

Arawak men and women, naked, tawny, and full of wonder, emerged from their villages onto the island's beaches and swam out to get a closer look at the strange big boat. When Columbus and his sailors came ashore, carrying swords, speaking oddly, the Arawaks ran to greet them, brought them food, water, gifts. He later wrote of this in his log:

They ... brought us parrots and balls of cotton and spears and many other things, which they exchanged for the glass beads and hawks' bells. They willingly traded everything they owned.... They were well-built, with good bodies and handsome features.... They do not bear arms, and do not know them, for I showed them a sword, they took it by the edge and cut themselves out of ignorance. They have no iron. Their spears are made of cane... . They would make fine servants.... With fifty men we could subjugate them all and make them do whatever we want.

These Arawaks of the Bahama Islands were much like Indians on the mainland, who were remarkable (European observers were to say again and again) for their hospitality, their belief in sharing. These traits did not stand out in the Europe of the Renaissance, dominated as it was by the religion of popes, the government of kings, the frenzy for money that marked Western civilization and its first messenger to the Americas, Christopher Columbus.

Columbus wrote:

As soon as I arrived in the Indies, on the first Island which I found, I took some of the natives by force in order that they might learn and might give me information of whatever there is in these parts.

The information that Columbus wanted most was: Where is the gold? He had persuaded the king and queen of Spain to finance an expedition to the lands, the wealth, he expected would be on the other side of the Atlantic—the Indies and Asia, gold and spices. For, like other informed people of his time, he knew the world was round and he could sail west in order to get to the Far East.

Spain was recently unified, one of the new modern nation-states, like France, England, and Portugal. Its population, mostly poor peasants, worked for the nobility, who were 2 percent of the population and owned 95 percent of the land. Spain had tied itself to the Catholic Church, expelled all the Jews, driven out the Moors. Like other states of the modern world, Spain sought gold, which was becoming the new mark of wealth, more useful than land because it could buy anything.

There was gold in Asia, it was thought, and certainly silks and spices, for Marco Polo and others had brought back marvelous things from their overland expeditions centuries before. Now that the Turks had conquered

Constantinople and the eastern Mediterranean, and controlled the land routes to Asia, a sea route was needed. Portuguese sailors were working their way around the southern tip of Africa. Spain decided to gamble on a long sail across an unknown ocean.

In return for bringing back gold and spices, they promised Columbus 10 percent of the profits, governorship over new-found lands, and the fame that would go with a new tide: Admiral of the Ocean Sea. He was a merchant's clerk from the Italian city of Genoa, part-time weaver (the son of a skilled weaver), and expert sailor. He set out with three sailing ships, the largest of which was the *Santa Maria*, perhaps 100 feet long, and thirty-nine crew members.

Columbus would never have made it to Asia, which was thousands of miles farther away than he had calculated, imagining a smaller world. He would have been doomed by that great expanse of sea. But he was lucky. One-fourth of the way there he came upon an unknown, uncharted land that lay between Europe and Asia—the Americas. It was early October 1492, and thirty-three days since he and his crew had left the Canary Islands, off the Atlantic coast of Africa. Now they saw branches and sticks floating in the water. They saw flocks of birds.

These were signs of land. Then, on October 12, a sailor called Rodrigo saw the early morning moon shining on white sands, and cried out. It was an island in the Bahamas, the Caribbean Sea. The first man to sight land was supposed to get a yearly pension of 10,000 maravedis for life, but Rodrigo never got it. Columbus claimed he had seen a light the evening before. He got the reward.

So, approaching land, they were met by the Arawak Indians, who swam out to greet them. The Arawaks lived in village communes, had a developed agriculture of corn, yams, cassava. They could spin and weave, but they had no horses or work animals. They had no iron, but they wore tiny gold ornaments in their ears.

This was to have enormous consequences: it led Columbus to take some of them aboard ship as prisoners because he insisted that they guide him to the source of the gold. He then sailed to what is now Cuba, then to Hispaniola (the island which today consists of Haiti and the Dominican Republic). There, bits of visible gold in the rivers, and a gold mask presented to Columbus by a local Indian chief, led to wild visions of gold fields.

On Hispaniola, out of timbers from the *Santa Maria*, which had run aground, Columbus built a fort, the first European military base in the Western Hemisphere. He called it Navidad (Christmas) and left thirty-nine

crewmembers there, with instructions to find and store the gold. He took more Indian prisoners and put them aboard his two remaining ships. At one part of the island he got into a fight with Indians who refused to trade as many bows and arrows as he and his men wanted. Two were run through with swords and bled to death. Then the *Nina* and the *Pinta* set sail for the Azores and Spain. When the weather turned cold, the Indian prisoners began to die.

Columbus's report to the Court in Madrid was extravagant. He insisted he had reached Asia (it was Cuba) and an island off the coast of China (Hispaniola). His descriptions were part fact, part fiction:

Hispaniola is a miracle. Mountains and hills, plains and pastures, are both fertile and beautiful ... the harbors are unbelievably good and there are many wide rivers of which the majority contain gold. . . . There are many spices, and great mines of gold and other metals....

The Indians, Columbus reported, "are so naive and so free with their possessions that no one who has not witnessed them would believe it. When you ask for something they have, they never say no. To the contrary, they offer to share with anyone...." He concluded his report by asking for a little help from their Majesties, and in return he would bring them from his next voyage **"as much gold as they need ... and as many slaves as they ask."** He was full of religious talk: **"Thus the eternal God, our Lord, gives victory to those who follow His way over apparent impossibilities."**

Source: <http://www.historyisaweapon.com/defcon1/zinncol1.html>



- Read the biology textbook excerpt on the following page
- Use OUR READING TOOLBOX to respond to the following PROMPTS

1. Create a **HEADLINE** (Title) for this reading in the box on the following page.

2. What **PROBLEM** is being discussed in this biology textbook excerpt?

3. What was the author's **PURPOSE** for writing these words was ...

4. Select what you think is the most **SIGNIFICANT SENTENCE** of these words.

WHY did you select this as the most significant sentence?

HEADLINE here:

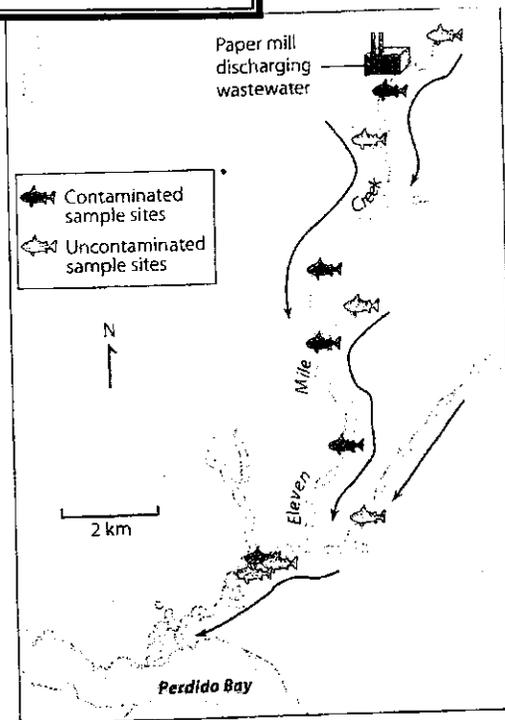
Appropriate behavior is the cornerstone of success in the animal world. So, something is amiss when fish are lackadaisical about territorial defense, salamanders ignore mating cues, birds exhibit sloppy nest-building techniques, and mice take inexplicable risks. Scientists have linked observations of these abnormal behaviors, as well as many others, to endocrine-disrupting chemicals. Endocrine disruptors are a diverse group of substances that affect the vertebrate endocrine system by mimicking a hormone or by enhancing or inhibiting hormone activity. Endocrine disruptors enter ecosystems from a variety of sources, including discharge from paper and lumber mills and factory wastes such as dioxin (a by-product of many industrial processes) and PCBs (organic compounds used in electrical equipment until 1977). Agriculture is another major source of pollutants—DDT and other pesticides are endocrine disruptors. Traces of birth control pills and other hormones are commonly found in wastewater from sewage treatment plants. Endocrine disruptors are especially worrisome pollutants because they persist in the environment for decades and become concentrated in the food chain (see Figure 38.2E).

Hundreds of studies have demonstrated the effects of endocrine disruptors on vertebrate reproduction and development. Like hormones, endocrine disruptors also affect behavior. For example, some male fish attract females during the breeding season by defending territories. Males have high levels of androgens (male hormones) during this time. Researchers showed that the intensity of nest-guarding behavior in male sticklebacks (a type of fish) dropped after they were exposed to pollutants that mimic the female hormone estrogen. Male sticklebacks' performance of courtship rituals was also impaired.

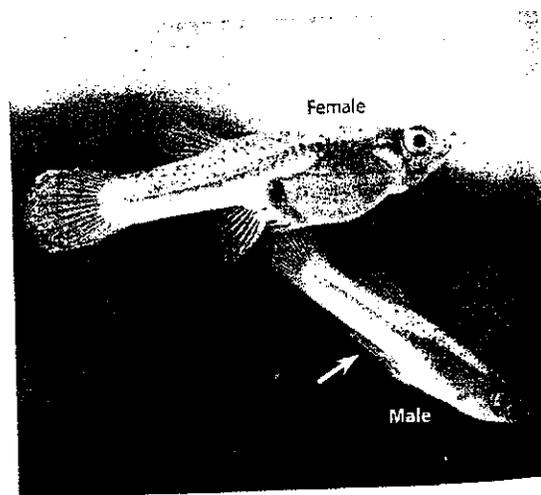
Another series of studies showed that the anatomy of female mosquitofish was masculinized by endocrine disruptors. Female mosquitofish that were exposed to pollutants discharged from a paper mill (Figure 35.16A) developed the fin modification that males use to transfer sperm to females (Figure 35.16B). The masculinized females also behaved like males, waving the fin back and forth in front of females in the typical courtship behavior. Female fish living downstream from the paper mill were masculinized at contaminated sites, while female fish living in uncontaminated water near the same mill were normal.

Although the effects of endocrine disruptors on reproductive behavior have received the most attention, endocrine disruptors also affect other kinds of behavior by acting on thyroid hormones and neurological functions. For example, spatial learning ability was impaired in young monkeys exposed to PCBs.

Could endocrine disruptors in drinking water or food affect humans, too? Answers are not yet clear, but in late 2009, the Environmental Protection Agency (EPA) ordered the manufacturers of several dozen chemicals to begin testing their products' potential as endocrine disruptors.



▲ Figure 35.16A Map of Eleven Mile Creek, in Escambia County, Florida, an area used to study the effect of endocrine disruptors on mosquitofish



▲ Figure 35.16B A normal female mosquitofish and a male showing the modified fin used in courtship and sperm transfer



- Read the words by Albert Einstein on the following page
- Using the **SPEAKING in the AUTHOR'S VOICE** Tool, create a dialogue between you and Albert Einstein concerning how to help students accomplish high-quality learning in the classroom.

- *NOTE: This dialogue should be a purposeful and thoughtful discussion of important ideas, not including lines such as – “Hi, how are you?” “Thank you for your time,” and so on.*

You: _____

Einstein: _____

You: _____

Einstein: _____

You: _____

Einstein: _____

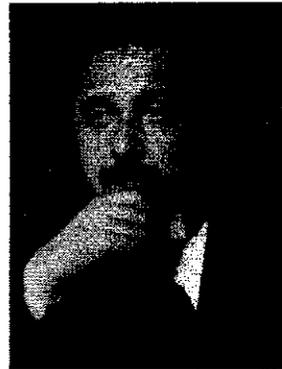
You: _____

Einstein: _____

Words by Albert Einstein

The school has always been the most important means of transferring the wealth of tradition from one generation to the next. This applies today in an even higher degree than in former times, for through modern development of the economic life, the family as bearer of tradition and education has been weakened. The continuance and health of human society is therefore in a still higher degree dependent on the school than formerly.

Sometimes one sees in the school simply the instrument for transferring a certain maximum quantity of knowledge to the growing generation. But that is not right. Knowledge is dead; the school however, serves the living. It should develop in the young individuals those qualities and capabilities which are of value for the welfare of the commonwealth. But that does not mean that individuality should be destroyed and the individual become a mere tool of the community, like a bee or an ant. For a community of standardized individuals without personal originality and personal aims would be a poor community without possibilities for development. On the contrary, the aim must be the training of independently acting and thinking individuals, who, however, see in the service of the community their highest life problem.



Source: <http://greathumancapital.wordpress.com/2007/02/13/the-questioning-mind-newton-darwin-einstein/>



- Complete the prompts below

1. Create a **HEADLINE** (Title) for both quotes in the boxes below

HEADLINE here:



Darwin's theory of the struggle for existence and the selectivity connected with it has by many people been cited as authorization of the encouragement of the spirit of competition. Some people also in such a way have tried to prove pseudo-scientifically the necessity of the destructive economic struggle of competition between individuals. But this is wrong, because man owes his strength in the struggle for existence to the fact that he is a socially living animal. As little as a battle between ants of an ant hill is essential for survival, just so little is this the case with the individual members of a human community.

Therefore, one should guard against preaching to the young man success in the customary sense as the aim of life. For a successful man is he who receives a great deal from his fellowmen, usually incomparably more than corresponds to his service to them. The value of a man, however, should be seen in what he gives and not in what he is able to receive. ~Albert Einstein

HEADLINE here:

"The highest test of the civilization of any race is in its willingness to lend a helping hand to the less fortunate. A race, like an individual, lifts itself up by lifting other up. It requires little wisdom or statesmanship to crush out the aspirations of a people, but the highest and most profound statesmanship is shown in guiding and stimulating a people."



~ Booker T. Washington

2. What do you think was Albert Einstein's and Booker T. Washington's **PURPOSE** for writing these words?

*Sources: Out of My Later Years: The Scientist, Philosopher, and Man Portrayed Through ... By Albert Einstein
African American Political Thought, 1890-1930: Washington, Du Bois, Garvey ... By Cary D. Wintz*

Directions:

- Look at the two cartoons below and be prepared to say how each one relates to the quote next to it.



"The aim of education should be to teach us how to think, rather than what to think."
~John Dewey



"The main part of intellectual education is not the acquisition of facts but learning how to makes facts live."
~OliverWendel Holmes

OUR READING TOOLBOX:

The Reading-Thinking Connection

OUR READING TOOLBOX provides a practical and substantive way to bring to life to the new **Common Core State Standards**, which define the future direction of education in the United States. “As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews.” (Common Core State Standards Initiative, 2010) (www.corestandards.org/the-standards/english-language-arts-standards).

“Science is built of facts the way a house is built of bricks; but an accumulation of facts is no more science than a pile of bricks is a house.”



-Henri Poincaré (great French mathematician and scientist)

How does using **OUR READING TOOLBOX** help you “build a house” (develop understanding) rather than accumulate “a pile of bricks” (amass unassimilated facts, information, details) from what you read?
