

Revised Fall 2022

Period 1 Word Bank

UNIT 1		Period 1: 1491–1607	
~8 Class Periods		4–6% AP Exam Weighting	
4	1.1	Contextualizing Period 1	
GEO 1	1.2	Native American Societies Before European Contact	
WOR 1	1.3	European Exploration in the Americas	
GEO 3	1.4	Columbian Exchange, Spanish Exploration, and Conquest	
SOC 5	1.5	Labor, Slavery, and Caste in the Spanish Colonial System	
WOR 3	1.6	Cultural Interactions Between Europeans, Native Americans, and Africans	
6	1.7	Causation in Period 1	

Topic 1.1: Contextualizing Period 1

- 1491 - the year before Columbus, the final year in which native or indigenous cultures and civilizations in the United States were allowed to progress in an undisturbed way, free of widespread European contact, conquest, and genocide
- 1607 - The establishment of the first permanent English-speaking colonies in NA
- Native populations settled across the vast expanse of North America.
- Native Americans had a **distinct and increasingly complex society**
- Native Americans **adapted to and transformed their diverse environments**
- Different native societies adapted to and transformed their environments through **innovations in agriculture, resource use, and social structure.**
- Europeans
- 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.
- Political changes (government, laws, rules)
- Economic changes (money, business, commerce, labor)
- Social / Cultural changes (traditions, practices, values, beliefs)
- Demographic changes (deaths, births, income)
- European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.
- The Spanish empire in the **Western Hemisphere**
- **Divergent world view**
- In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, **gender roles**, family, land use, and power.
- Learning Objective
 - The **context** for European encounters in the Americas from 1491 to 1607.

Topic 1.2: Native American Societies Before European Contact

- The spread of **maize cultivation** from present-day Mexico northward into the present-day American Southwest and beyond supported **economic development**, settlement, **advanced irrigation**, and **social diversification** among societies.
- Great Basin NA societies
- Great Plains NA societies
- California NA societies
- Mississippi River Valley NA societies
- Northeast NA societies
- Atlantic Seaboard NA societies
- Northwest NA societies
- Societies responded to the **aridity** of the **Great Basin** and the **grasslands** of the western **Great Plains** by developing largely **mobile lifestyles**.
- In the Northeast, the **Mississippi River Valley**, and along the Atlantic seaboard, some societies developed **mixed agricultural and hunter-gatherer economies** that

favored the development of permanent villages.

- Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.
- The Three Sisters (Corn, Beans, and Squash). Corn eaten at almost every meal - used to make dumplings, tamales, hominy, and a ceremonial "wedding cake" bread, turned into fuel and burnt and used to make masks, sleeping mats, baskets dolls, shoes, darts, and ceremonial rattling sticks.
- Pueblos were compact permanent settlements made of stonemasonry
- Agricultural economy vs. hunter-gatherer economy, mixed economy
- Learning Objectives
 - How various native populations in the period before European contact interacted with the natural environment in North America.
 - Why various native populations in the period before European contact were able to interact with the natural environment in North America.

Topic 1.3: European Exploration in the Americas

- European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity
- God, gold, glory
- Spain's effort to explore
- France's effort to explore
- England's effort to explore
- Gold, silver, mercury, copper, and iron
- Caravel, sextant, and lantern sail
- The Learning Objectives:
 - The causes of exploration of the New World by various European nations.
 - The cause of conquest of the New World by various European nations.

Topic 1.4: Columbian Exchange and Spanish Exploration/Conquest

- The Columbian Exchange was the widespread transfer of plants, animals, culture, human populations, technology, diseases, and ideas between the Americas, West Africa, and the Old World in the 15th and 16th centuries.
- The Columbian Exchange brought new crops to Europe from the Americas,
- The Columbian Exchange stimulated European population growth.
- Cocoa (chocolate), tobacco, potatoes
- Luxury goods (not necessary to live, but it is deemed highly desirable within a culture or society.)
- The Columbian Exchange brought new sources of mineral wealth to Europe from the Americas
- The Columbian Exchange facilitated the European shift from feudalism to capitalism.
- Improvements in maritime technology and more organized methods for

conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.

- Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.
- 90%
- Smallpox (NA's had never experienced smallpox before, (nor measles or the flu). Believed to have arrived in the Americas in 1520 on a Spanish ship sailing from Cuba, carried by an infected African slave.
- Guns, axes, knives, etc.
- Slaves
- The most significant immediate impact of the Columbian Exchange was the cultural exchanges and the transfer of people (both free and enslaved) between continents.
- Communicable disease
- Horse (increase the intensity of American Indian warfare and allowed the Native Americans living on the Great Plains to more easily kill the buffalo, which then became a vital resource for these NA's)
- The Learning Objectives:
 - The causes of the Columbian Exchange
 - The effect of the Columbian Exchange on Europe
 - The effect of the Columbian Exchange on America

Topic 1.5: Labor, Slavery, and Caste in the Spanish Colonial System

- In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.
- The encomienda system granted a Spanish leader a number of Native American laborers. Laborers could either labor or give tribute. This system turned the native Americans into slaves. Forced to work in brutal conditions. Fields and mines. Later, Spanish leaders turned to slaves imported from Africa—as a result of a significant decrease in Native American populations due to smallpox.
- European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas.
- The Spanish imported enslaved Africans to labor in plantation agriculture and mining. Slaves were mostly imported from central and western Africa. Shipowners regarded the slaves as cargo to be transported to the Americas as quickly and cheaply as possible. This slave trade lasted from the 16th to the 19th centuries. Regularly used the triangular trade route. The term middle passage refers to the part of the trade where Africans, densely packed onto ships, were transported across the Atlantic to the West Indies.
- The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire. The Spanish caste system was created to explain mixed-race families to those back in Spain but this racial hierarchy remained in

place long after the Spanish had left Latin America. The Caste System was created by the Spanish to maintain their power and superiority to other racial groups in the colonies. Slaves at the very bottom of the system, Native Americans just above.

- Learning objectives
 - How the growth of the Spanish Empire in North America shaped the development of social structures over time
 - How the growth of the Spanish Empire in North America shaped the development of economic structures over time

Topic 1.6: Cultural Interactions Between Europeans, Native Americans, and Africans

- In their interactions, Europeans and Native Americans asserted **divergent worldviews** regarding issues such as religion, gender roles, family, land use, and power
- Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. **Over time, Europeans and Native Americans adopted some useful aspects of each other's culture.**
- As European **encroachments** on Native Americans' lands and demands on their labor increased, native peoples sought to defend and maintain their **political sovereignty**, economic prosperity, religious beliefs, and **concepts of gender relations** through diplomatic negotiations and military resistance
- Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders (de las Casas and Sepulveda) about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the **subjugation** of Africans and Native Americans.
- Bartolome de las Casas was a Spanish priest who criticized Spain's treatment of Native Americans in its colonies.
- Some Spaniards believed the NA's should be treated **paternalistically**—like a father and/or parent treats their young children.
- At times, the NA would revolt. The most famous—the Pueblo Revolt. (A successful rebellion by Pueblo Native Americans to reclaim Pueblo religious practices, culture, and land that had been stripped away by Spanish colonizers.)
- Learning Objectives:
 - Explain how European and Native American perspectives of others developed and changed in the period.
 - Explain why European and Native American perspectives of others developed and changed in the period.

Topic 1.7: Causation in Period 1

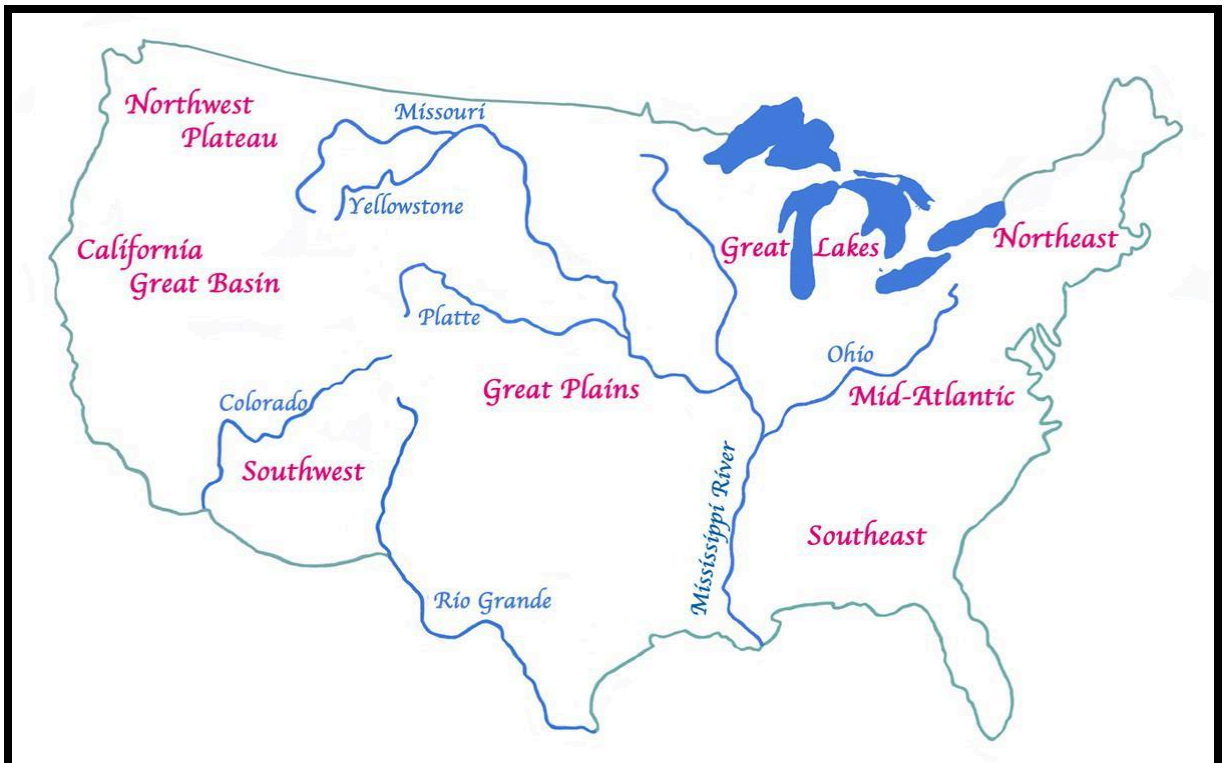
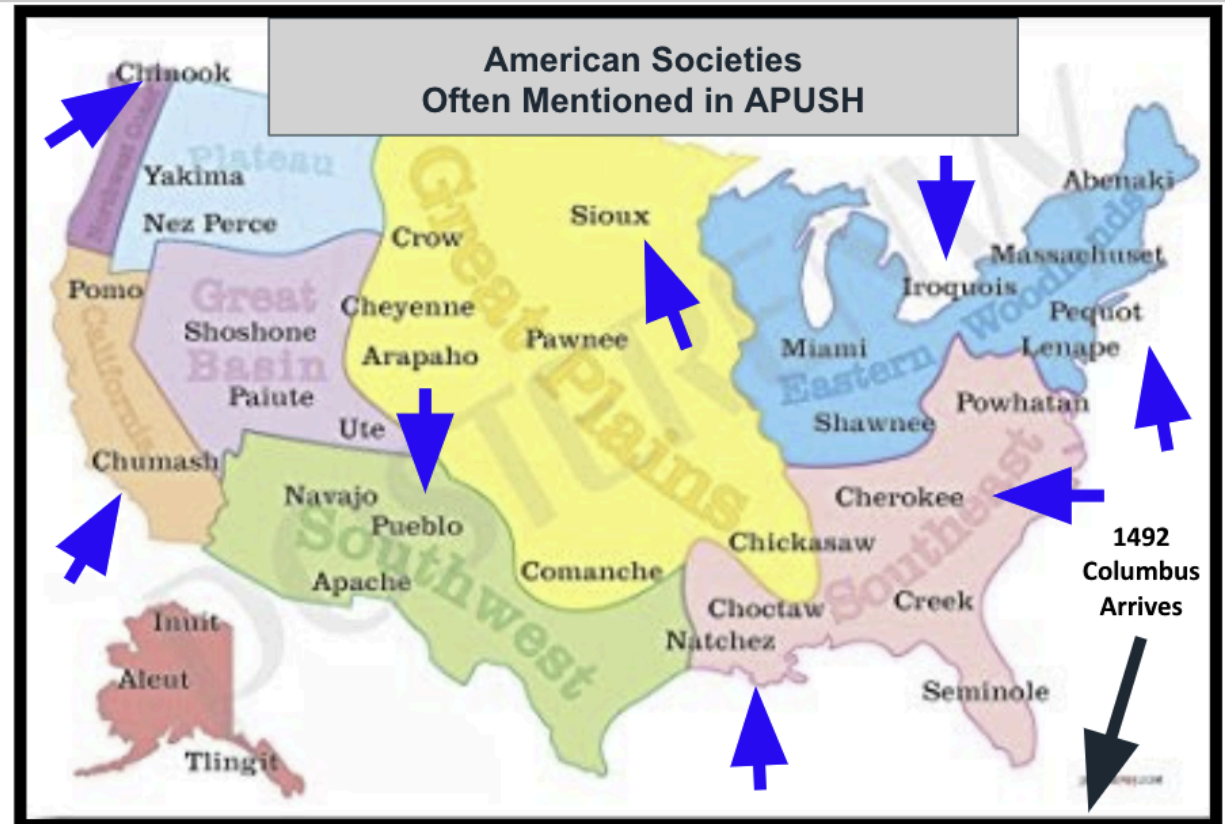
- As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

- Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.
- 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.
- European expansion into the Western Hemisphere generated intense social, religious, political, and economic **competition** and changes within European societies.
- **The Columbian Exchange and the development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.**
- In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.
- Learning Objectives
 - The effects of the transatlantic voyages from 1491 to 1607.
 - The development of the transatlantic voyages from 1491 to 1607

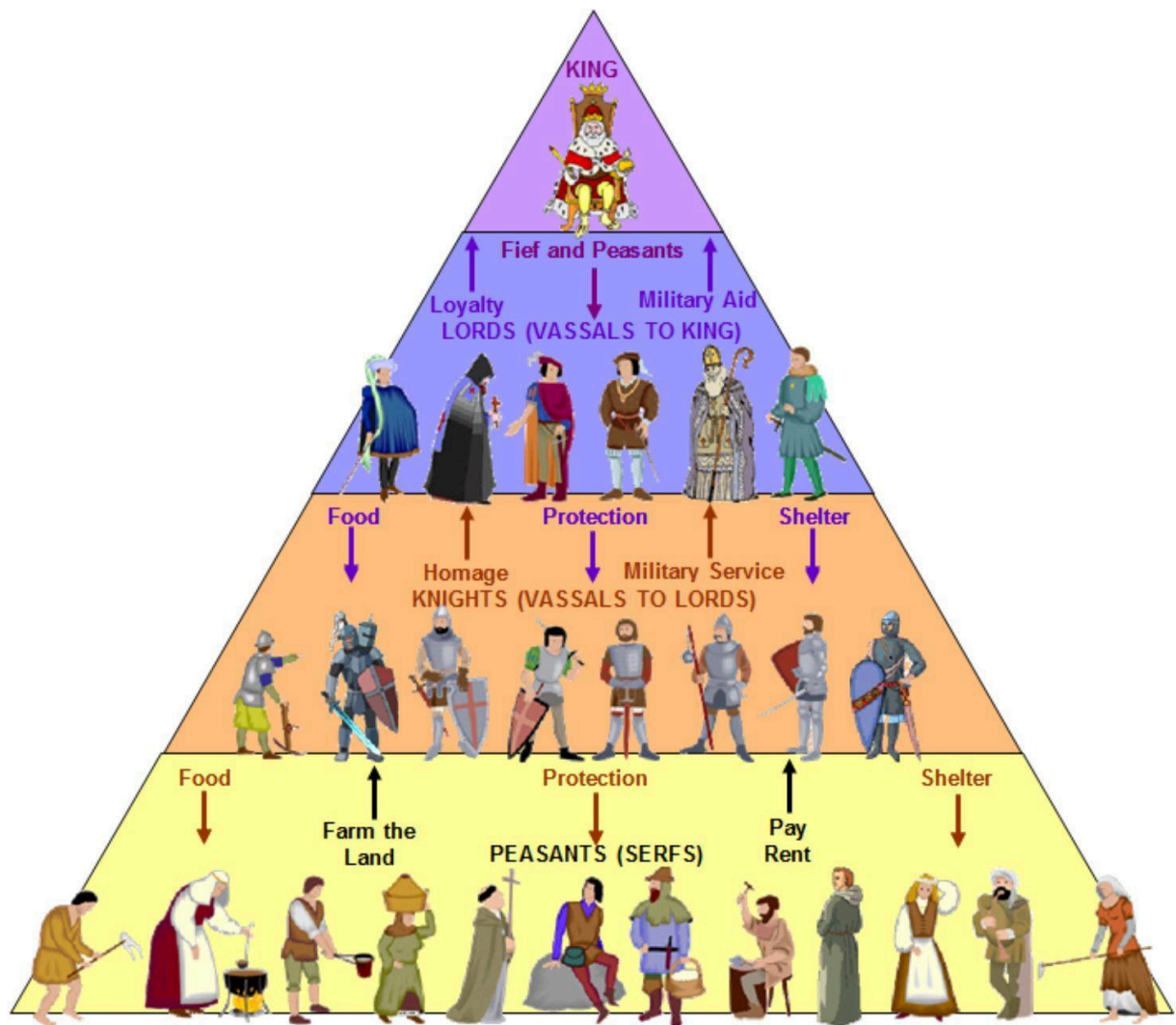
Period 1 Review

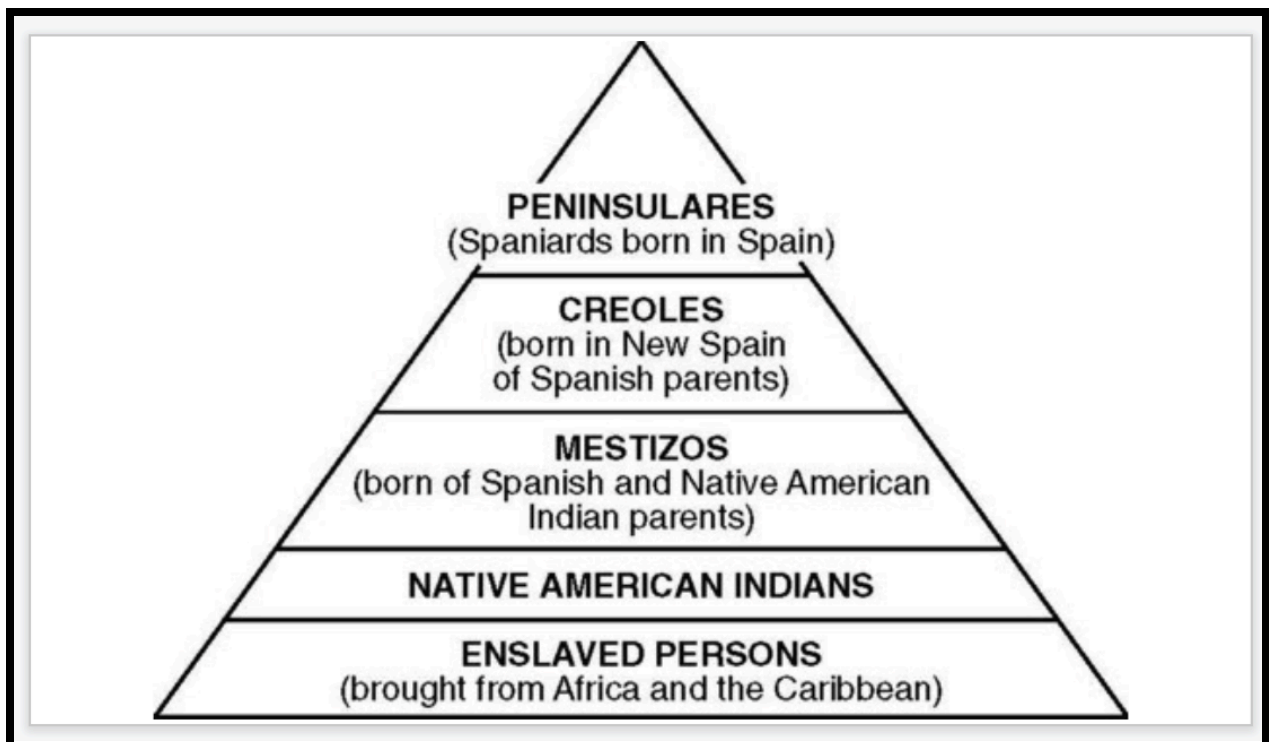
- Adam Norris [10:00](#)
- Tom Richey [10:47](#)
- Steve Heimler [13:13](#)
- SAQs [Topic 1.2: Native American Societies Before European Contact](#)
- SAQs [Topic 1.4: The Columbian Exchange and Spanish Exploration](#)
- SAQs [Topic 1.6: Cultural Interactions. Europeans, NA's, and Africans](#)





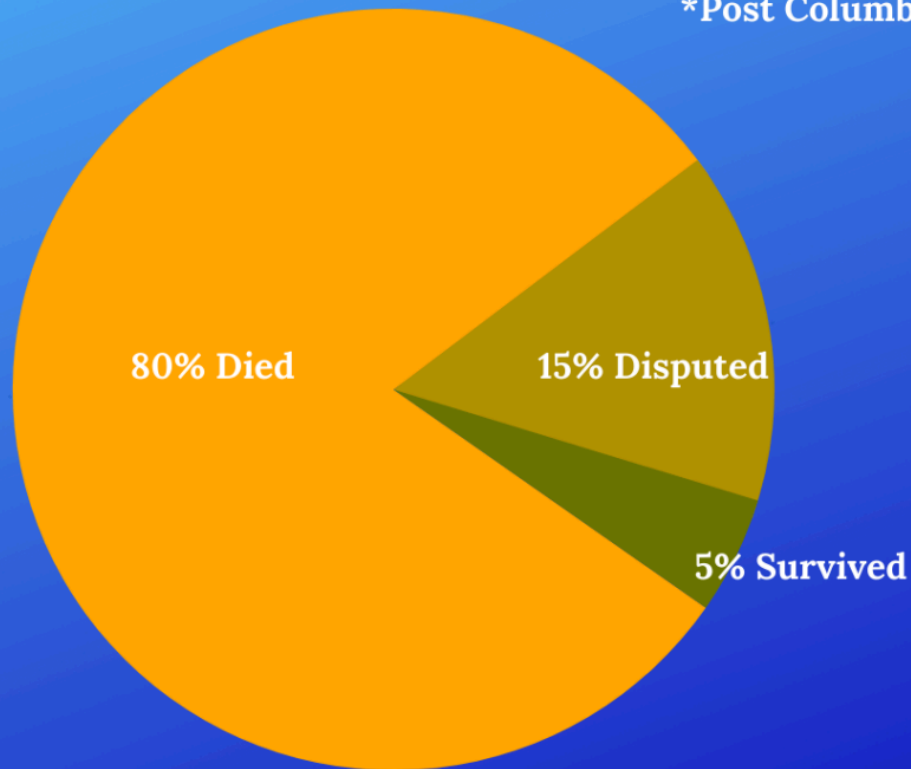






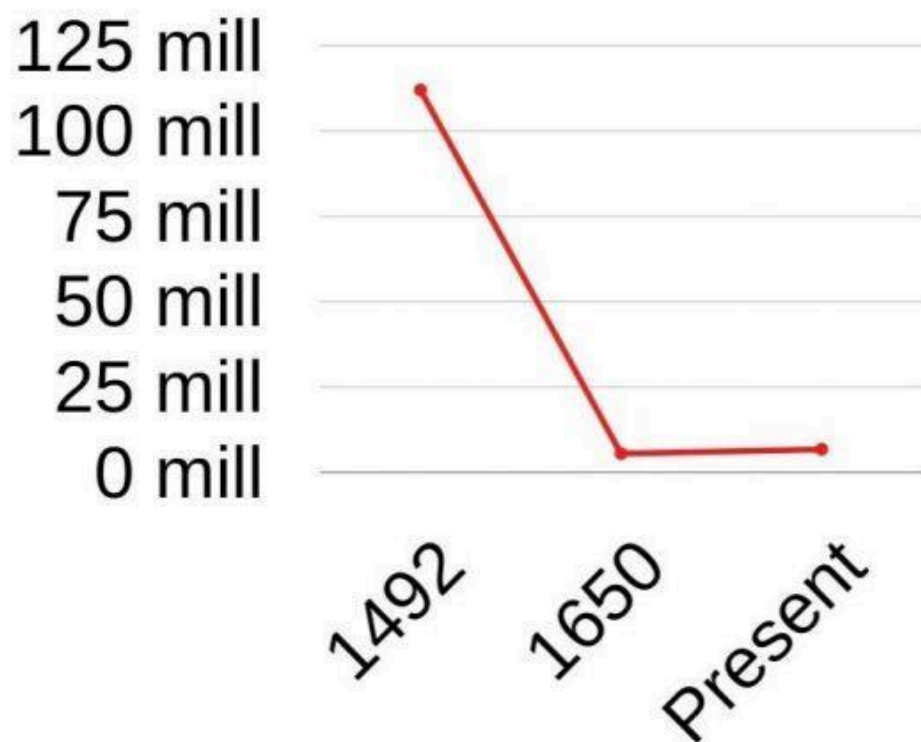
NATIVE AMERICAN DISEASE MORTALITY RATE

*Post Columbus



HISTORYinCHARTS

Native Decline Post-Columbus



Sources:

University of Wisconsin Press
World Population Review

