

PRE-IB RISING 10TH GRADE Summer Assignment 2019

THIS is your ONLY summer assignment. 😊

DUE the FIRST day of school/ class.

NO Group Work

ALL Work Hand-written

2019 AP U.S. HISTORY SUMMER ASSIGNMENT

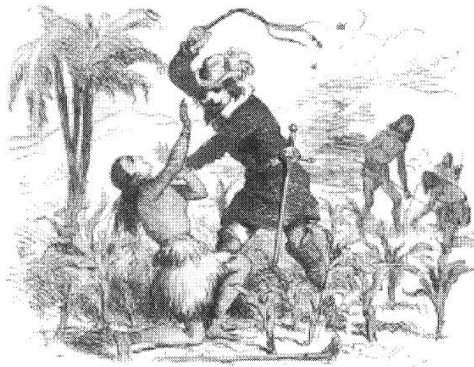
AP U.S. History students are expected to complete summer readings and assignments BEFORE the first-class meeting. These assignments will focus on course content preceding English colonization (APUSH Period 1 – 5% of Exam). Students' completion of their APUSH summer assignments will be assessed on a test (multiple-choice & short answer) administered during the first week of class.

Summer Assignments: ALL ASSIGNMENTS MUST BE HAND WRITTEN. NO TYPED RESPONSES WILL BE ACCEPTED

1. Encomienda System
 - Read the following passages on the Encomienda System. After reading, please print the chart or draw the chart on your own paper. Fill-in the chart with your own knowledge from the reading. Answer must be hand written.
2. READ *A New World and Many Cultures, 1491-1607, pgs. 1-13*
 - Complete Multiple-Choice Questions #1-9
 - Complete Short-Answer Question #1 (A&B) and Question #4 (A,B,&C)
 - Complete "Think as a Historian" Questions #1, 2, 3, & 5
 - PRINT the GUIDED READING & ANALYSIS: A New World of Many Cultures
 - Complete the NOTES & Analysis sections for Sections #1-9. Use the page numbers at the top of the page as a point of reference.
 - Do NOT use GOOGLE. The outline goes word for word with the reading.
 - Print the Native American Tribes Map
 - Complete tasks #1-3
 - Print the Native American Cultures Graphic Organizer
 - Provide examples of specific tribes from each geographic region
 - Describe how each Native American group either adapted to their environment or transformed their environment
3. Period 1 (1491-1607) Review
 - Print the Period 1 Review Packet. (10min review!!)
 - Understand why the years 1491 & 1607 were chosen,
 - Study Key Vocabulary from Unit 1.
 - Click on provided url
https://www.youtube.com/watch?v=_p_dNOpqdI0
 - Complete Questions #1-10
 - Complete the Juan De Sepulveda Document Analysis Questions #1-2
 - Complete the Spanish Painting Document Analysis Questions #1-2
4. Columbian Exchange Document Based Questions
 - Print the DBQ & Student Analysis
 - Complete the Student Analysis Sections for Documents #1-9

All summer assignments are INDIVIDUAL assignments. These are NOT group assignments. ANY cheating will result in a ZERO.

The Encomienda System



Directions: Read the following passages on the Encomienda System. After reading, please print the chart or draw the chart on your own paper, fill-in the chart with your knowledge from the reading. Answers must be in YOUR OWN WRITING. Use quotes from the reading to prove your answer.

How did the Encomienda System affect Spanish colonization of the New World?

The **encomienda** is a labor system that was employed mainly by the Spanish crown during the colonization of the Americas and the Philippines. In the *encomienda*, the crown granted a person a specified number of natives for whom they were to take responsibility. The receiver of the grant was to protect the natives from warring tribes and to instruct them in the Spanish language and in the Catholic faith. In return, they could exact tribute from the natives in the form of labor, gold or other products, such as in corn, wheat or chickens. In the former Inca empire, for example, the system continued the Inca (and even pre-Inca) traditions of exacting tribute under the form of labor.

History

The word *encomienda* means "to entrust." The *encomienda* was based on the familiar Spanish Reconquista institution in which *adelantados* (landowning nobles and knights) were given the right to extract tribute from Muslims or other peasants in areas that they had conquered and resettled. The colonial *encomienda* system differed from the peninsular institution in that *encomenderos* did not own the land on which the natives lived. Indian lands were to remain in their possession. This right was formally protected by the Crown of Castile because at the beginning of the Conquest, most of the rights of administration in the new lands went to the crown. The system was formally abolished in 1720, but had lost effectiveness much earlier. In many areas it had been abandoned for other forms of labor. In certain areas, this quasi-feudal system persisted. In Mexico, for instance, it was not until the constitutional reform after the Mexican Revolution that the *encomienda* system was abolished.

Encomenderos

Initially the *encomienda* system was devised to meet the needs of the early agricultural economies in the Caribbean. Later it was adopted to the mining economy of Peru and Upper Peru. The *encomienda* lasted from the beginning of the sixteenth century to the seventeenth century. The grantees of the *encomienda* were usually conquistadors and soldiers, but they also included women and Native-American notables. For example, Doña Marina and the daughters of Montezuma were granted extensive *encomiendas* as dowries. Puppet Inca rulers established after the conquest also sought and were granted *encomiendas*. The status of humans as "wards of the crown" under the *encomienda* system served to "define the status of the Indian population": the natives

were free men, not slaves or serfs. Conquistadors were granted trusteeship over the indigenous people they helped conquer. The *encomienda* was essential to the Spanish crown's sustaining its control over North, Central and South America in the first decades after the colonization, because it was the first major organizational law instituted on a continent where disease, war and turmoil reigned.

Establishment of the Encomienda

The phrase "*sin indios no hay Indias*" (without Indians, there are no Indies - i.e. America), popular in America especially in the 16th century, emphasizes the economic importance and appeal of native labor, even above that of precious metals or other natural resources. Land awardees customarily complained about how "worthless" territory was, unless it also comprised population of *encomendados*.

In 1503 the crown began to legally grant *encomiendas* to soldiers, conquistadors and officials. The system of *encomiendas* was aided by the Crown's organizing the Spanish population into small harbors known as *reducciones*, in response to the declining populations. Each *reducción* had a Native chief responsible for keeping track of the laborers in his community. The *encomienda* system did not grant people land, but it indirectly aided in the settlers' acquisition of land. *Encomenderos* became familiar with Native lands; they were positioned to take control of land belonging to the Natives under their trusteeship through legal or illegal means, when the opportunity arose. As initially defined, the *encomendero* and his heir were only supposed to benefit from the grant for two generations; however, this was often not the case, especially if the heir rendered some service to the crown. The *encomienda* system did eventually come to a legal end in 1720, when the crown made a new attempt at eradicating the institution. The *encomenderos* were then required to pay remaining *encomienda* labourers for their work.

The *encomiendas* became very corrupt and harsh. In the neighbourhood of La Concepción, north of Santo Domingo, the *adelantado* of Santiago heard rumors of a 15,000 man army planning to stage a rebellion. Upon hearing this, the *adelantado* captured the Caciques involved and had most of them hanged. Later on, a chieftain named Guarionex laid havoc to the countryside before an Indian-Spanish army of about 3,000 routed the Ciguana forces under his leadership.

Initially, the *encomendado* was supposed to be returned to the crown after two generations, however this was frequently overlooked. In 1574, the Viceroy of Peru Diego Lopez de Velasco investigated the *encomiendas* and concluded that there were 32,000 Spanish families in the New World, 4,000 of which had *encomiendas*. There were 1,500,000 natives paying tribute, and 5 million "civilized" natives.

Abolition of the Encomienda

The downfall of the *encomienda* system began as early as 1510, when Dominican missionaries began protesting the abuse of the native people by Spanish colonists. By 1538 Charles V realized the serious implications of a Taíno revolt and compelled policy changes over the labor of the Indians. The crown also made two failed attempts to end the abuses of the *encomienda* system, through the Law of Burgos and the New Law of the Indies.

Bartolome de Las Casas a priest from Hispaniola and former *encomendero*, underwent a profound conversion after seeing the abuse of the native people. He dedicated his life to writing and lobbying to abolish the *encomienda* system which he thought systematically enslaved the native people of the New World. Las Casas participated in an important debate where he pushed for the enactment of the New Laws and an end to the *encomienda* system. The Laws of Burgos (1512–13) and the New Law of the Indies (1542) failed in the face of colonial opposition. When Blasco Núñez Vela, the first viceroy of Peru, tried to enforce the New Laws, which provided for the gradual abolition of the *encomienda*, many of the *encomenderos* were unwilling to comply with them and revolted against Núñez Vela.

Eventually the *encomienda* system was succeeded by the crown-managed *repartimiento* and the *hacienda*, or large landed estates, in which laborers were directly employed by the hacienda owners. As the number of natives declined and mining activities were replaced by agricultural activities in the seventeenth century, the hacienda arose because land ownership became more profitable than the acquisition of labor forces. The *encomienda* was also strongly based on tribal identity. Mixed-race individuals, for example, could not by law be subjected to the *encomienda*. This moved many Amerindians to deliberately seek to dilute their tribal identity and that of their descendants as a way for them to escape the service, by seeking intermarriage with people from different ethnicities, especially Spaniards or Creoles. In this way the *encomienda* somewhat

weakened Amerindians' tribal identification and ethnicity, which in turn diminished the pool of available *encomendados*.

The Encomienda System

<p>What was it~</p>	
<p>How did it work?</p>	<p>Why was it used?</p>
<p>Abuses:</p>	<p>Decline:</p>

PERIOD 1: 1491–1607

Chapter 1 A New World of Many Cultures, 1491–1607

Today, the United States is a synthesis, or combination, of people from around the world. The first people arrived in the Americas at least 10,000 years ago. Chapter 1 begins with a survey of how these people lived in 1491, the year before the arrival of European Christopher Columbus in the Americas. His arrival initiated lasting contact between people on opposite sides of the Atlantic Ocean. The chapter and the period end in 1607, with the founding of the first permanent English settlement at Jamestown, Virginia. The Jamestown settlement marks the beginning of the framework of a new nation.

Period Perspectives Contact between Europeans and the natives of America touched off a trans-Atlantic trade in animals, plants, and germs known as the Columbian Exchange. This trade altered the way people around the globe lived and thought. Within a hundred years, Spanish and Portuguese explorers and settlers developed colonies using natives and enslaved Africans for labor in agriculture and mining precious metals. Natives and Africans resisted oppression by maintaining elements of their cultures. The Spanish and the Portuguese were quickly followed to the Americas by the French and the Dutch, and later by the English.

Alternate View Until the mid-20th century, most historians viewed Columbus and European explorers and settlers as great adventurers who founded colonies that developed into modern democracies. However, in recent years, historians have highlighted the vibrant and diverse native cultures that existed in the Americas before the arrival of Columbus, and how European diseases and violence destroyed so much of these cultures. The native population declined by 90 percent after the arrival of Europeans. To demonstrate this greater emphasis on native culture, historians often begin this period in 1491 rather than 1492.

Key Concepts

- 1.1: Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.
- 1.2: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.
- 1.3: Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

Source: *AP United States History Curriculum Framework 2014–2015*.



A New World of Many Cultures, 1491–1607

Thirty-three days after my departure from [the Canary Islands] I reached the Indian Sea, where I discovered many islands, thickly peopled, of which I took possession without resistance in the name of our most illustrious monarch, by public proclamation and with unfurled banners.

Christopher Columbus, *Select Letters*, 1493.

The original discovery, exploration, and settlement of North and South America occurred at least 10,000 years before Christopher Columbus was born. Some archeologists estimate that the first people to settle North America arrived as many as 40,000 years ago. Waves of migrants from Asia may have crossed a land bridge that once connected Siberia and Alaska (land now submerged under the Bering Sea). Over a long period of time, successive generations migrated southward from the Arctic Circle to the southern tip of South America. The first Americans adapted to the varied environments of the regions that they found. They evolved into hundreds of tribes, spoke different languages, and practiced different cultures. Estimates of the native population in the Americas in the 1490s vary from 50 million to 100 million people.

Cultures of Central and South America

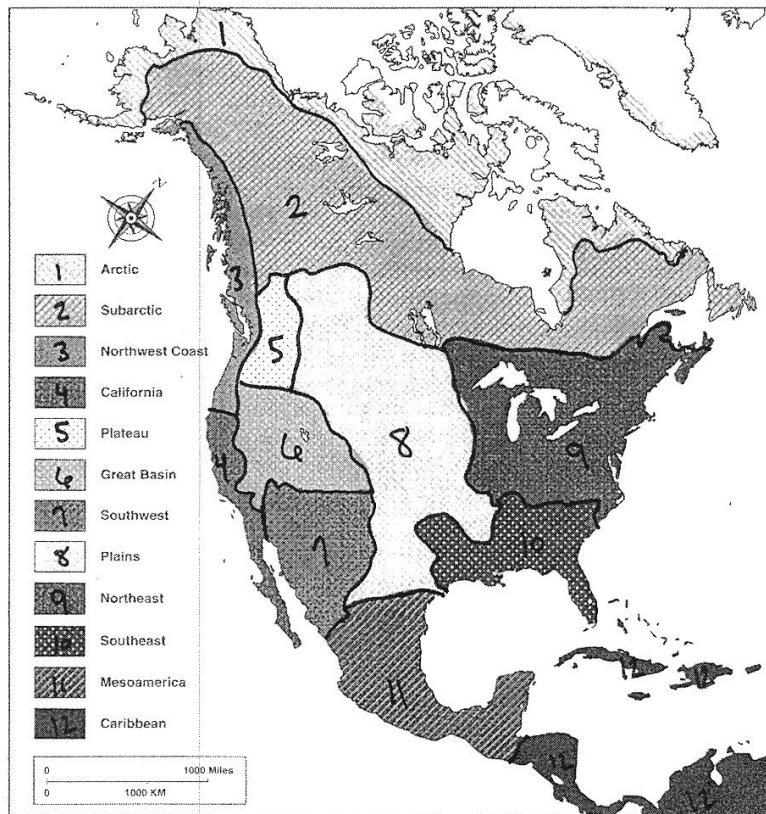
The native population was concentrated in three highly developed civilizations. Between A.D. 300 and 800, the Mayas built remarkable cities in the rain forests of the Yucatán Peninsula (present-day Guatemala, Belize, and southern Mexico). Several centuries after the decline of the Mayas, the Aztecs from central Mexico developed a powerful empire. The Aztec capital, Tenochtitlán, had a population of about 200,000, equivalent in population to the largest cities of Europe. While the Aztecs were dominating Mexico and Central America, the Incas based in Peru developed a vast empire in South America. All three civilizations developed highly organized societies, carried on an extensive trade, and created calendars that were based on accurate scientific observations. All three cultivated crops that provided a stable food supply, particularly corn for the Mayas and Aztecs and potatoes for the Incas.

Cultures of North America

The population in the region north of Mexico (present-day United States and Canada) in the 1490s may have been anywhere from under 1 million to more than 10 million. In general, the native societies in this region were smaller and less sophisticated than those in Mexico and South America. One reason for this was the slowness of the northward spread of corn cultivation from Mexico.

Some of the most populous and complex societies in North America had disappeared by the 15th century, for reasons not well understood. By the time of Columbus, most people in the Americas in what is now the United States and Canada lived in semipermanent settlements in groups seldom exceeding 300 people. The men spent their time making tools and hunting for game, while the women gathered plants and nuts or grew crops such as corn, beans, and tobacco.

NATIVE PEOPLES OF THE AMERICAS, 1491



Language Beyond these similarities, the cultures of American Indians were very diverse. For example, while English, Spanish, and almost all other European languages were part of just one language family (Indo-European), American Indian languages constituted more than 20 language families. Among the largest of these were Algonquian in the Northeast, Siouan on the Great Plains, and Athabaskan in the Southwest. Together, these 20 families included more than 400 distinct languages.

Southwest Settlements In the dry region that now includes New Mexico and Arizona, groups such as the Hokokam, Anasazi, and Pueblos evolved multifaceted societies supported by farming with irrigation systems. In large numbers they lived in caves, under cliffs, and in multistoried buildings. By the time Europeans arrived, extreme drought and other hostile natives had taken their toll on these groups. However, much of their way of life was preserved in the arid land and their stone and masonry dwellings.

Northwest Settlements Along the Pacific coast from what is today Alaska to northern California, people lived in permanent longhouses or plank houses. They had a rich diet based on hunting, fishing, and gathering nuts, berries, and roots. To save stories, legends, and myths, they carved large totem poles. The high mountain ranges in this region isolated tribes from one another, creating barriers to development.

Great Plains Most people who lived on the Great Plains were either nomadic hunters or sedentary people who farmed and traded. The nomadic tribes survived on hunting, principally the buffalo, which supplied their food as well as decorations, crafting tools, knives, and clothing. They lived in tepees, frames of poles covered in animal skins, which were easily disassembled and transported. While the farming tribes also hunted buffalo, they lived permanently in earthen lodges often along rivers. They raised corn, beans, and squash while actively trading with other tribes. Not until the 17th century did American Indians acquire horses by trading or stealing them from Spanish settlers. With horses, tribes such as the Lakota Sioux moved away from farming to hunting and easily following the buffalo across the plains. The plains tribes would at times merge or split apart as conditions changed. Migration also was common. For example, the Apaches gradually migrated southward from Canada to Texas.

Midwest Settlements East of the Mississippi River, the Woodland American Indians prospered with a rich food supply. Supported by hunting, fishing, and agriculture, many permanent settlements developed in the Mississippi and Ohio River valleys and elsewhere. The Adena-Hopewell culture, centered in what is now Ohio, is famous for the large earthen mounds it created, some as large as 300 feet long. One of the largest settlements in the Midwest was Cahokia (near present-day East St. Louis, Illinois), with as many as 30,000 inhabitants.

Northeast Settlements Some descendants of the Adena-Hopewell culture spread from the Ohio Valley into New York. Their culture combined hunting

and farming. However, their farming techniques exhausted the soil quickly, so people had to move to fresh land frequently. Among the most famous groups of American Indians in this region was the Iroquois Confederation, a political union of five independent tribes who lived in the Mohawk Valley of New York. The five tribes were the Seneca, Cayuga, Onondaga, Oneida, and Mohawk. Multiple families related through a mother lived in longhouses, up to 200 feet long. From the 16th century through the American Revolution, the Iroquois were a powerful force, battling rival American Indians as well as Europeans.

Atlantic Seaboard Settlements In the area from New Jersey south to Florida lived the people of the Coastal Plains. Many were descendants of the Woodland mound builders and built timber and bark lodgings along rivers. The rivers and the Atlantic Ocean provided a rich source of food.

Europe Moves Toward Exploration

Until the late 1400s, Americans and the people of Europe, Africa, and Asia had no knowledge of the people on the other side of the Atlantic Ocean. While Vikings from Scandinavia had visited Greenland and North America around the year 1000, these voyages had no lasting impact. Columbus's voyages of exploration finally brought people into contact across the Atlantic. Several factors made an oceanic crossing and exploration possible in the late 15th century.

① Improvements in Technology

In Europe, a rebirth of classical learning prompted an outburst of artistic and scientific activity in the 15th and 16th centuries known as the Renaissance. Several of the technological advances during the Renaissance resulted from Europeans making improvements in the inventions of others. For example, they began to use gunpowder (invented by the Chinese) and the sailing compass (adopted from Arab merchants who learned about it from the Chinese). Europeans also made major improvements in shipbuilding and mapmaking. In addition, the invention of the printing press in the 1450s aided the spread of knowledge across Europe.

② Religious Conflict

The later years of the Renaissance were a time of intense religious zeal and conflict. The Roman Catholic Church that had once dominated Western Europe was threatened from without by Ottoman Turks who were followers of Islam and from within by a revolt against the pope's authority.

Catholic Victory in Spain In the 8th century, Islamic invaders from North Africa, known as Moors, rapidly conquered most of what is now Spain. Over the next several centuries, Spanish Christians reconquered much of the land and set up several independent kingdoms. Two of the largest of these kingdoms united when Isabella, queen of Castile, and Ferdinand, king of Aragon, married in 1469. In 1492, under the leadership of Isabella and Ferdinand, the Spanish conquered the last Moorish stronghold in Spain, the city of Granada. In that year, the monarchs also funded Christopher Columbus on his historic

first voyage. The uniting of Spain under Isabella and Ferdinand, the conquest of Granada, and the launching of Columbus signaled new leadership, hope, and power for Europeans who followed the Roman Catholic faith.

Protestant Revolt in Northern Europe In the early 1500s, certain Christians in Germany, England, France, Holland, and other northern European countries revolted against the authority of the pope in Rome. Their revolt was known as the Protestant Reformation. Conflict between Catholics and Protestants led to a series of religious wars. The conflict also caused the Catholics of Spain and Portugal and the Protestants of England and Holland to want to spread their own versions of Christianity to people in Africa, Asia, and the Americas. Thus, a religious motive for exploration and colonization was added to political and economic motives.

3 Expanding Trade

Economic motives for exploration grew out of a fierce competition among European kingdoms for increased trade with Africa, India, and China. In the past, merchants had traveled from the Italian city-state of Venice and the Byzantine city of Constantinople on a long, slow, expensive overland route that reached all the way to the capital of the Chinese empire. This land route to Asia had become blocked in 1453 when the Ottoman Turks seized control of Constantinople.

New Routes So the challenge to finding a new way to the rich Asian trade appeared to be by sailing either south along the West African coast east to China, or sailing west across the Atlantic Ocean. The Portuguese, who realized the route south and east was the shortest path, thought this option seemed more promising. Voyages of exploration sponsored by Portugal's Prince Henry the Navigator eventually succeeded in opening up a long sea route around South Africa's Cape of Good Hope. In 1498, the Portuguese sea captain Vasco da Gama was the first European to reach India via this route. By this time, Columbus had attempted what he mistakenly believed would be a shorter route to Asia.

Slave Trading Since ancient times people in Europe, Africa, and Asia had enslaved people captured in wars. In the 15th century, the Portuguese began trading for slaves from West Africa. They used the slaves to work newly established sugar plantations on the Madeira and Azores islands off the African coast. Producing sugar with slave labor was so profitable that when Europeans later established colonies in the Americas, they used the slave system there.

African Resistance Enslaved Africans resisted slavery in whatever ways they could. Though transported thousands of miles from their homelands and brutally repressed, they often ran away, sabotaged work, or revolted. And for generations they maintained aspects of their African culture, particularly in music, religion, and folkways.

Developing Nation-States

Europe was also changing politically in the 15th century. Small kingdoms, such as Castile and Aragon, were uniting into larger ones. Enormous multiethnic empires, such as the sprawling Holy Roman Empire in central Europe, were

breaking up. Replacing the small kingdoms and the multiethnic empires were nation-states, countries in which the majority of people shared both a common culture and common loyalty toward a central government. The monarchs of the emerging nation-states, such as Isabella and Ferdinand of Spain; Prince Henry the Navigator of Portugal; and similar monarchs of France, England, and the Netherlands; depended on trade to bring in needed revenues and on the church to justify their right to rule. They used their power to search for riches abroad and to spread the influence of their version of Christianity to new overseas dominions.

Early Explorations

Changing economic, political, and social conditions in Europe shaped the ambitions of the Italian-born Christopher Columbus.

Christopher Columbus

Columbus spent eight years seeking financial support for his plan to sail west from Europe to the "Indies." Finally, in 1492, he succeeded in winning the backing of Isabella and Ferdinand. The two Spanish monarchs were then at the height of their power, having just defeated the Moors in Granada. They agreed to outfit three ships and to make Columbus governor, admiral, and viceroy of all the lands that he would claim for Spain.

After sailing from the Canary Islands on September 6, Columbus landed on an island in the Bahamas on October 12. His success in reaching lands on the other side of the ocean brought him a burst of glory in Spain. But three subsequent voyages across the Atlantic were disappointing—he found little gold, few spices, and no simple path to China and India.

Columbus's Legacy Columbus died in 1506, still believing that he had found a western route to Asia. However, many Spaniards viewed Columbus as a failure because they suspected that he had found not a valuable trade route, but a "New World." Today, some people scoff at Columbus for having erroneously giving the people he encountered the name "Indians." Even the land that he had explored was named for someone else, Amerigo Vespucci, another Italian sailor. Columbus's critics also point out the many problems and injustices suffered by the natives of the Americas after Europeans arrived and took over their land.

Nevertheless, most historians agree on Columbus's importance. Modern scholars have recognized his great skills as a navigator and his daring commitment in going forth where nobody else had ever dared to venture. Furthermore, Columbus's voyages brought about, for the first time in history, permanent interaction between people from all over the globe. He changed the world forever.

Exchanges Europeans and the original inhabitants of the Americas had developed vastly different cultures over the millennia. The contact between them resulted in the Columbian Exchange, a transfer of plants, animals, and germs from one side of the Atlantic to the other for the first time. Europeans learned about many new plants and foods, including beans, corn, sweet and

white potatoes, tomatoes, and tobacco. They also contracted a new disease, syphilis. Europeans introduced to the Americas sugar cane, bluegrasses, pigs, and horses, as well as the wheel, iron implements, and guns. Deadlier than all the guns was the European importation of germs and diseases, such as smallpox and measles, to which the natives had no immunity. Millions died (there was a mortality rate of more than 90 percent), including entire tribal communities. These exchanges, biological and cultural, would permanently change the entire world.

Dividing the Americas

Spain and Portugal were the first European kingdoms to claim territories in the Americas. Their claims overlapped, leading to disputes. The Catholic monarchs of the two countries turned to the pope in Rome to resolve their differences. In 1493, the pope drew a vertical, north-south line on a world map, called the line of demarcation. The pope granted Spain all lands to the west of the line and Portugal all lands to the east.

In 1494, Spain and Portugal moved the pope's line a few degrees to the west and signed an agreement called the Treaty of Tordesillas. The line passed through what is now the country of Brazil. This treaty, together with Portuguese explorations, established Portugal's claim to Brazil. Spain claimed the rest of the Americas. However, other European countries soon challenged these claims.

★ Spanish Exploration and Conquest

Spanish dominance in the Americas was based on more than a papal ruling and a treaty. Spain owed its expanding power to its explorers and conquerors (called conquistadores). Feats such as the journey across the Isthmus of Panama to the Pacific Ocean by Vasco Núñez de Balboa, the circumnavigation of the world by one of Ferdinand Magellan's ships (Magellan died before completing the trip), the conquests of the Aztecs in Mexico by Hernan Cortés, and the conquest of the Incas in Peru by Francisco Pizarro secured Spain's initial supremacy in the Americas.

The conquistadores sent ships loaded with gold and silver back to Spain from Mexico and Peru. They increased the gold supply by more than 500 percent, making Spain the richest and most powerful nation in Europe. Spain's success encouraged other nations to turn to the Americas in search of gold and power. After seizing the wealth of the Indian empires, the Spanish instituted an encomienda system, with the king of Spain giving grants of land and natives to individual Spaniards. These Indians had to farm or work in the mines. The fruits of their labors went to their Spanish masters, who in turn had to "care" for them. As Europeans' diseases and brutality reduced the native population, the Spanish brought enslaved people from West Africa under the asiento system. This required the Spanish to pay a tax to their king on each slave they imported to the Americas.

EARLY SETTLEMENTS IN NORTH AMERICA
1600s



★ English Claims

England's earliest claims to territory in the Americas rested on the voyages of John Cabot, an Italian sea captain who sailed under contract to England's King Henry VII. Cabot explored the coast of Newfoundland in 1497.

England, however, did not follow up Cabot's discoveries with other expeditions of exploration and settlement. Other issues preoccupied England's monarchy in the 1500s, including Henry VIII's break with the Roman Catholic Church. In the 1570s and 1580s, under Queen Elizabeth I, England challenged Spanish shipping in both the Atlantic and Pacific Oceans. Sir Francis Drake, for example, attacked Spanish ships, seized the gold and silver that they carried, and even attacked Spanish settlements on the coast of Peru. Another English adventurer, Sir Walter Raleigh, attempted to establish a settlement at Roanoke Island off the North Carolina coast in 1587, but the venture failed.

★ French Claims

The French monarchy first showed interest in exploration in 1524 when it sponsored a voyage by an Italian navigator, Giovanni da Verrazano. Hoping to find a northwest passage leading through the Americas to Asia, Verrazano explored part of North America's eastern coast, including the New York harbor. French claims to American territory were also based on the voyages of Jacques Cartier (1534–1542), who explored the St. Lawrence River extensively.

Like the English, the French were slow to develop colonies across the Atlantic. During the 1500s, the French monarchy was preoccupied with European wars as well as with internal religious conflict between Roman Catholics and French Protestants known as Huguenots. Only in the next century did France develop a strong interest in following up its claims to North American land.

The first permanent French settlement in America was established by Samuel de Champlain in 1608 at Quebec, a fortified village on the St. Lawrence River. Champlain's strong leadership won him the nickname "Father of New France." Other explorers extended French claims across a vast territory. In 1673, Louis Jolliet and Father Jacques Marquette explored the upper Mississippi River, and in 1682, Robert de La Salle explored the Mississippi basin, which he named Louisiana (after the French king, Louis XIV).

★ Dutch Claims

During the 1600s, the Netherlands also began to sponsor voyages of exploration. The Dutch government hired Henry Hudson, an experienced English sailor, to seek westward passage to Asia through northern America. In 1609, while searching for a northwest passage, Hudson sailed up a broad river that was later named for him, the Hudson River. This expedition established Dutch claims to the surrounding area that would become New Amsterdam (and later New York). The Dutch government granted a private company, the Dutch West India Company, the right to control the region for economic gain.

★ Spanish Settlements in North America

Spanish settlements developed slowly in North America, as a result of limited mineral resources and strong opposition from American Indians.

Florida After a number of failed attempts and against the strong resistance of American Indians in the region, the Spanish established a permanent settlement at St. Augustine in 1565. Today, St. Augustine is the oldest city in North America founded by Europeans.

New Mexico Santa Fe was established as the capital of New Mexico in 1610. Harsh efforts to Christianize the American Indians caused the Pueblo people to revolt in 1680. The Spanish were driven from the area until 1692. ★

Texas In between Florida and New Mexico, the Spanish established settlements in Texas. These communities grew in the early 1700s as Spain attempted to resist French efforts to explore the lower Mississippi River.

California In response to Russian exploration from Alaska, the Spanish established permanent settlements at San Diego in 1769 and San Francisco in 1776. By 1784, a series of missions or settlements had been established along the California coast by members of the Franciscan order. Father Junípero Serra founded nine of these missions.

★ European Treatment of Native Americans ★ *know the difference between the Spanish, English, + French*

Most Europeans looked down upon Native Americans. The Europeans who colonized North and South America generally viewed Native Americans as inferior people who could be exploited for economic gain, converted to Christianity, and used as military allies. However, Europeans used various approaches for controlling Native Americans and operating their colonies.

Spanish Policy

The Spanish who settled in Mexico and Peru encountered the highly organized Aztec and Inca empires. Even after diseases killed most natives, millions remained in these empires that the Spanish could incorporate as laborers in their own empire. Many natives who did not die from disease died from forced labor. Because few families came from Spain to settle the empire, the explorers and soldiers intermarried with natives as well as with Africans. The latter were captured in Africa and forced to travel across the ocean to provide slave labor for the Spanish colonists. A rigid class system developed in the Spanish colonies, one dominated by pure-blooded Spaniards.

★ **Bartolomé de Las Casas** One European who dissented from the views of most Europeans toward Native Americans was a Spanish priest named Bartolomé de Las Casas. Though he had owned land and slaves in the West Indies and had fought in wars against the Indians, he eventually became an advocate for better treatment for Indians. He persuaded the king to institute the New Laws of 1542. These laws ended Indian slavery, halted forced Indian labor, and began to end the encomienda system which kept the Indians in serfdom. Conservative Spaniards, eager to keep the encomienda system, responded and successfully pushed the king to repeal parts of the New Laws.

Valladolid Debate The debate over the role for Indians in the Spanish colonies came to a head in a formal debate in 1550–1551 in Valladolid, Spain. On one side, Las Casas argued that the Indians were completely human and morally equal to Europeans, so enslaving them was not justified. On the other side, another priest, Juan Ginés de Sepúlveda, argued that Indians were less than human. Hence, they benefited from serving the Spaniards in the encomienda system. Neither side clearly won the debate. Though Las Casas was unable to gain equal treatment for Native Americans, he established the basic arguments on behalf of justice for Indians.

English Policy

Unlike the Spanish, the English settled in areas without large native empires that could be controlled as a workforce. In addition, many English colonists came in families rather than as single young men, so marriage with natives was less common. Initially, at least in Massachusetts, the English and the American Indians coexisted, traded, and shared ideas. American Indians taught the settlers how to grow new crops such as corn and showed them how to hunt in the forests. They traded various furs for an array of English manufactured goods, including iron tools and weapons. But peaceful relations soon gave way to conflict and open warfare. The English had no respect for American Indian cultures, which they viewed as primitive or "savage." For their part, American Indians saw their way of life threatened as the English began to take more land to support their ever-increasing population. The English occupied the land and forced the small, scattered tribes they encountered to move away from the coast to inland territories. They expelled the natives rather than subjugating them.

French Policy

The French, looking for furs and converts to Catholicism, viewed American Indians as potential economic and military allies. Compared to the Spaniards and the English, the French maintained good relations with the tribes they encountered. Seeking to control the fur trade, the French built trading posts throughout the St. Lawrence Valley, the Great Lakes region, and along the Mississippi River. At these posts, they exchanged French goods for beaver pelts and other furs collected by American Indians. Because the French had few colonists, farms, or towns, they posed less threat to the native population than did other Europeans. In addition, French soldiers assisted the Huron people in fighting their traditional enemy, the Iroquois.

Native American Reaction

North American tribes saw themselves as groups distinct from each other, not as part of a larger body of Native Americans. As a result, European settlers rarely had to be concerned with a unified response from the Native Americans. Initially the European goods such as copper pots and guns had motivated the natives to interact with the strangers. After the decimation of their peoples from the violence and disease of the Europeans, the Native Americans had to adopt new ways to survive. Upon observing the Europeans fighting each other, some tribes allied themselves with one European power or another in hopes of gaining support in order to survive. A number of tribes simply migrated to new land to get away from the slowly encroaching settlers. Regardless of how they dealt with the European invasion, Native Americans would never be able to return to the life they had known prior to 1492.

HISTORICAL PERSPECTIVES: WAS COLUMBUS A GREAT HERO?

Over the centuries, Columbus has received both praise for his role as a “discoverer” and blame for his actions as a “conqueror.” In the United States, he has traditionally been viewed as a hero. As early as 1828, Washington Irving wrote a popular biography extolling the explorer’s virtues. The apex of Columbus’s heroic reputation was reached in 1934 when President Franklin Roosevelt declared October 12 a national holiday.

Since the 1990s, however, revisionist histories and biographies have been highly critical of Columbus. His detractors argue that Columbus was simply at the right place at the right time. Europe at the end of the 15th century was ready to expand. If Columbus had not crossed the Atlantic in 1492, some other explorer—perhaps Vespucci or Cabot—would have done so a few years later. According to this interpretation, Columbus was little more than a good navigator and a self-promoter who exploited an opportunity.

Some revisionists take a harsh view of Columbus and regard him not as the first discoverer of America but rather as its first conqueror. They portray him as a religious fanatic in the European Christian tradition who sought to convert the American natives to Christianity and liquidated those who resisted.

The revisionist argument has not gone unanswered. For example, historian Arthur M. Schlesinger Jr. has argued that the chief motivation for Columbus’s deeds was neither greed for gold nor ambition for conquest. What drove him, in Schlesinger’s view, was the challenge of the unknown. Columbus’s apologists admit that millions of Native Americans died as a result of European exploration in the Americas, but they point out that an unknown number had suffered horrible deaths in Aztec sacrifices. Moreover, the mistreatment of Native Americans was perhaps partially offset by such positive results as the gradual development of democratic institutions in the colonies and later the United States.

Historians will continue to debate the nature of Columbus’s achievement. As with other historical questions, distinguishing between fact and fiction and separating a writer’s personal biases from objective reality is difficult. One conclusion is inescapable: As a result of Columbus’s voyages, world history took a sharp turn in a new direction. His explorations established a permanent point of contact between Europeans and the first Americans, and soon between both groups and Africans. People are still living with the consequences of this interaction.

MULTIPLE CHOICE QUESTIONS

Questions 1–2 refer to the excerpt below.

“To oppose those hordes of northern tribes, singly and alone, would prove certain destruction. We can make no progress in that way. We unite ourselves into one common band of brothers. We must have but one voice. Many voices makes confusion. We must have one fire, one pipe and one war club. This will give us strength. If our warriors are united they can defeat the enemy and drive them from our land; If we do this, we are safe

“And you of the different nations of the south, and you of the west, may place yourselves under our protection, and we will protect you. We earnestly desire the alliance and friendship of you all”

—Chief Elias Johnson, *Legends, Traditions, and Laws of the Iroquois, or Six Nations, and History of the Tuscarora Indians*, 1881

1. According to Johnson, which of the following was the primary reason for the tribes to unite?
 - (A) To increase trade
 - (B) To provide for self-defense
 - (C) To gain additional land
 - (D) To make the Tuscarora leaders
2. Which of the following factors best explains why Native American efforts to unite were rare?
 - (A) Most tribes were isolated from each other
 - (B) Europeans discouraged tribes from uniting
 - (C) People had different foods and cultures
 - (D) Tribes had traditions of independence

Questions 3–5 refer to the excerpt below.

“Concerning the treatment of Native American workers:
When they were allowed to go home, they often found it deserted and had no other recourse than to go out into the woods to find food and to die. When they fell ill, which was very frequently because they are a delicate people unaccustomed to such work, the Spaniards did not believe them and pitilessly called them lazy dogs, and kicked and beat them; and when illness was apparent they sent them home as useless, giving them some cassava for the twenty- to eighty-league journey. They would go then, falling into the first stream and dying there in desperation; others would hold on longer, but very few ever made it home. I sometimes came upon dead bodies on my way, and upon others who were gasping and moaning in their death agony, repeating ‘Hungry, hungry.’”

—Bartolomé de Las Casas, priest and social reformer,
In Defense of the Indian, c. 1550

3. Which of the following best explains the underlying cause of the Spanish actions described by Las Casas?
 - (A) Racism
 - (B) Religion
 - (C) Desire for wealth
 - (D) Fear of native power
4. The primary audience that Las Casas hoped to influence by his writing was
 - (A) the monarchs of Spain
 - (B) the Roman Catholic Church
 - (C) the conquistadores
 - (D) the Native Americans
5. Which of the following factors that affected Native Americans is directly implied but not stated in this excerpt?
 - (A) Many Spaniards were sympathetic to the Native Americans
 - (B) The Catholic Church was trying to help the Native Americans
 - (C) European diseases were killing millions of Native Americans
 - (D) The Spanish faced strong resistance from Native Americans

Questions 6–7 refer to the excerpt below.

“Apart from his navigational skills, what most set Columbus apart from other Europeans of his day were not the things that he believed, but the intensity with which he believed in them and the determination with which he acted upon those beliefs. . . .

“Columbus was, in most respects, merely an especially active and dramatic embodiment of the European—and especially the Mediterranean—mind and soul of his time: a religious fanatic obsessed with the conversion, conquest, or liquidation of all non-Christians; a latter-day Crusader in search of personal wealth and fame, who expected the enormous and mysterious world he had found to be filled with monstrous races inhabiting wild forests, and with golden people living in Eden.”

—David E. Stannard, historian, *American Holocaust: Columbus and the Conquest of the New World*, 1992

6. Which of the following European nations would be the least likely to share the characteristics Stannard uses in describing Columbus?
- (A) England
 - (B) Italy
 - (C) Portugal
 - (D) Spain
7. Which of the following is a reason historians are most likely to criticize the view of Columbus expressed in this excerpt?
- (A) It ignores the period in which Columbus lived
 - (B) It displays a bias against Christians
 - (C) It skips over the progress brought by Columbus
 - (D) It uses highly charged language

Questions 8–9 refer to the excerpt below.

“The province of Quivira is 950 leagues from Mexico. Where I reached it, it is in the fortieth degree [of latitude]. . . . I have treated the natives of this province, and all the others whom I found wherever I went, as well as was possible, agreeably to what Your Majesty had commanded, and they have received no harm in any way from me or from those who went in my company. I remained twenty-five days in this province of Quivira, so as to see and explore the country and also to find out whether there was anything beyond which could be of service to Your Majesty, because the guides who had brought me had given me an account of other provinces beyond this. And what I am sure of is that there is not any gold nor any other metal in all that country.”

—Francisco Coronado, Spanish conquistador, *Travels in Quivira*, c. 1542

8. Based on Coronado’s observations, which of the following best describes Spanish efforts in Mexico in the mid-16th century?
 - (A) Exploring lands new to them
 - (B) Establishing colonies
 - (C) Warring with Native Americans
 - (D) Spreading the Christian faith
9. The activities of Coronado and other Spanish and Portuguese explorers in the Americas in the 16th century primarily depended on the support of
 - (A) merchants and fur traders
 - (B) the Catholic Church
 - (C) the monarchs
 - (D) enslaved Europeans

- ① Address the Question
② Provide Commentary/support

SHORT-ANSWER QUESTIONS * 2-3 sentences.

Briefly answer the questions in complete sentences. A thesis is not required.

Question 1. Answer a and b.

- a) Briefly explain, with reference to TWO of the factors listed below, how there came together in Europe in the early 16th century both the motivation and the means to explore and colonize land across the seas.
- religion
 - trade
 - technology
- b) Briefly explain how ONE of the three factors listed above became either more or less important in colonization by the end of the 16th century.

OMIT

Question 2 is based on the following excerpt.

"I marvel not a little, right worshipful, that since the first discovery of America (which is now full four score and ten years), after so great conquests and plannings of the Spaniards and Portuguese there, that we of England could never have the grace to set fast footing in such fertile and temperate places as are left as yet unpossessed of them. But . . . I conceive great hope that the time approacheth and now is that we of England may share and part stakes . . . in part of America and other regions as yet undiscovered. . .

"Yea, if we would behold with the eye of pity how all our prisons are pestered and filled with able men to serve their country, which for small robberies are daily hanged up in great numbers, . . . we would hasten . . . the deducting [conveying] of some colonies of our superfluous people into these temperate and fertile parts of America, which being within six weeks' sailing of England, are yet unpossessed by any Christians, and seem to offer themselves unto us, stretching nearer unto Her Majesty's dominions than to other part of Europe."

—Richard Hakluyt, English writer, *Divers Voyages Touching the Discovery of America and the Islands Adjacent*, 1582

2. Using the excerpt, answer a, b, and c.
- Briefly explain ONE reason not in this passage for why England was so far behind Spain and Portugal in colonization.
 - Briefly explain ONE source where the author believes England can find an excellent source to supply potential colonists for the Americas.
 - Briefly explain ONE development of the late 16th century that challenges or supports the point of view expressed by the writer.

OMIT

~~Question 3 is based on the following excerpt.~~

~~"I want the natives to develop a friendly attitude toward us because I know that they are a people who can be made free and converted to our Holy Faith more by love than by force. I therefore gave red caps to some and glass beads to others. They hung the beads around their necks, along with some other things of slight value that I gave them. . . . I warned my men to take nothing from the people without giving something in exchange."~~

~~—Christopher Columbus, *Log*, October 12, 1492~~

- ~~3. Using the excerpt, answer a, b, and c.~~
- ~~Briefly explain the point of view expressed by Columbus in the excerpt.~~
 - ~~Briefly explain what powerful group in Spain, other than the monarchy, Columbus would be appealing to in the above passage.~~
 - ~~Provide an example of contact between Europeans and the first inhabitants of America that is not consistent with the above passage.~~

Question 4. Answer a, b, and c.

- Briefly explain ONE common trait in the policies of two of these European nations toward Native Americans:
 - England
 - France
 - Spain
- Briefly explain ONE difference between the policies of two European nations toward Native Americans.
- Briefly explain ONE reaction of Native Americans to European policies.

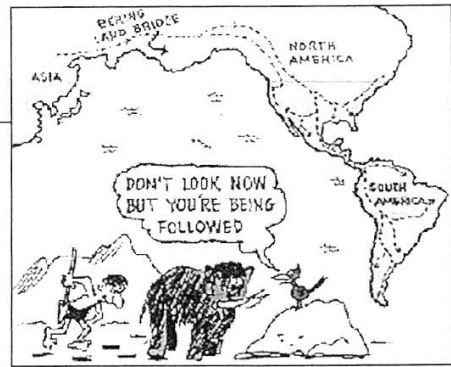
THINK AS A HISTORIAN: QUESTIONS ABOUT CAUSATION ★

Tests often ask students to explain why one event or trait happened after or resulted from another. Which THREE prompts below would best be answered with an essay that emphasizes causation?

1. Explain why American Indians were so diverse in 1491.
2. How did Spanish colonies differ from English colonies?
3. How did religious beliefs influence American colonization?
4. Did Columbus reflect the values of the late 15th century Europe?
5. Analyze the impact of colonization on Spain.

Name: _____ Class Period: _____ Due Date: ____/____/____

Guided Reading & Analysis: A New World
 Chapter 1- A New World of Many Cultures, 1491-1607, pp 1-13



Purpose:
 This guide is not only a place to record notes as you read, but also to provide a place and structure for reflections and analysis using your noggin (thinking skills) with new knowledge gained from the reading. ~~This guide, if completed in its entirety, BOP (Beginning of Period) by the due date, can be used on the first quiz as well as earn up to 10 bonus points. The benefits of such activities, however, go far beyond quiz help and bonus points. © Mastery of the course and AP exam await all who choose to process the information as they read/receive. This is an optional assignment. So, young Jedi... what is your choice? Do? Or do not? There is no try. (Image source: AdventureTales.com)~~

- Directions:**
- Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
 - Skim:** Flip through the chapter and note titles and subtitles. Look at images and read captions. *Get a feel for the content you are about to read.*
 - Read/Analyze:** Read the chapter. If you have your own copy of AMSCO, Highlight key events and people as you read. Remember, the goal is not to "fish" for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**
 - Write** Write your notes and analysis in the spaces provided OR complete digitally on Canvas. If you are completing paper copy, complete it in **INK!**

Key Concepts FOR PERIOD 1:
 NOTE: College Board released revisions to the APUSH framework July of 2015. The key concepts and objectives addressed in your texts reflect the 2014 version of the framework. This guide includes the 2015 revisions to the key concepts. In general, the expectations are not that different. College Board simply sought to clarify and simplify the expectations.

Key Concept 1.1: As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly **complex societies** by adapting to and transforming their diverse environments.

Key Concept 1.2: Contact among **Europeans, Native Americans, and Africans** resulted in the **Columbian Exchange** and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

SECTION 1 - Period Perspectives, p.1

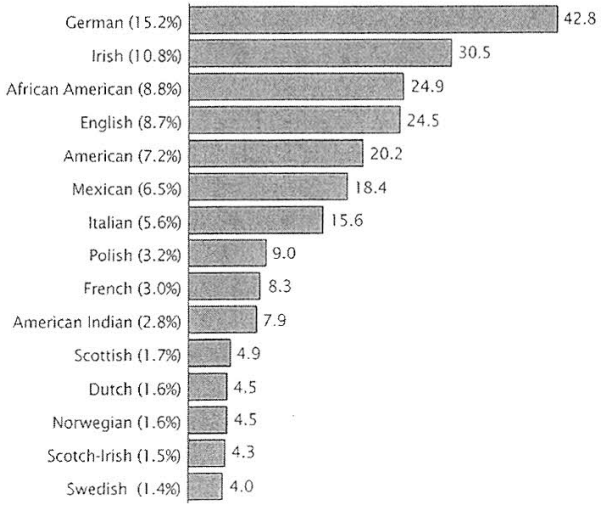
Consider the data in the chart at right as well as page 1 of the text when completing this section.

1. Period 1 begins with 1491. If the American Indian population in what is now the United States was nearly 10 million before 1492, why is the United States population in modern times only 2 to 3% American Indian?

2. Period 1 ends with the establishment of Jamestown, the first permanent British settlement in North America. Explain why 1607 is a major turning point in United States history.

Figure 2.
Fifteen Largest Ancestries: 2000

(In millions. Percent of total population in parentheses. Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see www.census.gov/prod/cen2000/doc/sf3.pdf)



Source: U.S. Census Bureau, Census 2000 special tabulation.

SECTION 2 Guided Reading, pp 2-13

As you read the chapter, jot down your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column. When you finish reading the section and taking notes, process and analyze what you read by answering the question in the right hand column. You do not need to write in complete sentences.

3. Cultures pp 2-5

Key Concepts & Main Ideas	Notes	Analysis
<p>Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.</p> <p>As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments.</p>	<p>Cultures of Central and South America...</p> <p>Cultures of North America...</p> <p>Language...</p> <p>Southwest Settlements...</p> <p>Northwest Settlements...</p> <p>Great Plains...</p> <p>Midwest Settlements...</p> <p>Northeast Settlements...</p> <p>Atlantic Seaboard Settlements...</p>	<p><i>In what ways did native peoples transform North American environment before European colonization? (list)</i></p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>Identify one <i>key similarity</i> and one <i>key difference</i> between societies that developed in Central and South America to those that developed in North America.</p> <p>Similarity:</p> <p>Difference:</p> <p>Explain the significance of the <i>difference</i> between Central /South America and North America.</p>

4. Europe Moves Toward Exploration, pp 5-6

Key Concepts & Main Ideas	Notes	Analysis
<p>New technology, new knowledge, and new goals spurred European exploration.</p>	<p>Improvements in technology...</p> <p>Religious conflict...</p>	<p>Identify the <i>key difference</i> between Viking voyages of the 12th century to that of Columbus in the 15th century.</p> <p><i>How</i> did new technology enable Christopher Columbus to dominate the "New World?"</p> <p>What was the <i>impact</i> of the Catholic victory in Spain and the European Reformation on North America?</p>

5. Expanding Trade, pp 6-7

Key Concepts & Main Ideas	Notes	Analysis
<p>Economic motives drove exploration, and "discovery" altered the European, African, and America economically, politically, and culturally.</p>	<p>New Routes...</p> <p>Slave Trading...</p> <p>African Resistance...</p> <p>Developing Nation-States...</p>	<p>List <i>three main effects</i> of Europe's expanding trade in the 15th century.</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Which effect was <i>most significant</i>? Explain your answer.</p>

6. Early Explorations, pp 7-10

Key Concepts & Main Ideas	Notes	Analysis
<p>European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.</p> <p>The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.</p> <p>European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.</p>	<p>Christopher Columbus...</p> <p>Columbus's Legacy...</p> <p>Exchanges...</p> <p>Dividing the Americas...</p> <p>Spanish Exploration and Conquest...</p> <p>English Claims...</p> <p>French Claims...</p> <p>Dutch Claims...</p>	<p><i>How</i> did European expansion <i>impact</i> European society?</p> <p><i>How</i> did European expansion <i>impact</i> Native American society?</p> <p>Which of these consequences were the most significant? Explain your answer.</p>

7. Spanish Settlements in North America, pp 10-11

Key Concepts & Main Ideas	Notes	Analysis
<p>European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.</p>	<p>Florida...</p> <p>New Mexico...</p> <p>Texas...</p> <p>California...</p>	<p>What were <i>three chief features</i> of the Spanish empire in America?</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Identify <i>one cause</i> and <i>one effect</i> of Spanish settlement in North America.</p> <p>Cause:</p> <p>Effect:</p>

8. European Treatment of Native Americans, pp 11-12

Key Concepts & Main Ideas	Notes	Analysis
<p>Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.</p> <p>European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples</p>	<p>Spanish Policy...</p> <p>English Policy...</p> <p>French Policy...</p> <p>Native American Reaction...</p>	<p>Identify <i>three major consequences</i> of European contact with American Indians?</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Which of these were the <i>most significant</i>? Explain your answer.</p> <p>In what ways was English policy toward Native Americans different from those of France and Spain?</p> <p><i>Different from France in that...</i></p> <p><i>Different from Spain in that...</i></p> <p><i>How effective</i> were Native Americans in overcoming the negative aspects of European policies?</p>

Section 3 MAP

The College Board framework for the course includes specific places and locations significant to the development of North America and the United states. This section provides you with the opportunity to locate and review these items.

Directions:

1. Read the framework excerpts located to the right of the map, and ensure you *understand & know* where/what is referenced.
2. Circle or highlight the following groups: Pueblo, Chinooks, Iroquois, Algonquian, Wampanoags, Pequot, Powhatan
3. Label/Trace the starting point and expansion of maize cultivation.



READ!

On a North American continent... The spread of maize cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California.

Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles.

In the Northeast and along the Atlantic Seaboard some societies developed a mixed agricultural and hunter-gatherer economy that favored the development of permanent villages.

European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.

Source: North American Continent; Western Hemisphere Indian Culture Map, <http://lochgarry.wordpress.com/2011/11/27/ancient-winds-and-memories-of-a-lime-long-ago/>

Reading Guide written by Rebecca Richardson, Allen High School

Sources include but are not limited to: 2015 edition of AMSCO's *United States History Preparing for the Advanced Placement Examination*, Wikipedia.org, College Board Advanced Placement United States History Framework, writing strategies developed by Mr. John P. Irish, Carroll High School, 12th edition of *American Pageant*, *USHistory.org*, *Britannica.com*, *LatinAmericanHistory.about.com*, and other sources as cited in document and collected/adapted over 20 years of teaching and collaborating.

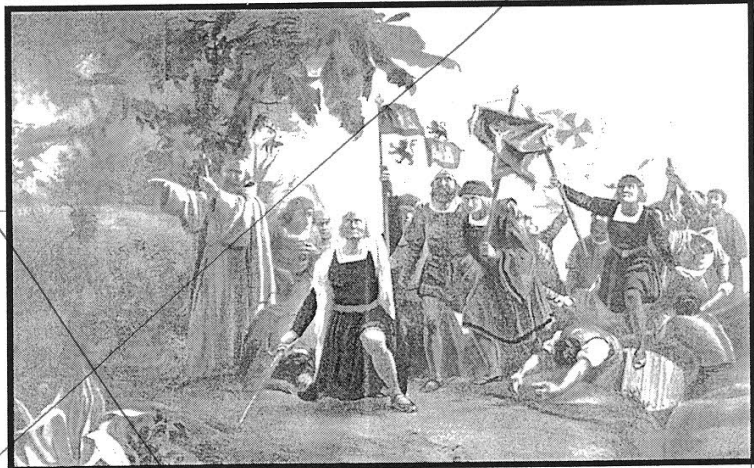
9. Historical Perspectives: Was Columbus a Great Hero? p.13

Key Concepts & Main Ideas	Notes	Analysis
<p>European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.</p>	<p>Washington Irving...</p> <p>President Franklin Roosevelt...</p> <p>Revisionists...</p> <p>Arthur Schlesinger...</p> <p>Fact and fiction...</p>	<p>Support or refute the following statement: Christopher Columbus was a hero.</p> <p>List 3 pieces of evidence to support your answer.</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>List 3 pieces of evidence that support the alternate view.</p> <p>a.</p> <p>b.</p> <p>c.</p>

~~10. Explain the HIPP of the image below.~~

OMIT

Image Source: Public Domain, Library of Congress, *First landing of Columbus on the shores of the New World, at San Salvador, W.I., Oct. 12th 1492*, Dióscoro Teófilo Puebla Tolín



HIPP+:

Historical Context:

Intended Audience:

Author's Purpose:

Author's Point of View:

+Other Context (similar in kind, from a different time...give an example of similar theme in a different place/time period):

Native American Tribes

US History Map Exercise

Name: _____



Map Credit: [www.ck12.org](#)

Complete the following tasks using reliable internet maps:

1. Label and *lightly* shade in the following areas of cultural influence:
Arctic, Subarctic, Great Plains, Southwest, Southeast, Northeast
2. Label the domains of the following Native American tribes:
Algonquin, Aztec, Cherokee, Comanche, Creek, Eskimo,
Hopi, Inuit, Iroquois, Pueblo, Sioux, Wichita
3. Label the map based on whether food was primarily procured by (H)unting, (A)griculture, or (F)ishing in each region by marking the appropriate letter on the map.

For more instructional materials, visit [www.ck12.org](#)

NATIVE AMERICAN CULTURES

US History Graphic Organizer

Name: _____

Fill in the following graphic organizer while consuming the following lecture on Native American Cultures on YouTube: https://www.youtube.com/watch?v=zG_Q3271714

How did Native Americans ① Adapt or ② Transform to their environment?

<p>ARCTIC Tribal Groups:</p>	
<p>PLAINS INDIANS Tribal Groups:</p>	
<p>NORTHEAST / GREAT LAKES Tribal Groups:</p>	
<p>SOUTHWEST Tribal Groups:</p>	
<p>SOUTHEAST Tribal Groups:</p>	

Provide examples of specific tribes from each geographic region

For more instructional materials, visit my website: www.tomriddle.net

Period 1 (1491 – 1607) Chapter 1 of the Textbook
Review Sheet

<http://www.apushreview.com/review-sheets/>

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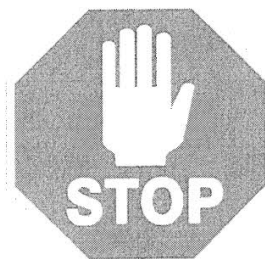
Welcome to Period 1! This period accounts for roughly 5% of the exam. Although you will not see a Long Essay or DBQ based solely on this time period, you could see a topic that incorporates this period as part of a larger idea.

Why were these years chosen for this period?

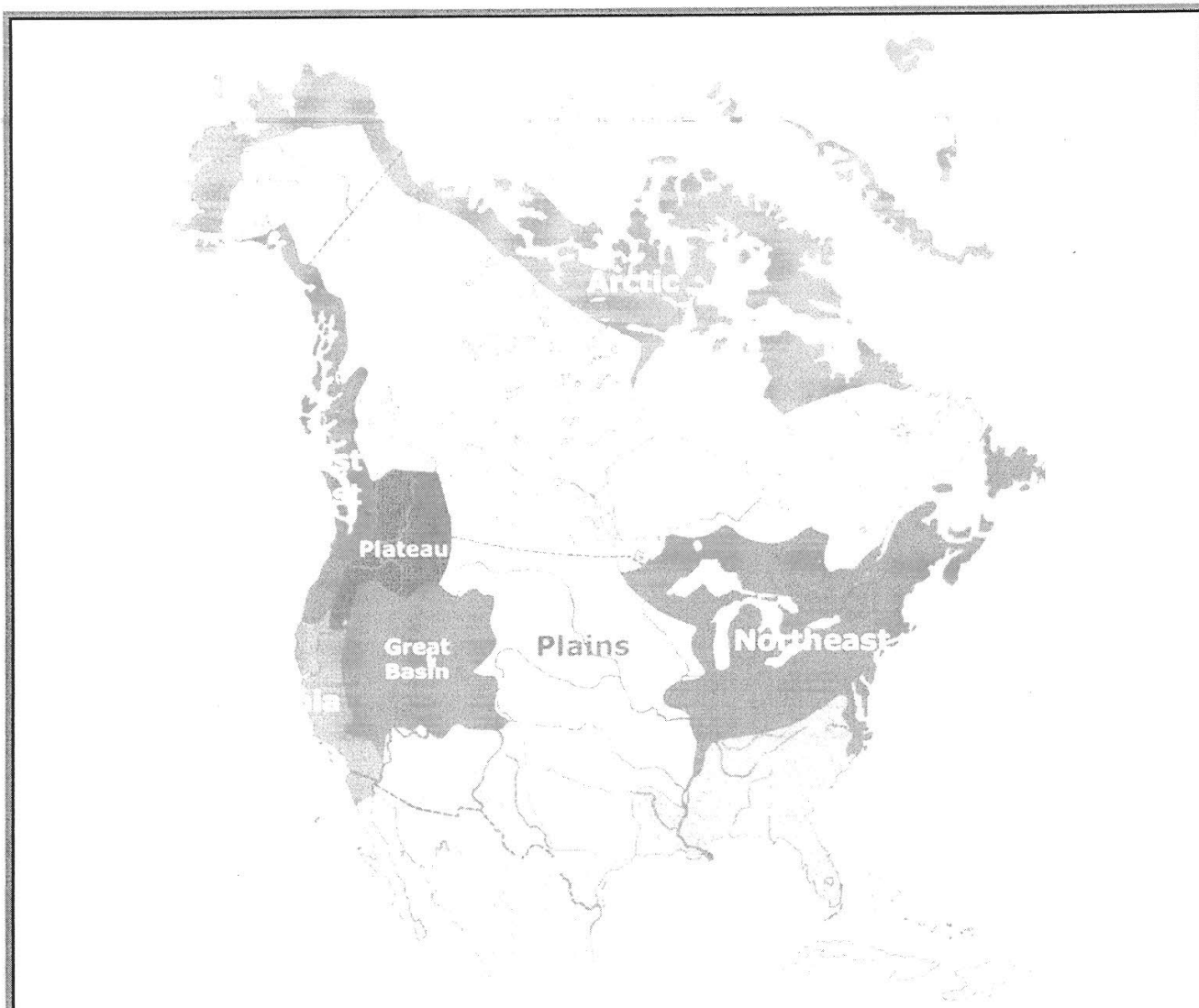
1491 marks one year prior to the arrival of Columbus and Europeans in large numbers to the Americas. Additionally, 1607 is the year that the first permanent English settlement was established in Jamestown, Virginia. Period 1 focuses significantly on Native American life **PRIOR** to the arrival of Europeans. Furthermore impacts of the **Columbian Exchange** on **Africans**, **Native Americans**, and **Europeans** are important to know.

Key vocabulary terms to know for this time period:

- * **Autonomy** - to have self-government, or independence. Native Americans and Africans sought to preserve autonomy in the face of contact with Europeans.
- * **Subjugation** - to take control of a person or group of people by force. Native Americans and Africans were subjugated by Europeans, often in the form of slavery.
- * **Maize** - corn, grown in present-day Mexico and spread to the Southwest portion of the present-day United States. Native Americans built societies around maize. Once it was introduced to Europe (Columbian Exchange), it helped lead to a drastic increase in population.
- * **Columbian Exchange** - Spread of goods, ideas, people, and diseases between Africa, Europe, and the Americas.
- * **Encomienda System** - Spanish system of granting land to colonists in the New World. This system exploited Native Americans and resources. Eventually, Native American labor was replaced with African slave labor.



Watch this video on Period 1 before you proceed. (Less than 7 minutes)



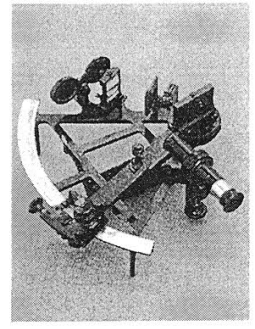
1. For each region listed below based on the map, describe what Native American life was like.
- Great Plains/Great Basin:
 - Southwest:
 - Northeast:

2. What technological improvements allowed for European Exploration?

-

3. What is the Columbian Exchange?

-



4) What impact did the Exchange have on Europe?

•

5) What impact did the Exchange have on Natives?

•

6) What impact did the Exchange have on Africans?

•

7) How did the Encomienda System impact Natives? Check out [this video](#) on the Encomienda System for a quick review if you need it.

•

8) What replaced the Encomienda System?

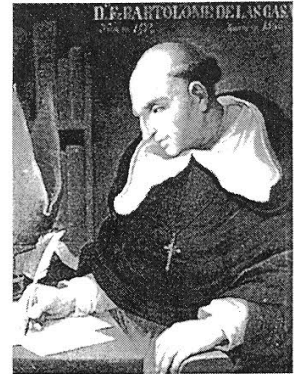
•

9) How did Europeans often view Natives?

•

10) In what ways did Africans preserve autonomy in the Western Hemisphere?

•



Document Analysis

“The Spanish have a perfect right to rule these barbarians of the New World and the adjacent islands, who in prudence, skill, virtues, and humanity are as inferior to the Spanish as children to adults.....”

- Juan De Sepulveda (1547)

Need help with this document? Check out [THIS](#) quick video.

1) What is Sepulveda’s Point of View towards Natives?

2) How does this contrast with Bartolomé de Las Casas?

Next page for one more document!



Need help with this document? Check out [THIS](#) quick video.

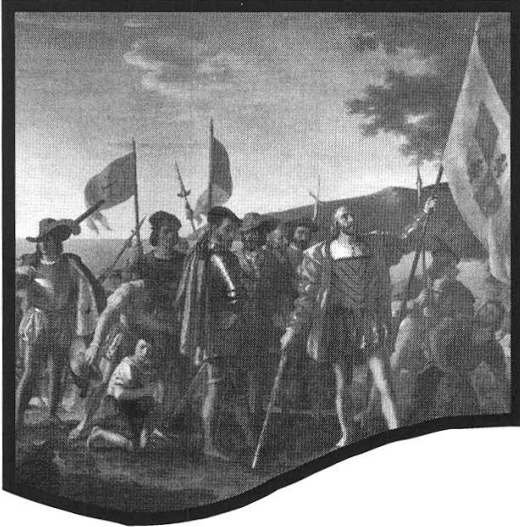
1. What is the Point of View of Spanish Colonization according to the illustration?
2. What is the Purpose of the above illustration?

NAME:

DATE:

CLASS:

DBQ FOCUS: Columbian Exchange



Document-Based Question Format

Directions: The following question is based on the accompanying Documents (The documents have been edited for the purpose of this exercise.) This question is designed to test your ability to work with and understand historical documents.

Write a response that:

- Has a relevant **thesis** and **supports that thesis with evidence** from the documents.
- Cites evidence from included source perspectives.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account both the sources of the documents and the author's points of view.

Historical Context: In the late 1400s, Western European explorers accidentally "discovered" the North American continent. Native American peoples who were already living in North America had created a system of government and society that rivaled Europe's. The cultural exchange between the "New World" and the "Old World" (North America and Europe, respectively) is often called the Columbian Exchange. This is in reference to Christopher Columbus. The Columbian Exchange was a widespread exchange of animals, plants, culture, human populations (including slaves), communicable disease, technology and ideas between the American and Afro-Eurasian hemispheres following the voyage to the Americas by Christopher Columbus in 1492.

Question

Was the Columbian Exchange an overall positive event for the New World?

Document 1

Source: Christopher Columbus, describing his first encounter with the native Arawak men and women.

“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.”

Student Analysis

How does Christopher Columbus view the native populations he initially encounters?

Document 2

Source: Bartolome de las Casas, a young priest who participated in the conquest of Cuba and transcribed Columbus’ journal

...(the Spaniards) grew more conceited every day and after awhile refused to walk any distance...(They) rode the backs of Indians if they were in a hurry or were carried on hammocks by Indians running in relays...(They) thought nothing of knifing Indians by tens and twenties and of cutting slices off them to test the sharpness of their blades...

...They (Indians) suffered and died in the mines and other labors in desperate silence, knowing not a soul in the world to whom they could turn for help...

...(In 1508) there were 60,000 people living on this island (Hispaniola), including the Indians; so that from 1494 to 1508, over three million people had perished from war, slavery, and the mines. Who in future generations will believe this? I myself writing it as a knowledgeable eyewitness can hardly believe it...”

Student Analysis

The native islanders were viewed as an inferior nation of people whom could be exploited. Describe the impact and the treatment of the native islanders by the Europeans.

Document 3

Source: Howard Zinn, *A People’s History of the United States; 1492-Present*. Harper Collins Publisher, 2010. Pg. 7.

Thus began the history, five hundred years ago, of the European invasion of the Indian settlements in the Americas. That beginning, when you read Las Casas—even if his figures are exaggerations (were there 3 million Indians to begin with, as he says, or less than a million, as some historians have calculated, or 8 million as others now believe?) is conquest, slavery, death. When we read the history books given to children in the United States, it all starts with heroic adventure—there is no bloodshed—and Columbus Day is a celebration.

Student Analysis

According to Zinn, how is history presenting an inaccurate representation of the cultural encounter between Columbus and the Arawaks?

Document 4

Source: Bartolome de las Casas, a young priest who participated in the conquest of Cuba and transcribed Columbus' journal

Thus husbands and wives were together only once every eight or ten months and when they met they were so exhausted and depressed on both sides . . . they ceased to procreate. As for the newly born, they died early because their mothers, overworked and famished, had no milk to nurse them, and for this reason, while I was in Cuba, 7000 children died in three months. Some mothers even drowned their babies from sheer desperation.... In this way, husbands died in the mines, wives died at work, and children died from lack of milk . . . and in a short time this land which was so great, so powerful and fertile ... was depopulated.... My eyes have seen these acts so foreign to human nature, and now I tremble as I write...."

Student Analysis

Describe the demographic (population) changes that occur as a result of the arrival of Columbus.

Document 5

Source: Kenneth Auchincloss, *When Worlds Collide* Newsweek Fall/Winter 1991.

Above all, it leaves out the fact that this encounter was inevitable. This is not simply to state the obvious: that if Columbus hadn't set sail in 1492, some other European voyager would have made the trip soon afterward. The key point is that whoever made the first crossing and whenever it occurred, the consequences for the people of the Western Hemisphere would not have been much different. To expect otherwise is to ask that history be rolled back long before 1492 and that its course be plotted along other lines entirely.

In particular, European civilization would have to be recast. What drove Columbus westward was not just a search for a lucrative new trade route to Asia. It is too simplistic to picture him and the other European explorers as mere money-grubbers, early real-estate developers who lucked into an entire continent to subdivide. Money was obviously important to them, but they were also animated by a certain restlessness and curiosity. The voyage into the unknown, after all, had been part of European culture since the days of Odysseus. To some degree this questing instinct was bound up with religious zeal: look, for example, at the search for the Holy Grail and the history of the Crusades. On a more mundane level, it was often a social necessity: families were large, houses were small, land was scarce, and so young people were encouraged to leave home and seek their fortune. Missionaries set out to preach the Gospel. Merchants set out to find new goods and new markets to sell them in. Armies sometimes led this process, sometimes followed. The spread of Western civilization was built on intrusion.

Student Analysis

If Columbus hadn't incidentally "discovered" the New World would world history be substantially different?

Why did the Europeans seek to explore distant points on the planet?

Document 6

Source: "The Crimes of Christopher Columbus" Dinesh D'Souza

The charge of genocide is largely sustained by figures showing the precipitous decline of the Indian population. Although scholars debate the exact numbers, in Alvin Josephy's estimate, the Indian population fell from between fifteen and twenty million when the white man first arrived to a fraction of that 150 years later. Undoubtedly the Indians perished in great numbers. Yet although European enslavement of Indians and the Spanish forced labor system extracted a heavy toll in lives, the vast majority of Indian casualties occurred not as a result of hard labor or deliberate destruction but because of contagious diseases that the Europeans transmitted to the Indians.

The spread of infection and unhealthy patterns of behavior was also reciprocal. From the Indians the Europeans contracted syphilis. The Indians also taught the white man about tobacco and cocaine, which would extract an incalculable human toll over the next several centuries. The Europeans, for their part, gave the Indians measles and smallpox. (Recent research has shown that tuberculosis predated the European arrival in the new world.) Since the Indians had not developed any resistance or immunity to these unfamiliar ailments, they perished in catastrophic numbers.

Student Analysis

How did disease have a greater impact on the native cultures of the New World than war or commerce?

Document 7

Source: "The Great Disease Migration" Geoffrey Cowley, in Newsweek Fall 1991

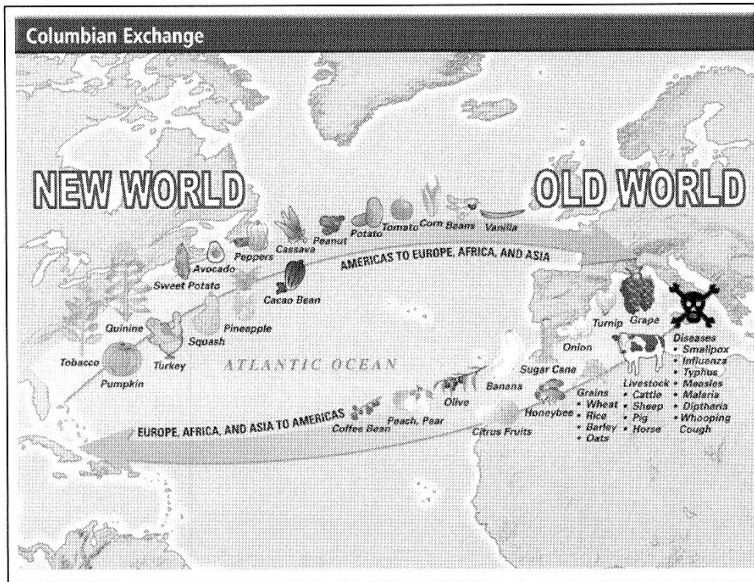
The disaster began almost as soon as Columbus arrived, fueled mainly by smallpox and measles. Smallpox--the disease that so ravaged Tenochtitlan on the eve of Cortes's final siege-- was a particularly efficient killer. Alfred Crosby, author of "The Columbian Exchange," likens its effect on American history to "that of the Black Death on the history of the Old World." Smallpox made its American debut in 1519, when it struck the Caribbean island of Santo Domingo, killing up to half of the indigenous population. From there outbreaks spread across the Antilles islands, onto the Mexican mainland, through the Isthmus of Panama and into South America. The Spaniards were moving in the same direction, but their diseases often outpaced them. "Such is the communicability of smallpox and the other eruptive fevers," Crosby notes, "that any Indian who received news of the Spaniards could also have easily received the infection."

Student Analysis

Explain what is meant by the statement "*...any Indian who received news of the Spaniards could have also have easily received the infection.*"

Document 8

Source: World History Textbook, Map that illustrates the commodities traded during the Columbian Exchange. McDougal Little, 2007. Pg. 572.



Student Analysis

How was the agricultural aspect of the Columbian Exchange both beneficial and harmful to their relative populations?

Document 9

Source: "Columbian Exchange" March 31, 2006 Lauren Rees.

Exchanging crops proved to be a far more intricate, involved process than ever could have been imagined at the time. Remarkably, the people of the Americas realized that crops with higher caloric value could not only feed more people, but also allowed people to work harder because they were more energized. This led to an adoption of American crops by European peasantries that changed entire cuisines in various cultures and spread rapidly through the Americas, Europe and finally, Africa. An important crop in Europe was potatoes, as they could be left in the ground until they were ready to be eaten and allowed many Europeans to evade taxes, as tax collectors did not go so far as to dig up not yet harvested crops. Similarly, potatoes were also a helpful crop and food source because when armies invaded and rounded up food for themselves, they were similarly unable to steal the potatoes; thereby, leaving food for the European people.

Animals were also a key part of the Columbian Exchange. Horses, pigs, sheep, and cattle were all European animals that flourished rapidly in the Americas because they were able to reproduce without being hindered by predators. Pigs were also a key animal used during ocean travels because they could be dumped on the way to a country or place and then picked up and eaten on the way back. The horse, too, was also a very useful animal as it helped with battle; it allowed for faster travel, it allowed for the surprising of opponents, and allowed people to fight from a higher level.

Student Analysis

How were 'New World' crops advantageous towards European society?

What impact did 'Old World' animals have on the Americas?