Key Concept 1.1
As native population 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.

I. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

A)  
- “Three Sisters” crops – corn, beans, and squash
- Corn provided starches, beans proteins, and squash vitamins
- Allows for food surplus, which increases population and frees up people to be more than farmers – allows for artisans, soldiers, priests, kings, etc.
- Without the Three Sisters, little chance for anything above hunter-gatherer level of civilization would have happened
- Permanent civilizations formed due to the constant food source maize provided
- Social diversity and classes are able to develop in the more permanent settlements (Aztecs and Mayan civilization are examples)
- Supported Aztec and Mayan pyramid building, Mississippi Valley mound builders (Cahokia), Pueblo cultures of Chaco Canyon

B)  
- The majority of Native Americans depended on hunting and gathering
- In this area, Natives made do of what natural resources they found in the desert-like region such as pine nuts and Indian rice grass
- In the Great Basin, there was a lack of natural resources (geographically dry and flat)
- When the use of horses came to the Plains, ways of living changes as it made things easier such as:
  - Hunting bison became easier than before
  - Natives gained military strength

C)  
- Three Sisters allowed for mound building (Cahokia) in Mississippi Valley
- Eastern Woodlands tribes of Northeast didn’t build mounds, and kept hunting and fishing as well (colder climates meant shorter, less productive growing seasons)
- Food surpluses allowed for permanent villages and leaders, like Powhatan, or later on the Iroquois Confederacy
- An example of these villages is that of the Iroquois
  - Natives adapted to their environment by burning forests to grow crops and to hunt
  - Iroquois villages were based around the cultivation of maize
  - Iroquois tribe was a matriarchal society, which means that female authority was the main source of power. Women were the primary sources of decision making and they supervised the community affairs
D) • Over 300,000 Native Americans, who had been depending on hunting and gathering, lived in California before Europeans arrived there.
• Natives living in the Northwest had a frequent heavy rainfall as a water source.
• Plants and trees provided Natives with their food, clothing, and shelter.
• Natives would sustain their communities by gathering nuts, catching fish, and hunting other animals (geography of the coast prompted these activities)
• An example of these Northwest tribes is the Chinook tribe
  o Chinooks practiced warrior traditions by using advanced fighting techniques to fight for coastal resources.
  o Chinooks lived in longhouses, which housed many people at once.
  o Chinooks also used canoes to help simplify fishing.

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.

I. European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.

A) • Reason for Exploration: 3 G’s- Gold, Glory, God
  o Gold: Spanish explorers were in search of gold possessed by Natives.
  o Glory: Wanted to be known for their discovery and uphold the name of their land.
  o God: Christianize all Natives.
• Crusades connected Europe to Asia—created demand for silks, spices, tea,
• Mediterranean trade networks dominated by Arabs and Italy (taxed goods).
• Portugal began slowly moving down and around African coast.
• Spain completed Reconquista, began Inquisition, and supported a crazy, mathematically challenged Italian named Christopher Columbus in his desire to sail West to find the orient.
• Columbus’ discovery unleashed a slew of explorers.
• Portugal’s acquisition of slaves, gold, ivory, and trade with India led to other countries challenging them for control of Africa’s coast.
• Cortés’ and Pizarro’s successes over Aztecs and Incas drove desire to copy them, both for gold and to convert natives to both Protestant and Catholic faiths.
• Spain and Philip II tried hard to prevent competition from other countries of Europe, especially with the Spanish Armada’s failed attack on England.

B) • America to Europe & Africa: potatoes, maize (corn), tomatoes.
• Europe to America: wheat, rice, horses, chickens, oxen.
• Africa: Spanish & Portuguese used Africans from West Africa to be used as slaves in Americas.
• America: spread of diseases such as smallpox (killed 90% of Natives).
• Europe & Asia: massive population growth due to new food and increase in wealth led to the rise of capitalism.
## APUSH PERIOD 1 (1491-1607) KEY CONCEPTS REVIEW

### C)
- Portuguese developed the **caravel**, using a triangular sail called a **lateen** to allow for tacking into the wind.
- Adapted Muslim **astrolabe** for better navigation, by calculating latitude, and Chinese **compass**.
- Development of **cash crops** like sugar drove the desire to expand exploration and trade.
- African slave trade provided capital and labor source.
- Granting of monopolies provided profit incentive to companies.
- Creation of **joint-stock companies (people invest to raise money for the potential profits of new world goods)** decreased risk for individuals, and made colonization possible for English and Dutch (think Virginia Company and the founding of Jamestown).

### II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

#### A)
- The Columbian Exchange was an exchange system between the Old (Europe) and the New World (Americas) when Europe started colonizing in the Americas.
  - The New World sent to the Old World: gold, silver, corn, potatoes, pineapples, tomatoes, tobacco, beans, vanilla and chocolate.
  - The Old World in exchange sent: wheat, sugar, rice, coffee, horses, cows and pigs.
  - The Old World introduced diseases to the New World (Americas) such as: smallpox, measles, bubonic plague, influenza, typhus, diphtheria and scarlet fever.
  - This was the first time the Native Americans had been exposed to these diseases and as a result, their immune system could not fight the viruses off. This caused a large epidemic that wiped out much of the native population.

#### B)
- Encomienda System: technique where government gave Indians to certain colonists in return for promise to Christianize them; goal was to use labor for agriculture & gain precious metal; outlawed in 1542.
- The encomienda system tried to replicate feudalism in the Americas, placing the Spanish at the top the social hierarchy, and forcing Native Americans to be peasants, grow crops, and tend animals in service to the Spanish lords.
- Native Americans were used as labor force in mines as well.
- The colonists, who the natives were given to, were expected to Christianize the natives.
- A Spanish missionary, Bartolome de Las Casas, made a name for himself in the New World by going against the **encomienda** system. He thought that the **encomienda** system was “a moral pestilence invented by Satan.”
- The encomienda system was used by Father Junipero Serra to construct the chain of 21 missions up the California coast (began 1769).
### C)
- Portuguese replaced Arabs in the slave trade (and were in turn replaced by the Dutch and then the English)
- The demand for fresh labor surged when Virginia started growing tobacco and when the West Indies started growing sugar cane.
- West Africans willingly captured other Africans to sell them to the Europeans, thus leading to widespread devastation of several cultures and kingdoms.
- When Native Americans proved to be particularly susceptible to disease, Spain shifted to Africans who were immune to most European and tropical diseases (at the urging of Bartolomé de las Casas in particular, who thought using African slaves would protect Native Americans from exploitation).

### D)
- During the 18th century, the Spanish created *Las Casas*, a social caste system that divided their colonial society into rankings according to class.
  - At the top of the ranking was a class called Peninsulares, or people who were born in Spain.
  - The next lowest class were the Creoles, the people of European descent but were born in the colonies.
  - The next lowest ranking contains two classes: The Mestizos, people of mixed Native American and European descent, and the Mulattoes, people of African American and European descent.
  - The lowest ranking, with the most amounts of people and least amount of power, were the people of Native American or African American descent.

### III. In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

### A)
- Columbus initially thought Native Americans were Indians.
- Moctezuma thought Cortés was the god Quetzalcoatl.
- Native Americans didn’t understand the concept of owning the land; when they “sold” the land, they didn’t think it was permanent (Manhattan sold to the Dutch); Europeans insisted the sales were permanent.
- Plains Indians fought by “counting coup” meaning acts of bravery in battle to create prestige for yourself and tribe, while Europeans fought to kill.
- Native American men hunted, while women often did the farming; Europeans appalled by this division of labor.
- Europeans adopted the “Three Sisters” crops, particularly in New England and the Chesapeake, which allowed them to survive.
- Native Americans adopted European technology, including knives, pots, and weapons (guns in particular).
- Native Americans often learned European languages and converted to Christianity, particularly in the Spanish empire.
**APUSH PERIOD 1 (1491-1607) KEY CONCEPTS REVIEW**

**B)**

- The Aztecs resisted Cortés and the Spanish by bribing them to go away, and then by fighting against them until disease wore them down.
- The Incas fought back against Pizarro and the Aztecs.
- Powhatan Wars in Virginia—began almost immediately upon the arrival of the British in 1607. Chief Powhatan’s daughter Pocahontas first saved John Smith and then married John Rolfe creating peace between the Virginians and the Powhatan, however, the next chief, Opechanchanough arranged a sneak attack on Jamestown and the English in 1622, and almost succeeded in wiping them out. The colonists regrouped and attacked the Powhatan tribe. The various engagements lasted 30 years with some periods of intermittent peace. Peace was formally agreed upon in 1646 and lasted until Bacon’s Rebellion in 1676.
- Squanto joined the Pilgrims, working with them to provide a diplomatic connection and preserve his own power [1620-1622].
- Native Americans took advantage of the European desire for furs to gain European trade goods, especially weapons.
- Iroquois Confederacy played the French and British against each other for over a century.

**C)**

- Most Europeans believed that the Natives and Africans were “savages”.
- French Jesuits living among Natives tried to convert them in a more gentle manner—living and working side by side with them.
- **Encomienda**: Spanish forcibly assimilating Native Americans into Catholicism while enslaving as a labor force causing debate in Spain.
  - Bartolome de las Casas demand Native Americans were Christians and shouldn’t be treated as slaves; suggested switching to African slaves.
  - Juan de Sepulveda felt the harsh enslavement system was justified by their heathen nature (essentially, they deserved it).

**Match the Key Concept With the Details that Specifically Define It:**

1. Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.

2. 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.

3. The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.

4. Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial subjugation of Africans and Native Americans.
5. 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.

6. 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.

7. 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.

8. The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.

9. 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.

10. Improvements in maritime technology and more organized methods for conducting such international trade, such as joint-stock companies, helped drive changes to the economies in Europe and the Americas. Improvements in maritime technology and more organized methods for conducting such international trade, such as joint-stock companies, helped drive changes to the economies in Europe and the Americas.

11. 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.

12. 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.

13. 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.

14. 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.

15. In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.