).

On the website http://www.columbusnavigation.com/cctl.shtml, Pickering (1997) writes disease played a role in the destruction although it can hardly be seen as a moral strain on its carriers. However Noble Wilford (1991) writes that the Europeans brought new diseases to the indigenous people: smallpox, measles, typhus, scarlet fever, tuberculosis and the like. Noble Wilford and Hakim (2003) explain that the indigenous people lacked an immune system like that brought by the Europeans' heredity and exposure to these deadly microbes. In fact, on the websites, http://library.thinkquest.org/5150/html/homep.html and http://www.enchantedlearning.com/explorers/page/c/Columbus.shtml, creators did not even mention disease or the fact that a population was almost exterminated. As Bigelow (1998) discusses, perhaps more than 3 million Tainos lived in the Caribbean Islands when Columbus first arrived, but it was written in 1542 only 200 Tainos were still living.

Effect of Columbus in the 21st Century

I found that in all three textbooks as well as the websites http://library.thinkquest.org/5150/html/homep.html and http://www.enchantedlearning.com/explorers/page/c/Columbus.shtml, no information was given in regards to the effects Columbus had on the 21st Century. I find that this theme is one of the most important because it shows how individuals have changed
and adapted throughout history to the present time. It also shows how individuals had to and continue to live with stereotypes every day which may grow from how Columbus treated the Tainos hundreds of years ago. Columbus was in search of China no matter what the cost was to other people (Josephy, 1991). The Tainos were individuals who were different and unimportant in the eyes of Columbus because they were not white, European, and of Christian faith.

One website, http://www.columbusnavigation.com/cctl.shtml, contained minimal information on the effect of Columbus on the 21st Century. The information that was given was not the theme that I originally found when doing research on Christopher Columbus. I found that Columbus had a negative effect on the New World and the people who lived here for hundreds of years after he set foot on the Caribbean Islands. The one sentence that was written in http://www.columbusnavigation.com/cctl.shtml on the effects of Columbus on the 21st Century was very disturbing. The statement is written in the text under a map stating, “it is hard to believe, but after five hundred years there is still disagreement about just where Columbus first saw the new world and step foot upon its shores” (Pickering, 1997).

These two sentences were all that I could find in regards to what effects Columbus had on the 21st Century. I find this very troublesome for learners who are trying to learn about history and the effects on in our world today. If the effects of Columbus on the 21st Century are not given in the resources that students are being taught from and expected to read, how can they critically analyze Columbus’ life and
what happened from the instant he saw land to the hundreds of years following that
arrival? What are the reasons for this omission and why are the indigenous people
excluded? Pickering gives no reasons or insight to why this may be important to the
21st Century.

History Prior to Columbus Discovering the New World

This was theme that was represented more in the textbooks than in the
websites. The textbooks shared information about Spain and the fighting that was
occurring over religion. All the textbooks shared that Columbus asked Portugal to
sponsor a voyage, but was refused, and then asked Spain for support. Queen Isabella
was seeking new sources of wealth to strengthen Spain's power. After hearing
Columbus's idea for a voyage west, she granted him his request. As Polk (2006)
states, after years of planning and presentations to the nobles, in April, 1492,
Columbus suddenly received royal approval.

Information that was given on the website
http://www.library.thinkquest.org/5150/html/1h.html included information about
Columbus growing up, from childhood to adulthood. Both
http://www.library.thinkquest.org/5150/html/1h.html and
http://www.enchantedlearning.com/explorers/page/c/Columbus.shtml included
information giving credit to Columbus for discovering the New World, though the
Vikings and one particular Viking, Leif Ericsson, was the original explorer before
Columbus. The first Americans, according to Hakim (2003), were people who
migrated south from Asia. According to Mann (2005), the first Europeans to stumble upon America, as stated by http://library.thinkquest.org/5150/html/homep.html, were Vikings or Norsemen who came from the northlands near Europe. Columbus was given credit for being the first European to discover the New World and spark an exploration tornado in Europe by Pickering (1997).

Indigenous People

The Taino are the main group discussed on the six resources. The textbooks give more information on the Tainos'. All three textbooks and the website http://www.enchantedlearning.com/explorers/page/c/Columbus.shtml discuss that Columbus thought he was in India, so he called the natives, “Indians”. As stated by Josephy (1992), when Columbus arrived at what he thought was China, he was greeted by indigenous people he wrote about in his log and referred to as “Indios” or Indians.

World explorer: Western hemisphere, geography, history, and culture by Hayes-Jacobs, LeVasseur, & Randolph (2003) is the only resource which explains, though briefly, the Taino people. The Tainos lived in villages and grew corn, yams, and cotton, which they wove into cotton. They were friendly and generous toward the Spanish.

The textbook World history: Connections to today by Ellis & Esler (2005) mentions the different indigenous groups; the Ciboneys, the Arawaks, and the Caribs and how long they lived in the western hemisphere prior to the arrival of the Europeans to the
New World. Noble Wilford (1991) also explains in great detail who lived here thousands of years before Columbus. Historians such as Noble Wilford (1991), Josephy (1992), Jacobs (1992), Barreiro (1998), Dyson (1991), Sale (1992) and Hakim (2003), discuss the different indigenous groups the Ciboneys, Tainos, and Caribs, their arrival, appearance, characteristics, specialties, skills, and temperament in detail when compared to what Hayes-Jacobs, LeVasseur, Randolph, Ellis, and Esler do in their textbooks.

The websites portrayed the indigenous people in negative ways. The first website, http://library.thinkquest.org/5150/html/homep.html stated the crew had disliked and mistreated the Indians and the Indians attacked. Josephy (1991) writes that the Tainos greeted Columbus and his men when they arrived and Josephy described the Tainos as generous and intelligent people who wanted to please everyone. However, the swords, which Columbus and his men carried when they arrived, helped convince the Tainos to do as the strangers wished (Rodriguez-Salgado, 1992)

The website http://library.thinkquest.org/5150/html/homep.html also stated Columbus left early because unfriendly Indians forced them off the land and on the fourth voyage, the native people refused to help him find food. When I read this I thought about what learners may think after reading that information. Students are taught to be generous and respectful. How could the Natives be so mean to Columbus? If they only received more information from the website they may realize why the Taino were acting as they did toward Columbus and his men. Hakim (2003)
explained Columbus took pearls and gold back to Spain for King Ferdinand and Queen Isabella, along with parrots, tobacco, and gold trinkets. Hakim added that Columbus kidnapped many Tainos to take to Europe as trophies.

When Columbus was in Spain after his first voyage, the Spaniards who stayed in the New World stole food from the Tainos, raped their women, and killed many of the indigenous people (Polk, 2006). The second website http://www.columbusnavigation.com/cctl.shtml by Pickering (1997) compares to this statement by Polk as a major factor, when looking at who the Tainos had difficulty with, the Europeans and not Columbus. Pickering does look at both sides of Columbus' meeting the indigenous people and the treatment the Natives received. Pickering puts blame, not on Columbus, but on those who followed him later in the 1500's. This information given is stated to be his opinion, but sways readers to side with Columbus and to find fault with all those who came to the New World after Columbus.

Religion

This was another theme that was overlooked by the six resources. The textbook *History of our world: The early ages* and the websites http://library.thinkquest.org/5150/html/homep.html and http://www.enchantedlearning.com/explorers/page/c/Columbus.shtml have no information on religion. The textbook *World explorer: Western hemisphere, geography, history, and culture* and website
The textbooks *World explorer: Western hemisphere, geography, history, and culture* and *World history: Connections to today* both explain that Columbus and the newcomers tried to make the Tainos more like the Europeans by forcing them into the Christian religion. Polk (2006) describes that the Spaniards believed the indigenous people were primitive barbarians and the state, as agent of the church, had a sacred obligation to convert them to Christianity. The priests protested that the indigenous people could not be taught because they could not understand the language, but were converted by force into the congregations anyway (Josephy, 1982).

Treatment of Others (hospitality, slavery, warfare, etc.)

The last theme had very little information provided by either the textbooks or the websites. The website [http://library.thinkquest.org/5150/html/homep.html](http://library.thinkquest.org/5150/html/homep.html) contained no information on the treatment of others. All the textbooks and the website [http://www.enchantedlearning.com/explorers/page/c/Columbus.shtml](http://www.enchantedlearning.com/explorers/page/c/Columbus.shtml) discuss the treatment of the Tainos and how they were enslaved by force and the use of weapons, were required to work in the mines to find gold and work in the fields, mainly by
Columbus’s men or the Spanish conquistadors, not by Columbus. Jacobs (2005) and Josephy (1982) discuss how the first Spanish settlers raided the indigenous people in order to obtain workers for their farms, mines, and fisheries, and, when the Tainos threatened to rebel, Columbus used their rebellion to justify enslaving them. The Tainos were then forced into labor or killed. The textbook *World history: Connections to today* also explain to readers that, due to poor working conditions and malnutrition, many thousands of indigenous people died (Ellis & Esler, 2005).

The second website, http://www.columbusnavigation.com/cctl.shtml had the most information, but most of its information was defending Columbus regarding the negative treatment of others and stated negative comments about Columbus it is overstated and exaggerated. This information has nothing to do with the indigenous people, but more to do with clearing Columbus’s name about enslaving innocent people and killing many Natives. Pickering (1997) expresses that when the Spanish took a number of Native Americans as prisoners on Hispaniola, Columbus saw an opportunity for profit. In 1496, he sent 300 of these prisoners to Spain, to be sold as slaves. The king and queen objected, and they promptly sent these prisoners back to Hispaniola; Columbus made no further ventures in the slave trade. I did not come across this information in any of the historical references.

Knowing the queen’s feelings about slavery, Columbus embedded his ideas in language suggesting his treatment of them would be a favor to the natives (Polk, 2006). According to Noble Wilford, the people, he said, would lose “their inhuman custom of eating people and, learning the language of Castille and they would more
readily receive baptism and secure the welfare of their souls” (p. 168). Polk states that some historians feel this was Columbus’s way of seeking royal permission to institute a slave trade from the newly discovered lands in order to meet the needs of himself and his men along with the needs of Spain. Columbus turned many Caribs and Tainos into slaves and soon all Arawak speaking tribes would eventually be dead (Hakim, 2003).

Summary

I have found that textbooks and websites contain information that portrays an image rather than supplying all the factual information that learners need in order to think critically and dig deeper to learn the truths and myths related to Christopher Columbus. Student resources, such as textbooks and websites, do not contain the information that learners need to help in eliminating the stereotypes in today’s world. As adults, we do not want our children to treat others poorly or hurt others in any way, but many students’ resources describe Christopher Columbus as an explorer and conqueror who treated others in this manner to get what he wanted or even omits the negative information about Columbus.

It is, then, very hard to teach learners right from wrong, especially when a historic figure has treated others poorly and with disrespect. Yet, we, as a society, honor Christopher Columbus on a yearly basis for what he has done. What message does that send to learners of any age? It is hurting society more today if educators are not explaining all that Columbus and his men have done to the indigenous people,
rather than overlooking it in the resources learners use. We need to discuss what Columbus and his men did, both positively and negatively and then describe what Columbus could have possibly done differently when landing on the Caribbean Islands. Learners need to able to respond to information they are given and to ask questions, rather than just read the information and repeat.

The ideology that European Americans are superior to indigenous people was prominent in the resources that I analyzed. Columbus is portrayed as a European who can take what he wants, even when it is not his for the taking. It is okay to forcibly impose the Christian religion on to humans that do not understand the religion or even the language they are speaking. It is also acceptable to take things from others who are different when they possess items of great worth and value, such as gold, land, and lives.

Much of the themes that were excluded in the resources I analyzed were themes that discussed negative information on Christopher Columbus. These themes, disease, effects of Christopher Columbus on the 21st Century, religion, and the treatment of others (slavery, warfare, and stealing), all contain information that show Columbus as a harmful and damaging historical figure. This is not how Columbus is or has been taught to learners over the past 600 years. If information brings into question Columbus' life, this may be thought to be negative to both society and may cause controversy for many.

The biggest piece of information that I found to be excluded in all the resources was the treatment of the indigenous people. This is also one huge piece of
information I learned by reading various historical resources. As a young learner, I was never taught about the native people known as the Taino, Carib, and Ciboney who lived in the Western Hemisphere prior to Christopher Columbus' discovery of the New World. The best thing that you can continually learn and teach others is new information to help them change themselves in how they think and change society for the better. This is one thing that I learned by analyzing these many resources. There are many ways that publishers and historians represent information about the past. Reading is knowledge and the more you read the more you are likely to change your perspectives and help others do the same.

I do think that the exclusion of the indigenous people has contributed to the stereotypes that humans have about others, such as other Native Americans. It is unfortunate that this lack of information is rooted so far back in our history that many facts and details have either been destroyed or have not been written about regarding the time period. If learners are taught the skills necessary to become critical thinkers, I believe the world and the attitudes of the human race would change for the better. Learners would accept the views of other people even if they do not agree with them. Students and adults can form their own truths and myths, all while working together to figure out information, rather than be competitive in nature.

The information found in textbooks and websites can be analyzed by students and educators in many ways. This could be the reason why people have stereotypes about people who are different in such ways as appearance, color, religion, economic status, and way of life. It is painful to think that the way that Columbus reacted to the
Taino people can have an effect on us now, so many years later and throughout history. Some students and educators may analyze this information to conclude that if a person is a white male and of Christian faith, he is of superior status. For him, anything is "yours for the taking", as Columbus had shown when he "discovered the New World." It was his because he saw it first.
Chapter V

Summary, Conclusion, and Recommendations

After analyzing student textbooks and websites, my findings show how Christopher Columbus’ life is portrayed, in both the positive and negative aspects. Most of all the resources show Columbus in a positive manner. For many youngsters, the “discovery of America” is their first curricular exposure to the encounter between two cultures and to the encounter between two races (Bigelow, 1998). Columbus explored new lands, and took and brought objects and humans to different places as he wished. He made history in 1492 and continues to be an influential historical figure today. Columbus is presented as a person of glory and honor who made mistakes. Still, in textbooks and websites these mistakes are presented as minute in comparison to what he did for Spain, Europe, and the world as a whole.

How do representations of the past influence how students and adults interact and feel about others in the 21st Century? After analyzing the textbooks and the websites, it is evident that how facts are represented does influence the way students and adults interact and feel about others in the 21st Century. It would be nice to think that the biases in curriculum would disappear, but the Columbus myth is only the beginning of a winners’ history that deeply neglects the lives and views of many “others:” people of color, women, working-class people, and the poor (Bigelow & Peterson, 1998). For instance, today many Native Americans are labeled with the stereotypes of wearing feathers, living in tepees, being poor, and being alcoholics.
Stereotypes are prevalent in today’s world. Words in text, pictures, charts, and the like, carry a lot of meaning, especially when critical questions are not asked. This is why it is important to ask why and to look deeper into everything one reads and learns about. “The more we know and understand the man Christopher Columbus, the more we can understand how this nation evolved from encounter between the Old World and the New, and the great social and economic changes that the historic encounter set into motion” (Crosby & Nader, 1989, p. 19). If we know and understand this information, students and adults will better be able to understand the world in which they live.

When reading textbooks and websites, it is hard to understand what historians see as being important facts to share with learners. Some historians focus on particular parts of Columbus’ life such as navigation, exploration, or the treatment of others and avoid other themes surrounding his life. Historians may include all the heroic information surrounding Columbus while others concentrate on negative information causing learners to comply with what they read without asking questions. What and how historians write influences what societies value now in the 21st Century. Why did Columbus think the indigenous people should be made to follow his rule and do whatever he told them to do? What did the indigenous people think and feel as they were being told to work in mines and forcibly being converted into Christians against their will? These are just some questions that learners need to be asking themselves as they are reading about Christopher Columbus. It is so important
to ask questions and to critically think about information that is given in the classroom.

Christopher Columbus is portrayed as a superb individual with many great accomplishments who is continually given praise in textbooks and websites. Columbus is shown to learners this way because it simpler to explain this to students than to examine textbooks and websites more closely. It is also more acceptable to learn about heroes rather than villains. Textbooks and websites exclude these horrific and unexplainable facts regarding Columbus because it causes controversy for teachers, schools, and parents. In school we seek to avoid controversy no matter what, even if it disregards the feelings of a particular race. I think this is because it is difficult to explain the negative. As a teacher, how can we explain to students why Columbus and his men treated the Taino and Carib people so horribly, yet we observe Columbus on a yearly basis for what he did? Raising these issues forces us to question who has power and who does not—it challenges the status quo.

Topics such as slaves working in the mines and fields, forcing the Christian religion, various diseases, and the mistreatment of others are all areas that show Columbus, the Spaniards, and colonization of the Caribbean Islands to be problematic for learners to understand. Birchfield (1997) explains that Columbus and his fellow Spanish explorers, who wished to enslave the indigenous people and sell them in Europe and Africa, portrayed the indigenous population as demons. Birchfield adds that Columbus attacked, enslaved, and burned the letter “C” onto their faces so they could be identified more easily. It is even harder to explain why we continually
celebrate a person when he has done these hurtful actions to others. Textbooks and websites are taking a simplistic approach to explaining history, and educators are following their model.

These findings are concerning when one considers the overall attitudes people are having toward one another. Many children model what they see from their parents, teachers, and others in society regardless if they know it is right or wrong. If stereotypes and hatred are what they are viewing in the world today, it is extremely hard for individuals to make change for the better. They too are taking the easy way out and following the norms of society. Columbus, his crew, along with Spain took what was not theirs for the taking. They caused heartache and pain for thousands of indigenous people by forcing them into religion they did not know along with forcing the indigenous people to work as slaves. Columbus and his men stole food, animals, gold and jewels, as well as land from the indigenous people. As a society, some, if not many people are scared of other individuals who are different. Columbus’ and the Spaniards’ behavior and treatment to the indigenous people may be linked to today’s world in how and why people treat others poorly who have a different religion, culture, creed, or ethnicity. Stereotypes are prevalent and Columbus and the Spaniards may have contributed to why people treat others, particular indigenous peoples, so negatively in the 21st Century.

It is up to the individual to make changes in how she or he responds to and critiques information that is presented in texts and websites. When indigenous people are portrayed in textbooks and websites as individuals with no thoughts or feelings, it
devalues their existence. In many cases they are even ignored when writing about the islands which Columbus invaded. In fact, historians such as Polk (2006) tell us that the Taino were very hospitable toward Columbus and his men. Upon arrival, the Taino helped Columbus and his men to land after their ship was struck by a reef. The Taino were giving people, who honored and helped others in times of need, but were somehow forgotten in the writings of textbooks and websites.

I have found that current student resources do not share all perspectives from historical accounts, regarding Christopher Columbus and his impact on the world. Unfortunately there are also gaps in the student materials and the content they are learning from. Noble-Wilfred (1991) writes that Columbus kidnapped many Tainos as trophies and used them as slaves to work in fields and mines, but other sources do not mention such details. What students are learning in school affects their views in adulthood. Thus, teaching learners one perspective and not others can contribute to the ignorance people have and will not help in changing the world. This causes great concern when looking at today’s world and what people do without thinking of others first and what the effects can be on others.

All of the resources that I analyzed were written with a white European male perspective. This perspective includes stereotypes toward other human races. It also shows bias towards other religions, wealth, and the treatment of other human beings. This narrow portrayal of events and concerns of different racial groups is unbalanced for today’s world. Bigelow (1998) shares that teachers need to respect the truth and
inject more perspectives in the classroom, which generally comes only from
discussion with students.

The reason why these findings matter to students and adults is because
resources such as textbooks and websites provide a base of general knowledge. An
example is the commonly known rhyme “in fourteen hundred and ninety two,
Columbus sailed the ocean blue.” “Most Americans continue to admire Columbus
because, as tradition puts it, ‘he discovered America’” (Schuman, Schwartz, D’Arcy,
2005, p. 2). Many learners read through material and accept what it says, soaking it in
like a sponge. The problem lies with the textbooks and websites not supplying
learners with the facts so they can ask more questions. Why did that happen and how
can I change this so it does not happen again? These are the questions we should want
learners to be asking. Sale (1990) indicates everything of importance in the
succeeding 500 years after Columbus came to America stems from that momentous
event:

“The rise of Europe, the triumph of capitalism, the creation of the nation-state,
the dominance of science, the establishment of a global monoculture, the
genocide of the indigenes, the slavery of people of color, the colonization of
the world, the destruction of primal environments, the eradication and abuse
of species and the impending catastrophe of ecocide for the planet Earth.” (pg.
444)

This information is what students need to know, but are not receiving. If Sale’s
quotation were included in textbooks and websites, students could read it closely and
examine the significance in ideas and issues of importance. What is so shocking to me is that these events are still occurring in the world today and we still have no means to figure out why even help in stopping them.

When learners are asking questions about what they read and see from textbooks and websites, they begin to want to know more. Learners will likely seek other resources to answer those questions. It is a continual effect of asking questions and seeking knowledge to grow. This sort of learning or critical reading experience will give students and adults the skills to help them gain more knowledge. Students will not just accept information as is, but fight to understand it more deeply and make the necessary changes to create a better world.

My overall goal for my thesis research was to be a better teacher for my sixth grade students. The knowledge and skills I constructed through my study will enable me to teach my students to critically analyze textbooks and websites. The findings of my research indicate that I need to teach my students how to think critically and not to expect all the relevant information to be there in the text. What do students need to ask themselves on a continual basis in order to make the most of their learning? This is the main question learners should be asking themselves starting in Kindergarten. I think it is also the question that all teachers should be asking themselves. It should not just start when students begin reading textbooks and using computers to do research papers and projects.

As a sixth grade teacher, I will need to support my students learning by giving them the tools necessary to analyze information as they read and search through
textbooks and websites. As Bigelow (1998) points out, the written curriculum about Columbus confirms falsehoods and creates biased perspectives for all who are taught from it. I cannot just choose an article because it looks interesting or is fun; I need to analyze the material thoroughly before I give students the material. So if I want my students to ask questions, think critically, and make change for society, I will need to do this myself before they even look at the information.

According to Willingham (2007), virtually everyone would agree that a primary yet insufficiently met goal of schooling is to enable students to think critically. He adds that critical thinking consists of “seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth” (p. 8). Authors have choice in what they want to include and exclude in the literature they write, and students need to be aware of this. Therefore, I need to inform my students how critical it is to read an assortment of materials to become knowledgeable about the topic and to use Willingham’s advice when thinking critically.

Students need to understand how information is presented and why it is written in particular ways to persuade learners to think one way and not another. This is not only true for learners, but also teachers and schools as well. Teachers need to be aware of opinions and partial information in resources their students are using. Teachers and students need to decide what information is mythical when reading through nonfiction sources about the life and times of Columbus (Crosby & Nader,
1989) as well other materials taught in classroom from Math, Social Studies, English Language Arts, and Science.

Teachers and administrators should make sure to thoroughly examine the resources they are allowing their learners to read before purchasing and or using them. They need to make sure that biases and opinions are left to a minimum and they need to create curriculum that teaches students how to critically analyze what they read. This is important, as all of us are surrounded by media that excluded some perspectives while privileging others. According to Lunenfeld (1992), in 1987 James Axtel wrote “all was not well with how events surrounding 1492 are presented in American textbooks. He advised school boards and teachers stop adopting textbooks that are hopelessly outdated, stylistically painful, and created with crucial omissions” (p.137) Textbooks and websites should include both sides of historical information and/or state there may be bias and opinion in the writing.

It is important to preview websites, as well as to make sure that students are reading and viewing information that is relevant to the topic. Textbooks and websites should include a combination of facts that cover different perspectives so students can ask questions and form their own opinions. Crosby and Nader (1989) explain that teachers should try and provide a multi-dimensional view of the life and times of Columbus and the results of his actions. In the classroom, “teaching and learning about Columbus has often been a one-sided and uni-dimensional” (p. 3-4). Crosby and Nader add that teachers tend to provide a brief and limited, Euro-centric view of the Columbian voyages and their consequences, causing misconceptions for students.
Students are not being taught that there are biases and opinions in textbooks, websites, and other research material they read. Teachers should also accept the challenge of reading and researching about the life and times of Columbus to provide themselves and their students with accurate information and up-to-date interpretations (Crosby & Nader, 1989, p. 3). Learners need an assortment of tools to ask critical and probing questions after they read information on a piece of text, especially when it is related to history of the world. If this is not done, it can lead to stereotypes and ignorance in society as these learners grow and conform to the views of society. Hopefully, authors and publisher will see the importance of supplying students with as much information as possible so students can ask those imperative and critical questions that in some way effects both the world and the individual today in the 21st Century.
References


Appendix 1

Positive Interpretations on Christopher Columbus
Appendix 1
Positive Interpretations on Christopher Columbus

<table>
<thead>
<tr>
<th>Attitudes toward Christopher Columbus</th>
<th>Bigelow</th>
<th>Josephy</th>
<th>Polk</th>
<th>Mann</th>
<th>Noble-Wilford</th>
<th>Sale</th>
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<tr>
<td>N/A</td>
<td>N/A</td>
<td>· There were many references to what Columbus's many names referred to was Christ-bearing dove in Indian. (p30)</td>
<td>N/A</td>
<td>N/A</td>
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</table>

| Columbian Exchange                  | N/A     | N/A | · On the second voyage, Columbus brought horses, armor, goods and seeds to plant European food. (p27) | · Columbian Exchange was termed by Crosby in 1972. The swapping of plants, animals, and food began between the Europeans and natives. (p34) | · Rolled cigars and tobacco were later observed by Europeans to be as valuable as gold. (p22) | N/A |

| Discovery and Exploration of a New World | · Columbus took his first voyage at 41 yrs of age on Aug 3, 1492. (p18) · Columbus left his brothers (Diego & Bartolome) in charge of | N/A | · Columbus took 17 ships and 1,200 men. (p27) · Later, excited European navigators followed him on his journey to the | · The third voyage, Columbus sailed further southwest and arrived on the land of Trinidad and Venezuela. The Taino people thought he and his men were from | · The second voyage was from September 25, 1493 through June 11, 1496. (p27) · Columbus set sail for his third voyage | N/A |
the west. (p19)
• If the Natives were not so hospitable, getting the cargo, and saving the nearly drowned crew, Spain’s venture may have turned out differently. (p20)
• The Tainos saved Columbus and his men’s life the night the Santa Maria struck the reef. (p22)
west. (p19)
• If the Natives were not so hospitable, getting the cargo, and saving the nearly drowned crew, Spain’s venture may have turned out differently. (p20)
• The Tainos saved Columbus and his men’s life the night the Santa Maria struck the reef. (p22)

heaven and were gods. The Tainos began testing the Spaniards’ immortality by forcing their heads under water. (p30)
• Columbus went to his grave convinced he landed on the shores of Asia. (p33)
When Columbus arrived to the Islands; trees, fruits, herbage, animals, and rocks were all different. (p34)

on May 30, 1498 and returned in October of 1500. (p30)

the islands when he returned to Spain. (p29)
• Columbus was given 3 ships, the Nina, Pinta, & Santa Maria by Queen Isabella & King Ferdinand. He set sail to Spain with 90 men. (p18)
• Francisco de Bodadilla was sent by the King and Queen to Hispaniola, he was shocked to see Spanish rebels swinging from the gallows and many were taken as prisoners. (p31)
• The last voyage was May 9, 1502, but Columbus
<table>
<thead>
<tr>
<th>Disease</th>
<th>N/A</th>
<th>N/A</th>
<th>N/A</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Effect of Columbus in the 21st Century</td>
<td>· “We can choose whether to reverse the legacy of injustice or continue it”. (p38)</td>
<td>· Our knowledge is changing constantly and one might find many truisms of today are no longer considered valid and research and new light will be shown on this topic. (p38)</td>
<td>· There are many dominant beliefs surrounding Christopher Columbus which are causing many historians and educators to reconsider Columbus and his achievements. Questions are being asked that might force a reconsideration of that honorable fame. (p1)</td>
<td>· The histories of the people and societies of the New World and the</td>
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### History prior to 1492

- Perhaps more than 3 million Tainos lived where Columbus arrived. *(p5)*

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### By 1492

- In April 1492, Columbus's plan suddenly received royal approval. Inspired by Marco Polo's account. The Cathay was the magnet that drew Columbus's to the Atlantic. *(p17)*

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### Over 200 million years ago

- Over 200 million years ago, Eurasia and the Americas were lashed together into one land mass called Pangaea, which later broke into smaller drifting pieces. The first Europeans in America were the Vikings or Norsemen. Some were pirates, but most were cattle and sheep farmers. They

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<tr>
<td>Indigenous People</td>
<td>Columbus reports being impressed by the indigenous people,</td>
<td>The Ciboney spoke the Arawakan language. (p13)</td>
<td>Columbus was shocked when he saw the first group of inhabitants</td>
<td>Natives were surprised when strange looking people showed up,</td>
<td>A primitive group know as the Guanajato or Ciboney</td>
</tr>
</tbody>
</table>

- Arawakan
- North America
- South America
- The first Americans and Vikings
- burned undergrowth, cleared and replanted forests, built canals and raised fields, hunted bison and netted salmon, and also grew maize also known as corn.

Indigenous people had been managing their environment for thousands of years. (p34)
Great love towards others, great deference and kindness.  
(p4)

descriptions of what the Tainos looked like, how they lived, what they did give here.  
(p14)  
There are many descriptions of the Carib tribe and how they looked down on the Spaniards because they took orders from others.  
(p14)  
The Tainos were generous and intelligent people who wanted to please everyone.  
(p20)  
Indigenous people were depicted as a paradigm of man's existence...  
(p16)

ts of the New World. They all went naked, men and women, as their mother's bore them.  
(p20/21)

but weren't surprised that other people existed.  
(p20)

lived in Western Cuba on an uninhabited, nonagricultural area.  
(p13)

Tainos meant good people and also men of the good.  
(p13)  
Columbus viewed Taino way of life as stunning and pictured them as a model of man's existence. Tainos learned Spanish quickly and could also communicate through sign language.  
(p21)

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<thead>
<tr>
<th>Religion</th>
<th>N/A</th>
<th>N/A</th>
<th>N/A</th>
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<th>N/A</th>
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<tr>
<td>Treatment of Others (hospitality, slavery, warfare, etc.)</td>
<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
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Appendix 2

Negative Interpretations on Christopher Columbus
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Negative Interpretations on Christopher Columbus

<table>
<thead>
<tr>
<th>Attitudes toward Christopher Columbus</th>
<th>Bigelow</th>
<th>Josephy</th>
<th>Polk</th>
<th>Mann</th>
<th>Noble-Wilford</th>
<th>Sale</th>
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<tbody>
<tr>
<td>· &quot;Columbus -as- Discoverer&quot; myth teaches whose voice to listen to and whose to ignore. (pg2)</td>
<td>N/A</td>
<td>哥伦布神话教导我们要倾听他人的声音，但忽略他人的声音。 (p26)</td>
<td>哥伦布建立的殖民地基于对土著人的剥削。 (p26)</td>
<td>哥伦布并不是英雄，而是一个偷窃者，他改变了世界，可能以最坏的方式。 (p38)</td>
<td>哥伦布已经死亡，但他的遗产没有。 (p36)</td>
<td></td>
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<tr>
<td>· Columbus was not a hero, but a thief who changed the world possibly for the worst. (p38)</td>
<td>哥伦布并没有成为英雄，而是一个改变世界的罪犯，或许以最坏的方式。 (p38)</td>
<td>哥伦布建立的殖民地基于对土著人的剥削。 (p26)</td>
<td>哥伦布并不是英雄，而是一个偷窃者，他改变了世界，可能以最坏的方式。 (p38)</td>
<td>哥伦布已经死亡，但他的遗产没有。 (p36)</td>
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<tr>
<td>· Columbus is dead, but his legacy is not. (p36)</td>
<td>哥伦布已经死亡，但他的遗产没有。 (p36)</td>
<td>哥伦布建立的殖民地基于对土著人的剥削。 (p26)</td>
<td>哥伦布并不是英雄，而是一个偷窃者，他改变了世界，可能以最坏的方式。 (p38)</td>
<td>哥伦布已经死亡，但他的遗产没有。 (p36)</td>
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<tr>
<td>Columbian Exchange</td>
<td>N/A</td>
<td>哥伦布认为他是在亚洲，但并不是。 (p34)</td>
<td>哥伦布认为他是在亚洲，但并不是。 (p34)</td>
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<td>哥伦布认为他是在亚洲，但并不是。 (p34)</td>
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<tr>
<td>· Columbus thought he was in Asia, but was not. Isolation of the Western Hemisphere was rudely shattered by the Spaniard s arrival. (p34)</td>
<td>哥伦布认为他是在亚洲，但并不是。 (p34)</td>
<td>哥伦布认为他是在亚洲，但并不是。 (p34)</td>
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<td>哥伦布认为他是在亚洲，但并不是。 (p34)</td>
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<tr>
<td>· Invading Europeans ruined the Natives, but rats begun to overwhelm them too. Native species were now burstin</td>
<td>哥伦布认为他是在亚洲，但并不是。 (p34)</td>
<td>哥伦布认为他是在亚洲，但并不是。 (p34)</td>
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<td>哥伦布认为他是在亚洲，但并不是。 (p34)</td>
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<td>· Two vastly different cultures had evolved on continents that had been drifting apart steadily for millions of year, were suddenly joined. (p34)</td>
<td>哥伦布认为他是在亚洲，但并不是。 (p34)</td>
<td>哥伦布认为他是在亚洲，但并不是。 (p34)</td>
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<td>哥伦布认为他是在亚洲，但并不是。 (p34)</td>
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<tr>
<td>Discovery and Exploration of a New World</td>
<td>Columbus landed in Espanola during mid-August, 1498. (p31)</td>
<td>While searching for China, Columbus believed he had certain rights. (p16) When Columbus arrived he thought he was in China and referred to the Natives as Indios or Indians. (p20) In 1493 during the end of the voyage, he turned around and headed back to Spain. (p22)</td>
<td>The accidental combination of a shipwreck and Native hospitality forced Columbus to establish the first European settlement in the &quot;New World&quot;. (p22)</td>
<td>The Tainos thought Columbus, his men, and his ships were from heaven, but little did they know their world would soon be changed forever. (p20)</td>
<td>On January 13, 1493, two ships made one final stop 200 miles east of La Navidad where the Spaniards and Tainos began to trade, but it turned out as an attack when trading was stopped by the Tainos. (p23) Columbus's remains were later buried on an island named Colba (Cuba) where there were more Natives; some were wearing gold, but there was no Grand Khan. (p22)</td>
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of the summer, Columbus quickly assembled an expedition to seal the Spanish claim with commerce and colonies in hopes of hiding the Indies. (p27)

moved to Santo Domingo, also known as the Dominica
Republic. (p32)

Disease | N/A | Many died in the epidemics of strange new diseases that had come with the people from heaven. The worst suffering was by germs. (p25) | N/A | European brought new diseases to the natives such as smallpox, measles, typhus, scarlet fever, and tuberculosis. (p25) The Natives lacked an immune system and experience to the diseases brought by the Europeans. (p25/26) | N/A
Effect of Columbus in the 21st Century

Current teachings of Columbus encourage children to disregard views and lives of people of color. (p3) These views confirm false hoods and creates biased perspective for all who are taught (p3) These thoughts deeply neglect the lives & views of “others”: people of color, women, the working-class, and the poor. (p8)

"The rise of Europe, the triumph of capitalism, the creation of the nation-state, the dominance of science, the establishment of a global monocultural perspective, the genocide of the indigennes, the slavery of people of color, the colonizaton of the world, the destruction of primal environments, the eradication and abuse of species and the impending catastrophe of ecocide for the planet Earth". (p35)
The undertaking of Europe’s conquest of Paradise should have begun, as it was to continue, with deceit, robbery and ill-gotten
gains but what is so surprising are learners have heard so little about this all these centuries. Sale explains historians may restore that error now and provide the opportunity for a serious and careful reassessment of Columbus and the history he left behind. (p39)

<table>
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<th>History prior to 1492</th>
<th>N/A</th>
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<td>Indigenous People</td>
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<tr>
<td>· Native people of the Caribbean are portrayed without thoughts or feelings (p3)</td>
<td>· ...and also as ferocious cannibals. (p16)</td>
<td>· When Columbus returned from his second voyage, the indigenous people were all dead. (p27)</td>
<td>· The word Carib was translated by European s to mean cannibal. William Keegan (archeologist) suspects that cannibals chasing peaceful Natives was originate d by the Spanish</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Religion</td>
<td>N/A</td>
<td>Priests protested indigenous people could not be taught because they did not understand the language, but were converted by force into the congregations. (p28)</td>
<td>N/A</td>
<td>European wanted to promote the conversion of Indian workers to Christianity, but became little more than institutionalized forced labor. (p16)</td>
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<td>Spaniards believed indigenous people were primitive barbarians, the state and church had a sacred obligation to convert them to Christianity. (p27) Those who resisted were resultant to deaths and damages that would not be fault of the monarch's. The impact was catastrophic. Natives were pushed into a religion they did not know and if retreated were taken by the Spaniards. (p28)</td>
<td></td>
<td>“The Natives inhuman custom of eating people and learning the language of Castille would more readily receive baptism and secure the welfare of their souls”.</td>
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<tr>
<td>Treatment of Others (hospitality, slavery, warfare, etc.)</td>
<td>N/A</td>
<td>After 1492, Spaniards and the Europeans observed and judged indigenous people's way of life and customs entirely in terms that were familiar to themselves. Europeans failed continuously to comprehend the truth, complexity, and richness of the native cultures. (p21)</td>
<td>Native's hospitality towards Europeans repeated time after time and was painfully destructive to the indigenous people. (p21)</td>
<td>These slaves were cannibals, fierce, but well made felons of good understanding, taken from their inhumanity would be the best slaves ever. (p23)</td>
<td>Columbus took the indigenous people back to Spain as slaves where many died in route. (p4)</td>
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<tr>
<td></td>
<td>N/A</td>
<td>First Spanish settlers raided indigenous people to obtain workers for their farms, mines and fisheries. (p26)</td>
<td>Columbus fixed his ideas in language suggesting slavery would be a favor to the natives. He received royal permission to institute a slave trade to meet his and his men's needs. (p25)</td>
<td>The first shipment of Taino and Carib slaves were cannibals, men, women, and children. Columbus the King and Queen they can learn the language and are better suited and should be given greater care. (p24)</td>
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<tr>
<td>when Tainos threatened to rebel against Columbus</td>
<td>trying to save their souls they had the right to exploit the indigenous people. (p27)</td>
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<tr>
<td>and were enslaved or killed</td>
<td>and were forced into labor or killed (p24)</td>
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Appendix 3

Key for Tables 1-6
Key for Tables 1-6

<table>
<thead>
<tr>
<th>Type of Information</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart</td>
<td>C</td>
</tr>
<tr>
<td>Interesting Facts</td>
<td>IF</td>
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<tr>
<td>Links</td>
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<td>Map</td>
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<td>Picture</td>
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<td>Reading Focus</td>
<td>RF</td>
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<td>Text</td>
<td>T</td>
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<tr>
<td>Time Line</td>
<td>TL</td>
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<tr>
<td>Standardized Test Prep</td>
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</tr>
</tbody>
</table>
Appendix 4

Table 1


*World explorer: Western hemisphere, geography, history, and culture.*

NJ: Prentice Hall.
Attitudes toward Christopher Columbus

(T) Fewer than 60 years after China halted overseas expeditions, the explorer Christopher Columbus would sail west from Spain in search of a sea route to Asia (p. 312).

(T) In 1493, he returned to Spain to a hero’s welcome (p. 366).

(T) The European age of exploration set off a period of growing global interdependence that continues today. Yet the activities of European explorers brought both tragedy and triumph (p. 368).

(C) Long-Term Causes: Scientific Revolution & Europeans search for a sea route to Asia

Immediate Causes: Columbus and other Europeans encounter new plants and animals in the Americas (p. 407).

(C) Connections to Today: Multicultural societies in the Americas & Worldwide reliance on staples such as corn and potatoes (p. 407).

Columbian Exchange

(TL) Columbus lands in the Americas. A global exchange of goods and ideas begins (p. 384).

(T) When Columbus returned to Spain in March 1493, he brought with him “new” plants and animals that he had found in the Americas. Later that year, Columbus returned to the Americas. With him were 1,200 settlers and a collection of European animals and plants. In this way, Columbus began a vast global exchange that would have a profound effect on the world. In addition to people, plant, and animals, it included technology and even disease. Because this global exchange began with Columbus, we call it the Columbian Exchange (p. 403).

(T) From the Americas, Europeans brought tomatoes, pumpkins, and peppers, but the most important were corn and the potato (p. 403).

(T) Europeans brought a wide variety of plants and animals to the Americas. Foods included wheat and grapes from Europe itself, and bananas and sugar cane from Africa and Asia, as well. Cattle, pigs, goats, and chickens, unknown to the European encounter, added protein to the Native
Discovery and Exploration of a New World

American diet. Horses and donkeys also changed the lives of Native Americans. The horse, for example, gave the nomadic peoples of western North America a new, more effective way to hunt buffalo (p. 403). (T) While other factors help account for the population explosion that began at this time, new food crops from the Americas were probably a key cause (p. 403). (T) The Columbian Exchange sparked the migration of millions of people. Each year, shiploads of European settlers sailed to the Americas. Europeans also settled on the fringes of Africa and Asia. As you have read, the Atlantic slave trade forcibly brought millions of Africans to the Americas. The Native American population declined drastically. The vast movement of peoples led to the transfer of ideas and technologies. Languages also traveled (p. 404). (C) Columbian Exchange: Immediate Effects: Millions of Natives Americans die from disease, Enslaved Africans sent to the Americas, & American foods introduced into Europe and Long-Term Effects: Exchange of ideas, foods, art, and language between the Americas, Population migration from Europe to Americas, & Growth of capitalism (p. 404).

The arrival of Columbus in the Americas set off a global exchange of people, goods, and ideas (p. 407). (C) The Columbian Exchange Chart; Lists the things that are from America to Europe and Europe to America with arrows showing the exchanges between the two areas (p. 409).

(T) As you will see, this voyage made Spain a major power and had a dramatic impact on the entire world (p. 312). (T) The Renaissance supported a spirit of adventure and a wide-ranging curiosity that led people to explore new worlds. The Italian navigator Christopher Columbus, who sailed to the Americas in 1492, represented that spirit (p. 337). (RF) How did Columbus's voyages affect the search for a passage to the Indies? (p. 364). (T) An Italian navigator from the port of Genoa, Christopher Columbus, sought:
Portuguese backing for his own plan. He wanted to reach the Indies by sailing west across the Atlantic. Like most educated Europeans, Columbus knew that the Earth was a sphere. A few weeks (p. 365), sailing west, he reasoned, would bring a ship to eastern Asia. His plan made sense, but Columbus made two errors. First, he greatly underestimated the size of the Earth. Second, he had no idea that two continents lay in his path (p. 366).

(M) Explorers for Spain, Columbus, 1492-1493 (p. 366).

(T) On August 3, 1492, Columbus sailed west with three small ships, the Pinta, the Nina, and the Santa Maria. Although the expedition encountered good weather and a favorable wind, no land came into sight. Provisions ran low, and the crew became anxious. Finally, on October 12, a lookout yelled, "Land! Land!" (p. 366).

(T) Columbus then spent several months cruising the islands of the Caribbean (p. 366).

(T) In three later voyages, Columbus remained convinced he had reached the coast of East Asia. Before long, though, other Europeans realized that Columbus had found a route to continents previously unknown to them (p. 366).

(T) The islands Columbus had explored in the Caribbean became known as the West Indies (p. 367).

(T) In 1497, Henry VII of England sent a Venetian navigator known as John Cabot to seek a more northerly route than the one Columbus had charted (p. 368).

Disease

(T) Meanwhile, a deadly but invisible invader was at work—disease. Europeans unknowingly carried diseases such as smallpox, measles, and influenza to which Native Americans had no immunity, or resistance. These diseases spread rapidly and wiped out village after village. As a result, the Native American population of the Caribbean islands declined by as much as 90 percent in the 1500s. This cycle of disease and death was repeated in many other places across the Western Hemisphere (p. 386).

Effect of Columbus in the 21st Century

History prior to 1492

(T) We can only wonder how the course of history might have changed if the Chinese had
continued the explorations they had begun under the Ming (p. 312).

(T) After Portugal refused to help him, Columbus persuaded Ferdinand and Isabella of Spain to finance his "enterprise of the Indies." In 1492, the Catholic rulers had driven the Muslims from their last stronghold in Spain. To strengthen their power, they sought new sources of wealth (p. 366).

| Indigenous People | (T) Because he thought he had reached the Indies, he called the people of the region Indians (p. 366).  
(T) In 1492, Christopher Columbus landed in the islands that are now called the West Indies, in the Caribbean. There, he encountered the Taino people. The Tainos lived in villages and grew corn, yams, and cotton, which they wove into cloth. They were friendly and generous toward the Spanish (p. 386). |
| --- | --- |
| Religion | (T) Queen Isabella was also anxious to spread Christianity in Asia. (pg 366)  
(T) Spain and Portugal pressed rival claims to the lands Columbus explored. In 1493, Pope Alexander VI stepped in to keep the peace. He set a Line of Demarcation dividing the non-European world (pg 366) into two zones. (p. 367).  
(T) At the same time, the newcomers forced the Tainos to convert to Christianity (p. 386). |
| Treatment of Others (hospitality, slavery, warfare, etc.) | (T) Friendly relations soon evaporated, however. Spanish conquistadors, or conquerors, followed in the wake of Columbus. They settled on the islands of Hispaniola (now the Dominican Republic and Haiti), Cuba, and Puerto Rico. They seized the gold ornaments worn by the Tainos, and then made them pan for more gold (p. 386). |
Appendix 5

Table 2


World history: Connections to today. NJ: Prentice Hall.
<table>
<thead>
<tr>
<th><strong>Attitudes toward Christopher Columbus</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Columbian Exchange</strong></td>
</tr>
<tr>
<td>(L) When Columbus returned from the Americas to Spain, he brought gold. But he carried something else that may have been even more valuable—corn. In the next hundred years, European travelers brought back beans, squash, potatoes, peppers, and tomatoes. These foods changed European diets forever (p. 163).</td>
</tr>
<tr>
<td>(C) The Columbian Exchange: Western Hemisphere and Eastern Hemisphere with lists of what was given to each hemisphere. Goods as well as people, crossed the Atlantic in the years after the conquest. Do you think that the Eastern and Western hemispheres benefitted equally from the Columbian Exchange? Why or why not? (p. 327).</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Discovery and Exploration of a New World</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(T) That year (1492), Christopher Columbus, a sea captain sailing from Spain, explored islands in the Caribbean Sea (p. 163).</td>
</tr>
<tr>
<td>(T) Spanish settlers spread out across the Americas. Some went to today's southwestern United States and Mexico. (T) Others went to Florida and the Caribbean Islands. Still others went to South America (p. 163). Spain gained great wealth from its American colonies. Seeing this, other countries soon also wanted colonies in the Americas (p. 163).</td>
</tr>
<tr>
<td>(M) Spanish Conquest and Colonization of the Americas: Columbus sailed to the Americas in 1492, 1493, 1498, and 1502. His 1502 voyage is shown here (p. 324). (T) Columbus set sail in early August 1492. Some 10 weeks later, on October 12 he spotted land (p. 324).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Disease</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(T) Many died from European disease (p. 327).</td>
</tr>
<tr>
<td>(T) Almost all the Caribs, Arawaks, and other groups died of overwork and of diseases the Spanish brought with them (p. 349).</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Effect of Columbus in the 21st Century</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>History prior to 1492</strong></td>
</tr>
<tr>
<td>(T) They had hundreds of societies, millions</td>
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</table>
of people, whose experiences had told them that the world was a pretty diverse place (p. 163).

(T) Many scientists think that Native Americans migrated from Asia. Many Native Americans disagree, believing they always lived in the Americas (p. 163). (T) Christopher Columbus thought he could reach Asia by sailing west across the Atlantic Ocean. Columbus new the world was round, as did most educated (p. 323) Europeans. But Columbus believed the distance around the world was shorter than it was. First Columbus asked Portugal to sponsor his voyage. Then he asked Spain. Queen Isabella of Spain finally agreed (p. 324).

(T) The Caribbean Islands are also called the West Indies because when Christopher Columbus arrived there, he thought he had reached the Indies in Asia (p. 349).

<table>
<thead>
<tr>
<th>Indigenous People</th>
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<tbody>
<tr>
<td>(T) In any case, all people consider Native Americans indigenous people, meaning they belong to and are native to this place. Their ways of life began to change after 1492 (p.163). (T) Columbus thought he reached the East Indies in Asia, so he described the people there as Indians (p. 324). (T) The first people to live in the Caribbean were Native Americans, the Ciboney. The Ciboney lived on the islands for thousands of years. In about 300 B.C., they were joined by another indigenous group, the Arawaks, who came from South America. In about 1000, the Caribs, another South American group, arrived. The Caribs gave the region its name. They lived there for more than 400 years before the first Europeans came to the area (p. 349).</td>
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<table>
<thead>
<tr>
<th>Religion</th>
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<tbody>
<tr>
<td>(T) Spanish missionaries tried to make Native Americans more like Europeans often by force. Missionaries are religious people who want to convert others to religion (p. 163).</td>
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<table>
<thead>
<tr>
<th>Treatment of Others (hospitality, slavery, warfare, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(T) These colonists often enslaved Native Americans. The colonists forced Native Americans to work in mines or on farms. Working conditions were so harsh that thousands died (p. 163). (T) The Spanish forced Native Americans to also work in mines. Some died from</td>
</tr>
</tbody>
</table>
overwork and malnutrition (p. 327).

(T) Christopher Columbus and other Spaniards enslaved the Native Americans. Today, just a few hundred Caribs still live on the island of Dominica (p. 349).
Appendix 6

Table 3


Table 3

| Attitudes toward Christopher Columbus | (S) The Renaissance supported a spirit of adventure and a wide-ranging curiosity that led people to explore new worlds. The Italian navigator Christopher Columbus represented that spirit (p. 451).  
| (T) Columbus’s journey changed history (pg 458).  
| (C/P) Christopher Columbus: After successfully completing his voyage in 1492, Columbus was honored with the title Admiral of the Ocean Sea (p. 459).  
| (T) As for the native people, Columbus believed that they posed no threat. In this instance, Columbus was correct. Spain soon conquered the land of the Taino. This was the first of many Spanish conquests in the Americas (p. 480).  
| (T) The Spanish completed their centuries-long quest to drive the Moors from the Iberian Peninsula in 1492, and now they were eager to explore and claim new territories. Late in that year, Queen Isabella and King Ferdinand sent Columbus on a voyage to the Indies. He returned to Spain with the exciting news of a new land (p. 481).  
| (T) The lands that Columbus discovered represented a new opportunity. The Americas were a place where the Spanish conquistadors, or conquerors, could seek glory for themselves, for Spain, and for their God, while winning great fortunes (p. 481). |

| Columbian Exchange | (M) European Voyages of Exploration: How did the purpose of Columbus’s proposed voyage differ from those of Dias and da Gama? (p. 458).  
| (T) That year Columbus led three ships, the Nina, the Pinta, and the Santa Maria. After ten weeks Columbus and his weary crew reached an island in the area now known as the Caribbean. The date was October 12, 1492 (p. 458).  
| (T) Instead of reaching Asia, he had reached the Americas (p. 458).  
| (C) The Santa Maria: After years of preparation, Christopher Columbus sailed from Spain on August 3, 1492, on what |
would be his first voyage to the Americas. The Santa Maria was the flagship, or lead ship of Columbus’s fleet of three ships. The Santa Maria was the biggest of the three. It was also the slowest and the hardest to handle. Thirty-three days of clear sailing brought the fleet across the Atlantic Ocean to a small island in the Bahamas, where Columbus landed on October 12, 1492 (p. 459).

(C) Diagram of the Santa Maria with explanations throughout (p. 459).
(L) Columbus mistook the beautiful islands of the Caribbean for the Indies (p. 480).

**Disease**

(T) In addition, thousands of Native Americans died from diseases carried by the Spanish. Some peoples, such as the Taino, disappeared entirely (p. 481).
(L) Imported Illnesses: More native Americans were killed by disease than by Spanish weapons. Europeans carried germs to which Native Americans had not built up immunity, or natural defenses, to these illnesses as the Europeans had. Diseases such as smallpox, measles, and influenza killed huge numbers of Native Americans (p. 481).

**Effect of Columbus in the 21st Century**

**History prior to 1492**

(L) Queen Isabella: In 1492, Spain had just completed its centuries-old struggle to push the Moors from the land. With this battle won, Isabella was willing to take on a challenge that had seemed hopeless to other European leaders: supporting Columbus’s idea for a voyage to the West. Thanks to Isabella’s backing, Columbus was able to set sail on his fateful journey (p. 458).
(T) Christopher Columbus was born in or around Genoa, Italy, in 1451. Like many Genoese, he became a skilled sailor. He traveled to Portugal and, later, Spain. He also developed a plan to reach the rich lands of India and the East by sailing to the West. Little was known about the globe at this time. Even though most people thought the Earth was flat, many scholars knew that it was round. Columbus believed that by sailing far enough to the west, a sailor would eventually arrive at the lands of the East (p. 458).
(T) Columbus tried unsuccessfully for several years to win support for his plan.
But in 1492, Queen Isabella of Spain finally agreed to pay for the voyage (p. 458).

(T) Columbus was describing the Caribbean islands, which lie off the southern coast of North America. Columbus stumbled across these lands while searching for the Indies, a group of Southeast Asian islands (p. 480).

(T) Columbus was mistaken about where he had landed, but there was no mistaking the opportunities the Caribbean presented. He claimed the islands and all their riches for Spain (p. 480).

<table>
<thead>
<tr>
<th>Indigenous People</th>
<th>(T) Native people, mainly a group called the Tainos, lived on the Caribbean islands Columbus thought that he was in the Indies, so he called these people Indians (p. 480).</th>
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<tr>
<th>Religion</th>
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| Treatment of Others (hospitality, slavery, warfare, etc.) | (T) The land he discovered offered gold and spices, Columbus wrote. “To these,” Columbus added, “may be added slaves, as numerous as may be wished for” (p. 480).
(T) The Spanish also conquered two great civilizations. Some native groups put up resistance for awhile. In general, however, the native people of the Americas were overwhelmed by the conquistadors’ superior weapons (p. 481). |
|-------------------|--------------------------------------------------------------------------------------------------|
Appendix 7

Table 4

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<th>Table 4</th>
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</table>

<p>| Attitudes toward Christopher Columbus | (T) Welcome to the Christopher Columbus Web Site: In this site you will find everything you need or want to know about Christopher Columbus. (TL) Brief Timeline on his birth, marriage, birth of his two sons, and when he died. (T) On Columbus' second voyage it was a tragic but great voyage, as other one was. (IF) Most people do not know about the real Christopher Columbus. They have heard different stories. |
|--------------------------------------|
| Columbian Exchange                    | (IF) Horses came to the New World on Christopher's second voyage. (IF) In Europe, Columbus introduced tobacco to the people there because the Indians used it in America. |
| Discovery and Exploration of a New World | (T) There is information on the first voyage such as when the voyage took place, who was on the ship, how many traveled on the ships, and how many miles they covered each day. (T) The second voyage there is also information on when the voyage took place, how many men went on the voyage, and gave reasons to why Columbus set sail. The first was to look in on the fort of Navidad, where he left his first crew behind. The second reason was to find new colonies in the name of Spain. The third reason was to find as many riches as he thought was the Far East. (T) The king and queen still favored Columbus even though there were bad reports. This was his second voyage. (T) There is a brief description of the third voyage where Columbus was still searching for China and that people were astonished that Columbus was arrested and sent to Spain in chains. (T) The voyage consists of information of Columbus sailing to different islands, still looking for China. (T) Because of other problems like rotten food, sickness, and leaking ships, there were only two ships left. (T) After help finally came a disappointed Columbus sailed home for Spain on November 7, 1504. |</p>
<table>
<thead>
<tr>
<th>Disease</th>
<th>( (IF) ) Columbus made four voyages to the New World.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect of Columbus in the 21st Century</td>
<td></td>
</tr>
<tr>
<td>History prior to 1492</td>
<td>( (T) ) There are numerous pages that discuss Christopher Columbus' boyhood, teen years, and adulthood. ( (IF) ) People think Columbus discovered the New World, but the Vikings discovered the New World first.</td>
</tr>
<tr>
<td>Indigenous People</td>
<td>( (T) ) The crew had disliked and mistreated the Indians and the Indians attacked. ( (T) ) He (Columbus) left early because unfriendly Indians forced them off the land. ( (T) ) On the fourth voyage, the native people refused to help him find food.</td>
</tr>
<tr>
<td>Religion</td>
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<tr>
<td>Treatment of Others (hospitality, slavery, warfare, etc.)</td>
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Appendix 8

Table 5

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<tr>
<th>Attitudes toward Christopher Columbus</th>
<th>(T) Who really discovered America? The “Admiral of the Ocean Sea,” unlike his predecessors, changed the world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbian Exchange</td>
<td></td>
</tr>
<tr>
<td>Discovery and Exploration of a New World</td>
<td>(TL) There is a 2 and half page timeline of Christopher Columbus’ life and voyages.</td>
</tr>
<tr>
<td>Disease</td>
<td>(T) Columbus and the Destruction of Native peoples: Warfare was a part of this, and disease also played a role, although disease can hardly be seen as a moral strain on its carriers.</td>
</tr>
<tr>
<td>Effect of Columbus in the 21st Century</td>
<td>(T/M) It is hard to believe, but after five hundred years there is still disagreement about just where Columbus first saw the new world and step foot upon its shores.</td>
</tr>
<tr>
<td>History prior to 1492</td>
<td>(T) Who really discovered America? Everyone recognizes that many people were in America long before Columbus. The Asiatic peoples who became Native Americans were certainly the first, tens of thousands of years ago. Even though Columbus was not the first, his discovery (or re-discovery, if you prefer) is rightly regarded as the most historically important, and continue to be—even if other earlier claims are eventually proven true. That is because, unlike the others, Columbus inaugurated permanent large scale two-way commerce between the Old World and the New. Previous discoveries were so obscure that almost no one in either hemisphere was aware of the other hemisphere’s existence prior to Columbus. But after Columbus, everyone knew.</td>
</tr>
<tr>
<td>Indigenous People</td>
<td>(T) Columbus and the Destruction of Native peoples: The first and most important thing to understand is that the Native American population on Hispaniola (and later, Cuba) was destroyed over the course of a century or less, and that the Spanish were primarily responsible for this. Certainly Columbus was not a perfect person by any means, and was a man of many flaws. But neither was he a genocidal mass murderer. The destruction of these peoples is a historical tragedy, but this complex episode deserves more study than simply assigning blame. Columbus initially had friendly relations with the Native Americans he encountered in the West Indies on the first voyage. Beginning with</td>
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</table>
the second voyage these relations began to sour, with some tribes more than others. The Spanish came to America as conquerors.

<table>
<thead>
<tr>
<th>Religion</th>
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<tbody>
<tr>
<td>(T) Columbus and the Destruction of Native peoples: In 1492, they had just successfully finished a centuries-long war to evict the Moors from Spain, and the idea of spreading Christianity (in general) and Spanish control (in particular) was central to Spanish culture.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Treatment of Others (hospitality, slavery, warfare, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(T) Columbus and the Destruction of Native peoples: It is completely unsurprising that war soon broke out between the Spanish settlers on Hispaniola and some of the Native American tribes there; in fact, it is probably more surprising that war did not break out with all the tribes in the island, and that some of them accepted Spanish rule (and Christianity) without a fight. (T) Some people have tried to blame Columbus personally for his warfare. It is true that Columbus killed some Native Americans during this war (although thousands, and perhaps even hundreds, would be a gross exaggeration). The second charge made against Columbus was his alleged role in the slave trade. Again this has been overstated by many. In Spain of this period, slavery was legal under certain circumstances: the person had to be a prisoner of war awaiting ransom. (T) When the Spanish took a number of Native Americans as prisoners on Hispaniola, Columbus saw an opportunity for profit. In 1496, he sent 300 of these prisoners to Spain, to be sold as slaves. The king and queen objected and they promptly sent these prisoners back to Hispaniola, and Columbus made no further ventures in the slave trade.</td>
</tr>
</tbody>
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Appendix 9

Table 6

Christopher Columbus. Retrieved June 10, 2009, from 
Table 6

<table>
<thead>
<tr>
<th>Attitudes toward Christopher Columbus</th>
<th>(P) Captain Christopher Columbus’ ensign (banner) pictured a cross and the crown-topped initials of F (for King Ferdinand of Spain) and Y (for the Queen Isabella of Spain).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbian Exchange</td>
<td></td>
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</tbody>
</table>
| Discovery and Exploration of a New World | (T) Christopher Columbus (1451-1506) was an Italian explorer who sailed across the Atlantic Ocean in 1492, hoping to find a route to India (in order to trade for spices). He made a total of four trips to the Caribbean and South America during the years 1492-1504. Columbus led an expedition with three ships. Each ship is listed with the captains and amount of crew members.  
(M) In 1492, Columbus sailed from Spain with three ships. Two of the ships, the Nina and Pinta were small caravels. The third ship, the Santa Maria, was larger, and was captained by Columbus. The ships were from 15 to 36 meters long. |
| Disease                               |                                                                                                                                                                                                  |
| Effect of Columbus in the 21st Century |                                                                                                                                                                                                  |
| History prior to 1492                 | (T) Columbus was the first European since the Viking Leif Ericsson to set foot on the mainland of America.  
(T) They were met by the local Taino Indians, …  
(T) Columbus thought he had made it to Asia, and called this area the Indies, and called its inhabitants Indians. |
| Indigenous People                     |                                                                                                                                                                                                  |
| Religion                              |                                                                                                                                                                                                  |
| Treatment of Others                   | (T)...many of whom were captured by Columbus’ men and later sold into slavery.  
(T) They went on the second voyage to find gold and captured Indians as slaves in the Indies. |
| (hospitality, slavery, warfare, etc.) |                                                                                                                                                                                                  |

**This website gives teacher resources for students such as activity books, writing books, map, activities, spelling, puzzles, synonyms, and various maps to do in class.**
Appendix 10

Table 7

Textbook findings of:

Information Presented, Excluded, & Whose purpose does it serve?
Table 7  
Textbook findings of: Information Presented, Excluded, & Whose purpose does it serve?

<table>
<thead>
<tr>
<th>Textbook</th>
<th>Textbook</th>
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<tbody>
<tr>
<td>#1</td>
<td>#2</td>
<td>#3</td>
</tr>
<tr>
<td><strong>Presented</strong></td>
<td><strong>Presented</strong></td>
<td><strong>Presented</strong></td>
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<tr>
<td>· There were a lot of charts and texts that gave information on Christopher Columbus. The information presented in this textbook portrays Columbus as a man of great importance and someone that people owe a lot of gratitude towards. If he did not find “the new world”, life currently would be extremely different and negative around the world. Columbus was portrayed as an incredible explorer that did the unbelievable.</td>
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<td>· There is a lot of information regarding Columbian Exchange and how it was very important to the Americas. There was information given in regards to religion, disease and slavery but it was very minimal and there was not much detail.</td>
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<tr>
<td>· There was also some information regarding the history before Columbus “discovered” the New World, but it was more on what was happening in Europe rather than the history of the Americas and who was exploring the land.</td>
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<tr>
<td>· The indigenous people were mentioned in a few areas. The main details included what the Tainos grew and their behavior to Spaniards.</td>
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<tr>
<td>· This textbook did not have much information as the first one and was shown in text rather than in maps, charts, and pictures. Most of the information was very brief and not much detail.</td>
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<td>· Columbian Exchange was discussed and the importance of the finding of corn and other foods and how it changed European diets forever.</td>
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<tr>
<td>· The history prior to Columbus arriving to the New World did discuss how Natives migrated from Asia and how there were millions of people already in the Americas. Again the indigenous people were discussed, but it was very brief in detail.</td>
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<tr>
<td>· The treatment of the Taino people and the forcible way religion was pushed on them were discussed but in one to two sentences. The slave trade was mentioned and how many Natives were worked to death, but disease was not talked about.</td>
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<tr>
<td>· Textbook #3 had a lot of text information but also used charts, maps, and other means of giving information. Christopher Columbus is presented as an extraordinary man of his time. He explored and discovered many things and open the doors to discovery across Europe. There was a lot of written information on Columbus and the discovery/exploration of the islands in the west. The history prior to Columbus discovering the New World was all about how Columbus struggled to get funding to sail to India and what he did to make his dream a reality. The Tainos were said to be living on the Caribbean islands and Columbus called them Indians. A brief mention of slavery and weapons were written about as well.</td>
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<tr>
<td>Excluded</td>
<td>Whose purpose does it serve?</td>
<td></td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>· The main information that was excluded in the textbook was the effects Christopher Columbus had on the indigenous people and the Americas as a whole in the 21st century.</td>
<td>· I believe this textbook had a lot of information in comparison to the other resources that I have. I believe that the purpose this textbook was trying to serve was the European, white male perspective.</td>
<td>· The purpose of this textbook was to give facts about the history of Columbus as briefly as possibly. There was no way to think critically about Columbus because it was here is the information and then, on to the next topic in history. I think it served the purpose of just giving the bare minimum to learners.</td>
</tr>
<tr>
<td>· Again there was nothing written about the effects of Columbus on the 21st century.</td>
<td>· The purpose of this textbook was to give facts about the history of Columbus as briefly as possibly. There was no way to think critically about Columbus because it was here is the information and then, on to the next topic in history. I think it served the purpose of just giving the bare minimum to learners.</td>
<td>· Christopher Columbus is shown as an extremely influential explorer and he was a great in his time as well as now.</td>
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<tr>
<td>· There was no information in regards to Columbian Exchange, the effects of Columbus in the 21st century, religion, or disease in this textbook.</td>
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<tr>
<td>· There was no mention of the millions of people who were already in the Americas prior to Columbus' arrival as well.</td>
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</tbody>
</table>
Appendix 11

Table 8

Website findings of:

Information Presented, Excluded, & Whose purpose does it serve?
Table 8
Website findings of: Information Presented, Excluded, & Whose purpose does it serve?

<table>
<thead>
<tr>
<th>Presented</th>
<th>Website #1</th>
<th>Website #2</th>
<th>Website #3</th>
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<tbody>
<tr>
<td></td>
<td>The information was shown in text with timelines, and interesting facts. There were also many pictures of Columbus and places he lived and explored. This website is very easy to navigate and understand. There was a lot of information on Columbus' life from boyhood to adulthood and pictures of Columbus. There was a lot of information given on the discovery and exploration of the New World. The information was very straightforward in detail. Since this website is designed in this way, I think it would be looked at a lot by students in search of information on Columbus. Some of the information was odd in that it was very random and irrelevant to the knowledge and history of Columbus. This website also had activities for students such as a quiz on Columbus' life, a word search, and a crossword puzzle pertaining to the information that was given on the website.</td>
<td>This website contained a lot of information in text on how Columbus was on navigation, tools used, and exploration. There was a lot of information that did not pertain to the themes I found. The website was easy to navigate, but was lengthy and tiresome to read. Christopher Columbus is portrayed in a positive light. The website is giving credit for Columbus, or the &quot;Admiral of the Sea&quot; to have changed the world, unlike his predecessors for the better. Most of the information presented focused on the history of Columbus prior to discovering the new world and the treatment of the indigenous people. I found this information to be given in a positive tone and almost written to justify what Columbus did. For example, Columbus was not a perfect person, but... The treatment of the indigenous people was discussed but very briefly and again the text seemed to be twisted to show Columbus in a positive manner and to justify his actions to the Natives. The website also stated that the information contains their personal opinion under the title. I</td>
<td>The information given in this website is very minimal in comparison to all the other resources. There is some text, pictures, and drawings with this website. Most of the information that was discussed was in regards to Columbus and his three ships. Christopher Columbus was presented as a positive symbol in American history with a banner that represented him in Spain. Slavery was discussed but stated that it was his men who captured and later sold into slavery. There was mention that a Viking, Leif Ericsson was the first to set foot on America. The Taino were discussed very briefly in one sentence in which they greeted Columbus and his men and were called Indians by Columbus. What I found very interesting was that this site contained a lot of teacher resources and student worksheets/activities in regards to Columbus. There</td>
</tr>
<tr>
<td>Excluded</td>
<td>There was a lot of information excluded on this website. There was no information given on disease, the effects of Columbus on the 21st century, history prior to 1492, religion, and the treatment of others. It was lacking the information for learners to think critically and to gain knowledge from both the European and Indigenous Peoples’ point of views.</td>
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<tr>
<td>Unlike many of the other resources, this website did not have a lot of information on the discovery and exploration of the New World. The information was given in a timeline that was very basic in form. Columbian Exchange, diseases, the effect of Columbus on the 21st century, and religion were completely excluded from the website.</td>
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<tr>
<td>There was no information in regards to Columbian Exchange, disease of the indigenous people, the effect of Columbus in the 21st century, and religion. I found it bothersome that so much information was not included somewhere on this website for students understanding of Columbus and his life.</td>
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<tr>
<td>Whose purpose does it serve?</td>
<td>I think this website was created by a student as a project in creating a website for learners. They created had to meet certain guidelines in order to complete the project and receive full credit. I think this website is to get quick information in an easy way. It serves students who are looking up where Columbus lived and his life growing up. It seems great to be growing up in Italy and have the fascination of the wonderful sea. The many things that Columbus did in his life are wonderful in every way. We the American people have</td>
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<tr>
<td>I think the information given in this website was to serve white European males and their great successes. It did not disregard the hardships entirely of the indigenous people when Columbus and his men arrived in 1492. It did however have words that embellished Columbus in many ways. These embellishments seemed to downgrade the life of the indigenous people to be unimportant in our history and today.</td>
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<tr>
<td>I think this website is trying to help teachers keep students occupied in regards to the teachings of Columbus. It is very vague and simplistic in comparison to what I have read on Columbus. There is no real information that challenges student’s minds when looking at the effects Columbus had on America and the people living here.</td>
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</table>
a lot to thank Columbus for on “discovering” America is the attitude portrayed. This website serves the European white male and the many things which were accomplished by Columbus and others in his following. If this website was created by a student, I think it was to serve for the completion of a project. They had certain requirements to follow not taking into account the historical information on Columbus and his life. The positive information is given about Columbus but the negative information is left out for learners and those looking at the makeup of the website.