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PBS  
Oregon Public Broadcasting

"AMERICA'S HISTORY IN THE MAKING"  
Unit 3: Colonization and Settlement

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1st Video Segment: Historical Perspective

Final Script

"AMERICA'S HISTORY IN THE MAKING"  
Unit 3: Colonization and Settlement



1st Video Segment: Historical Perspective

| Graph # | Video  | Audio  |
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| 1       | <p>Perhaps we begin with an image of Iroquois, and maybe superimpose an image of a beaver.</p> <p>There is also an illustration of "New Amsterdam Fort on Manhattan Island" that shows Indian canoes and European sailing ships.</p> | <p><b><i>Tease</i></b></p> <p>Storyteller voice:<br/><b><i>"The Dutch say we are brothers and that we are joined together in chains, but that lasts only as long as we have beavers. After that we are no longer thought of."</i></b></p>                          |
| 2       | <p>Continue.</p> <p>Could also introduce a map that shows the extent of New Netherland</p>   | <p>Host VO:<br/><b>In 1659, an Iroquois leader voiced his complaints about trade with the Dutch in New Netherlands.</b></p>  |
| 3       | <p>Maybe a double scene, or a quick dissolve, showing an image of trading contrasted with an image of battle.</p>  | <p><b>For 45 years since they first established a fort on the upper Hudson River, the Dutch had traded for furs -- peacefully, and profitably -- with the formidable Iroquois...</b></p> <p><b>... While raging brutal wars against the weaker Algonquins.</b></p> |
| 4       | <p>Perhaps an image that illustrates the population increase.</p>  | <p><b>But when the Iroquois exhausted the local fur supply, and the colonial population of New Netherland grew to nearly 10,000 ...</b></p>  |

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|   |                     | ... the stakes had changed.  |
|   |                     | <b><i>INSERT SHOW OPEN HERE;<br/>Historical Perspectives</i></b>   |
| 5 | Host on camera      | <p><b><u>Intro:</u></b></p> <p>Host on camera:<br/> <b>At first the Dutch population was too small, and too dependent on trade, to intimidate the powerful Iroquois Five Nations.</b></p> <p><b>That respect contrasted with Dutch treatment of the Algonquins, who had little to trade and were ill-supplied with firearms.</b></p> |
| 6 | Host on camera      | <b>But even fear of the Iroquois dissipated with the decline in fur trade.</b>   |
| 7 | Host on camera      | <b>Across the continent, relationships between Native Americans and newcomers changed over time as First Encounters led to permanent settlements.</b>  |
|   |                     | <b><u>Brief musical transition</u></b>   |
| 8 | Historian on camera | <p><b><u>Body</u></b></p> <p>Historian on camera.<br/> <b>[Introduces the idea that between the 1580s and 1680s, numerous European powers had established colonies, but they were very different from each other, with different goals and motivations, and differing relationships with the Native Americans]</b></p>               |

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| 9  | <p>Perhaps a map of the continent, with different colors for the French and Spanish claims and territories.</p>   | <p>Host VO:<br/> <b>The Spaniards staked out vast claims across wide territories, seeking fruitlessly for gold and silver.</b></p> <p><b>Through missions ... a dozen in Florida alone ... they attempted to convert Indians into Christians and loyal subjects.</b></p>   |
| 10 | <p>An illustration of a Spanish frontier guard on horseback.</p> <p>Stock footage or illustration depicting the New Mexico Pueblo Indians and their landscape.</p> <p>A montage of some of these items.</p> | <p><b>In the southwest, Spanish colonists dominated the Pueblo Indians, forcing them into labor, confiscating their crops and suppressing native religious practices.</b></p> <p><b>But they also introduced ... novel crops like wheat, peas and cherries, useful tools like metal hoes and axes, and domesticated animals.</b></p> |
| 11 | <p>Maybe stock footage or illustrations of French voyageurs paddling their canoes.</p> <p>Maybe an overlay of a map that shows their expansive travels.</p> <p>Maybe stock footage of a beaver.</p>         | <p><b>The French, like the Spanish, emphasized geographic expansion.</b></p> <p><b>They explored northward, forming alliances with Native Americans to exploit the fish and the fur trade.</b></p> <p><b>Towns were founded at Quebec and Montreal, but New France was poorly settled.</b></p>                                       |
| 12 | <p>Maybe there is an illustration available that depicts this colony.</p> <p>A map that shows the location of this colony.</p>  | <p><b>Swedes had a fledgling colony in the Delaware Valley ...</b></p>   |
| 13 | <p>Perhaps camera moves on an illustration of New Amsterdam focusing on the sailing ships.</p>  | <p><b>... while the Dutch in New Netherland founded the town of New Amsterdam, which</b></p>   |

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|    |   | <b>became a thriving seaport.</b>  |
| 14 | Again, refer to the map on to see New England; the Chesapeake colony is depicted. | <b>Rather than military garrisons or trading posts, the English developed two distinct self-sustaining colonies: Chesapeake and New England.</b>   |
| 15 | Illustrations showing English colonial households -- families with children.      | <b>Their populations included equal numbers of men and women ... which led to stable households and growing families.</b>  |
| 16 | Maybe a Bible or crucifix or other symbols of Christianity.                       | <b>Even though the primary goal of English settlement was not trade or conversion ...<br/><br/>... Puritans made attempts to save souls for Christianity.</b>  |
| 17 | Perhaps there are illustrations of Indians from the Powhatan tribe.               | <b>On Chesapeake Bay, in the early 1600s, relations were strained with the Powhatan Confederacy ...</b>  |
| 18 | An illustration by Captain John Underhill, of a raid in this war.                 | <b>... and in New England in 1637 the English waged all-out war with the Pequot Indians.</b>   |
| 19 |   | <b><u>Brief musical transition</u></b>   |
| 20 | Historian on camera.  | Historian on camera:<br><b>[Talks about how up to 1660, except for these encounters on the edges of the continent, most Native Americans had not actually seen the alien newcomers.</b><br><br><b>They learned about them through trade items and were affected by the diseases that swept through their tribes.</b><br><br><b>But with colonial expansion ...</b> |

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|    |   | <b>... for the Native Americans, changes were profound.]</b>  |
| 21 | A montage of images of trade items from the times, including hoes, axes, guns, horses, plants and more. | Host VO:<br><b>With peaceful trade and diplomatic contact, at first some changes in Native American life seemed positive:</b><br><br><b>European goods fit into existing patterns of trade, and many new tools and items made everyday life easier.</b> |
| 22 | Perhaps there are some Native American illustrations that depict this.                                  | <b>But diseases and epidemics brought by Europeans took a devastating toll.</b><br><br><b>Thousands of Indians were killed by measles, smallpox, bubonic plague, malaria and typhus.</b>  |
| 23 | Likely to find some illustrations of voyageurs with stacks of beaver pelts.                             | <b>Complex changes in the natural environment ... like the depletion of the beaver ... had serious implications for Native Americans.</b>   |
| 24 | Maybe just a landscape of forest or natural meadow.   | <b>More and more people were populating Indian lands.</b><br><br><b>And not just European settlers.</b>   |
| 25 |   | <b><i><u>Brief musical transition</u></i></b>   |
| 26 | Illustration of an enormous plantation, with slaves at work.  | <b>By the early 1600s, a number of crops introduced by the Europeans -- especially tobacco -- began to flourish and created a demand for labor.</b>   |
| 27 | Perhaps footage of an Indian moving quickly through the woods.  | <b>Attempts to enslave Native Americans were not successful. Indians knew the land well enough to escape ...</b>  |

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|    |  | <b>... and Indian slaves undermined trade and wilderness diplomacy.</b>   |
| 28 | Taunya Lovell Banks on camera:   | <p>Taunya Lovell Banks on camera:<br/> <b>[Talks about how, instead, plantation owners imported black Africans.</b></p> <p><b>[In the 1620s and 1630s, black Africans worked as indentured servants. They had the same unfree status as many poor white workers]</b></p>  |
| 29 | Stock footage, illustration or recreation that shows black African slave laborers and rows and rows of tobacco in a plantation from those times. | <p>Taunya Lovell Banks VO:<br/> <b>[Talks about how the demand for slave labor continued to rise with the success of rice, tobacco and other crops.</b></p> <p><b>[Then, between the 1660s and 1690s, laws were enacted to change the status of slaves to "servant for life."]</b></p>  |
| 30 | Image of a slave family.   | <p>Taunya Lovell Banks VO:<br/> <b>[Talks about how the legal definition of slavery came to be based on race, and slaves were made property, like real estate.</b></p> <p><b>[Laws were change so that a child born to an enslaved woman would inherit her slave status, assuring a continuing supply of cheap labor.</b></p> <p><b>[By 1660, black Africans made up a quarter of the population of the English colonies]</b></p> |
| 31 |  | <b><u>Brief musical transition</u></b>  |
| 32 | Historian on camera.   | <p>Historian on camera:<br/> <b>[Says that the French, the Spanish, the Dutch and the Swedes all had competing colonies in North America.</b></p> <p><b>[But ultimately the British colonies became more</b></p>  |

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|    |  | <p><b>successful than all the others.</b></p> <p><b>Why?]</b></p>   |
| 33 | <p>Maybe a recreation of a hand writing with quill pen on parchment.</p> | <p>Storyteller's voice:<br/> <b><i>"[It is in] the interest of England to improve and thicken her colonies with people not her own."</i></b></p> <p>Host VO:<br/> <b>So noted William Penn.</b></p> |

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*To see the complete script, contact me at [matrazzo@msn.com](mailto:matrazzo@msn.com)*

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