

APUSH Unit 1 Practical Exercises

1.2 Native Americans Before 1492

Answer (A), (B), and (C).

a.) Briefly summarize the political, economic, and social structure of one Mesoamerican society prior to 1492.

Answers could focus on the Aztec or Inca. Answer should point to hierarchical social structure, tributary relationship with neighbors, complex economies

b.) Briefly summarize the political, economic, and social structure of one Indigenous American society located in what is now the United States.

Answers could focus on Pueblo, Mississippian, or Woodland peoples. Emphasis on matrilineal social structure, seasonal cycles of agriculture, hunting, and gathering, or formation of Confederacies.

c.) Briefly explain one important similarity or difference between these societies.

Answers could focus on when settled agriculture made its way to a particular society or upon relationship to the environment.

1.3 European Exploration in the Americas

Answer (A), (B), and (C).

a.) Briefly summarize one important similarity between Spanish and French colonization efforts in the Western Hemisphere between 1492 and 1700.

Profit motivation of both colonizing powers. Both incorporated Native Americans into their communities but in very different ways. Both intermarried with Native American societies they coexisted with.

b.) Briefly describe one important difference between Spanish and French colonization efforts in the Western Hemisphere between 1492 and 1700.

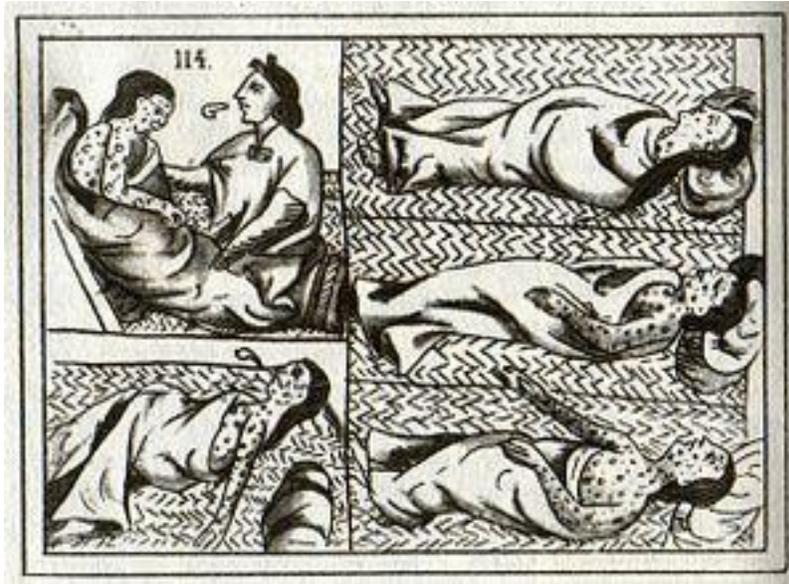
Encomienda vs. Fur trading networks. Spanish settlements were larger and far more densely populated.

c.) Briefly explain one factor that accounts for differences between Spanish and French colonization efforts in the Western Hemisphere between 1492 and 1700.

Environmental factors including where each colonizing power settled, the extent to which their respective governments actively promoted colonization, the density of their settlements, their ability or inability to enforce their will on Native American communities.

1.4 The Columbian Exchange, Spanish Exploration and Conquest

Answer (A), (B), and (C) based upon the image below:



a.) Explain what the image above reveals about the impact of the Columbian Exchange on indigenous American communities.

Demonstrate an understanding of the significant impact European diseases had on Native American communities. Attention to the significant demographic, economic, and political impact on Native American communities.

b.) Explain how the situation depicted in the image above impacted relations between Native Americans and Europeans.

Epidemic disease reduced the ability of Native Americans to effectively resist European encroachment, undermined the authority of traditional leaders, reduced their ability to feed themselves, and increased their reliance upon European trade goods.

c.) Explain how the situation depicted in the image above impacted the long-term development of the plantation system in the Americas.

Over time, the horrific death toll that European diseases had on Native Americans led Europeans to look for new forms of coerced labor, particularly in the form of African slavery.

1.5 Labor, Slavery, and Caste in Spanish America

Answer (A), (B), and (C) based upon the quotation below

“As for the Christian Religion, I have witnessed many clear proofs of the firm roots it has in the hearts of the Spaniards, even those dedicated to the military. . . . What shall I say of the Spanish soldiers’ gentleness and humanitarian sentiments? Their only and great solicitude and care in the battles, after the winning of the victory, is to save the greatest possible number of vanquished and free them from the cruelty of their allies. . . . Now compare these qualities of prudence, skill, magnanimity, moderation, humanity, and religion with those of those little men in whom no one can scarcely find any remnants of humanity. They not only lack culture but do not even use or know about writing or preserve records of their history. . . . They lack written laws and their institutions and customs are barbaric. . . . For the fact that some of them appear to have a talent for certain manual tasks is no argument for their greater human prudence. We saw that certain insects, such as bees and the spider, can produce works no human skill can imitate.”

-Juan Sepulveda, 1550

a.) Briefly summarize the author’s argument in the above excerpt.

Sepulveda is laying the groundwork for the kind of racialized arguments that will be used to justify the subordination and exploitation of both Native Americans and Africans. This includes the false argument that Native Americans lacked culture, humanity, spirituality.

b.) Briefly explain how the sentiments expressed above shaped Spanish policy in the Americas between 1492 and 1700.

These sentiments helped to lay the ideological foundations for the encomienda system and later the institution of racial slavery.

c.) Briefly explain one important long-term legacy of the sentiments expressed in the above excerpt.

Arguments such as these would be used by all European colonizing powers. The arguments used by Sepulveda here are quite similar to those later used by pro-slavery apologists in the pre-Civil War United States.