

# Period 1 Review

**1491-1607**

## **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.**

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

**A) 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.**

- \* Three Sisters – 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 Three Sisters, little chance for anything above hunter-gatherer level
- \* Supported Aztec and Mayan pyramid building, Mississippi Valley moundbuilders (Cahokia), Pueblo cultures of Chaco Canyon

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

- \* Spanish introduction of the horse transformed Plains Indians, allowing them to become better warriors, raiders, and hunters
- \* Comanche and Sioux exerted control over large territories as a result
- \* Bison herds more easily hunted, increasing food and supplies

<p><b>C) 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.</b></p>	<ul style="list-style-type: none"><li>* Three Sisters allowed for mound building (Cahokia) in Mississippi Valley</li><li>* Eastern Woodlands tribes of Northeast didn't build mounds, and kept hunting and fishing as well (colder climates meant shorter, less productive growing seasons)</li><li>* Food surpluses allowed for permanent villages and leaders, like Powhatan, or councils of sachems, like Iroquois Confederacy</li></ul>
<p><b>D) 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.</b></p>	<ul style="list-style-type: none"><li>* California had little surplus, so tribes remained small, hunter-gatherer groups</li><li>* Pacific Northwest had tremendous abundance from fishing, using large dugout canoes</li><li>* Pacific Northwest had large populations, with status determined by giving away wealth at potlatch feasts</li></ul>

## **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) 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.**

- \* Crusades connected Europe to Asia, for silks, spices, tea, China
- \* Mediterranean trade networks dominated by Arabs and Italy
- \* Portugal began slowly moving down and around African coast
- \* Spain completed Reconquista, began inquisition, and supported 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
- \* 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, especially with the Spanish Armada and the Counter-Reformation

**B) 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.**

- \* Corn and potato caused European population explosion, which then led to increased migration, colonization, and imperialism
- \* Gold and silver created enough surplus to allow for the development of capitalism in Europe and China, facilitating a global trading network – first true money supply since Roman Empire

**C) 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.**

- \* 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 decreased risk for individuals, and made colonization possible for English and Dutch (Jamestown, Plymouth, New Amsterdam, Boston, etc.)

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

<p><b>A) 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.</b></p>	<ul style="list-style-type: none"><li>* Disease was the single most important factor allowing Cortés and Pizarro to conquer vast Aztec and Incan empires, making resistance to invasion very difficult</li><li>* Approximately 90% of Native Americans died from European diseases, especially smallpox</li><li>* Horses and large dogs were used as weapons against Native Americans</li><li>* Pigs were set loose; they devoured Native American crops</li><li>* European weeds infested Native American fields, making agriculture more difficult</li><li>* Cattle also destroyed native vegetation, and eventually replaced bison</li></ul>
<p><b>B) In the <i>encomienda</i> system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.</b></p>	<ul style="list-style-type: none"><li>* The <i>encomienda</i> 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</li><li>* Native Americans were used as laborforce in mines as well</li><li>* The <i>encomienda</i> system was used by Father Junipero Serra to construct the chain of missions up the California coast (began 1769, so out of Period 1)</li></ul>

<p><b>C) 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.</b></p>	<ul style="list-style-type: none"><li>* Portuguese replaced Arabs in the slave trade (and were in turn replaced by the Dutch and then the English)</li><li>* West Africans willingly captured other Africans to sell them to the Europeans, thus leading to widespread devastation of several cultures and kingdoms</li><li>* 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)</li></ul>
<p><b>D) 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.</b></p>	<ul style="list-style-type: none"><li>* The “casta” system had specifically labeled categories which placed every kind of person on a social hierarchy that pinned them to a specific status.</li><li>* Top rank were pure Spaniards born in Spain, called <i>peninsulares</i>; in descending rank, creoles (pure Spaniards born in the Americas), mestizos (Spanish and Native American), mulattos (European and African), zambos (African and Native American), Native Americans, and enslaved Africans.</li><li>* Catholicism was required, as was the Spanish language</li></ul>

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

**A) 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.**

- \* Columbus thought Native Americans were Indians
- \* Moctezuma thought Cortés was the god Quetzlcoatl
- \* 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 Indian fought by counting coup, 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, particularly in New England and the Chesapeake, which allowed them to stay alive
- \* Native Americans adopted European technology, including knives, pots, and weapons
- \* Native Americans often learned European languages and converted to Christianity, particularly in the Spanish empire



<p><b>B) 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.</b></p>	<ul style="list-style-type: none"> <li>* The Aztecs resisted Cortés and the Spanish by bribing them to go away, and then by fighting against them until disease wore them down</li> <li>* The Incas fought back against Pizarro and the Aztecs</li> <li>* Our Lady of Guadalupe shows a religious vision which insisted the Virgin Mary had visited, showing dark skin</li> <li>* Native American males refused to become farmers, choosing instead ranching or herding</li> <li>* Powhatan "adopted" John Smith [after 1607]</li> <li>* Pocahontas became Rebecca and married John Rolfe [after 1607]</li> <li>* Opechancanough arranged a sneak attack on Jamestown and the English in 1622, and almost succeeded in wiping them out [after 1607]</li> <li>* Squanto joined the Pilgrims, working with them to provide a diplomatic connection and preserve his own power [1620-1622]</li> <li>* Native Americans took advantage of the European desire for furs to gain European trade goods</li> <li>* Iroquois Confederacy played the French and British off against each other for over a century</li> </ul>
<p><b>C) 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.</b></p>	<ul style="list-style-type: none"> <li>* Columbus seizing Native Americans and enslaving them, on the model of African slavery from Portugal</li> <li>* Spanish forcibly assimilating Native Americans into Catholicism</li> <li>* French Jesuits living among Natives to convert them gently</li> <li>* Bartolome de las Casas demanding Native Americans were Christians and shouldn't be treated as slaves; suggested switching to African slaves</li> </ul>

# Landing of Columbus, 1492

This engraving depicts Columbus's first landing in the New World, on the island he called San Salvador, on October 12, 1492. Columbus is surrounded by his men on the beach. Discussing the landing in his journal, Columbus wrote that he "leaped on shore, and . . . took possession of the said island for the King and for the Queen." [1] In the engraving, he holds a sword in one hand and the royal banner of Aragon and Castile in the other, declaring the discovery for Spain. To the side, Native Americans watch the Europeans from behind a tree. In his journal, Columbus recorded that they "asked us if we had come from heaven" and called them "the best people in the world, and the gentlest." [2] He also, however, made note of his plan to "with force . . . subjugate the whole island." [3]

This engraving, by H. B. Hall, is based on an oil painting by John Vanderlyn. Vanderlyn (1775–1852) was an American neoclassicist painter from Kingston, New York. In 1836, Vanderlyn was commissioned by Congress to paint *The Landing of Columbus*. A commission of that caliber was both a boon to an artist's standing and an opportunity to create an enduring historical image, and the painting would prove to be one of Vanderlyn's most well-known works. He completed the painting in 1846, and it was mounted in the Rotunda of the Capitol in 1847. Vanderlyn's portrayal soon appeared in advertisements, on postage stamps in 1869 and 1893, and on currency in the 1870s. Viewed by thousands in the Capitol and by countless more in various incarnations, *The Landing of Columbus* came to be the prevailing representation in the American imagination of Columbus's discovery of the New World.

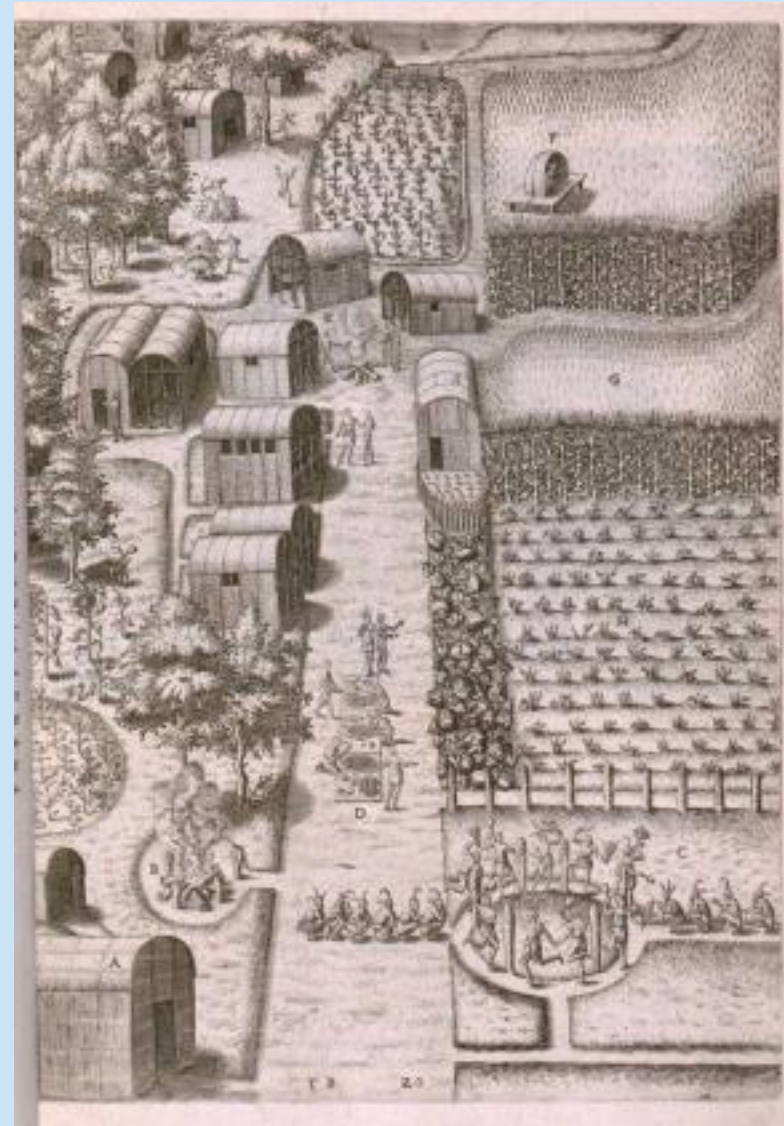




# Secotan, an Algonquian village, ca. 1585

In the 1570s and 1580s, John White served as an artist and mapmaker to several expeditions around the Carolinas. White made numerous watercolor sketches depicting the Algonquian people and stunning American landscapes. This engraving of Secotan, an Algonquian village on the Pamlico River in present-day North Carolina, is based on a drawing made by John White in July 1585. The artist depicted an agrarian town without defensive fences or stockades. The image was printed in the 1590 edition of Thomas Harriot's *A Briefe and True Report of the New Found Land of Virginia*. The key that accompanies the engraving identifies (A) a charnel house "wherin are the tombes of their kings and princes"; (B) a place for prayers; (C) a dance ground; a place to meet after celebrations; (E) two fields of tobacco; (F) a hut where guards are posted to keep birds and animals away from the corn; (G) a field of ripe maize and (H) a field of newly planted maize; (I) a garden of pumpkins; (K) a place for a fire during "solemne feasts"; and (L) a nearby river that supplied water to the village.

In 1587, White became governor of England's first attempt at colonization, an ill-fated settlement on Roanoke Island, known to history as "the Lost Colony." White's daughter Eleanor gave birth to the first English child born in the New World, Virginia Dare, in August 1587. However, a shortage of supplies forced White to return to England later that year for more provisions. The Spanish Armada prevented White from returning to Roanoke until 1590. By the time he got back, his colony, daughter, and granddaughter had disappeared into the wilderness, leaving the name of a nearby island, "CROATOAN," carved into a tree as the only clue to their fate. The ship's captain refused to take White to Croatoan to search for the colonists. White's paintings greatly influenced European attitudes toward the North American coast and provide an important source of information about the Roanoke voyages and European views of Native Americans.



# Bartolomé de Las Casas debates the subjugation of the Indians, 1550

This tract, a summary of a debate concerning the subjugation of Indians, contains the arguments of Bartolomé de Las Casas, the Bishop of Chiapas, Mexico, and Juan Gines Sepulveda, an influential Spanish philosopher, concerning the treatment of American Indians in the New World.

Las Casas came to Hispaniola, in the Caribbean, in 1502 with a land grant, ready to seek his fortune. A Dominican friar nurtured Las Casas's interest in the priesthood as well as his sympathy toward the suffering of the native inhabitants. In 1509, Las Casas renounced his land grant, released his slaves, and returned to Rome to take his religious vows. He returned to Hispaniola in 1512 as the first ordained priest in the Americas and denounced the Spanish exploitation of the Indians and the military conquest of the New World.

His efforts to end the encomienda system of land ownership and forced labor culminated in 1550, when Charles V convened the Council of Valladolid in Spain to consider whether Spanish colonists had the right to enslave Indians and take their lands.

Sepulveda argued against Las Casas on behalf of the colonists' property rights. Sepulveda rationalized Spanish treatment of American Indians by arguing that Indians were "natural slaves" and that Spanish presence in the New World would benefit them.

Citing the Bible and canon law, Las Casas responded, "All the World is Human!" He contradicted Sepulveda's assertions that the Indians were barbarous, that they committed crimes against natural law, that they oppressed and killed innocent people, and that wars should be waged against infidels. Las Casas managed to convince the theologians at Valladolid that the Spanish policy was unjust and had to change. However, his victory had no impact on the colonists, who continued to enslave American Indians. Las Casas has been called the "father of anti-imperialism and anti-racism," and he greatly influenced the drive to abolish the Spanish encomienda system.



# Sir Francis Drake's attack on St. Augustine, 1586

Five years after leading the first English circumnavigation of the globe in 1577–1580, Sir Francis Drake led a raid against Spanish settlements in the Caribbean including Santiago, Santo Domingo, and Cartagena, as well as St. Augustine (in present-day Florida). This engraving, by Baptista Boazio, was made to accompany a book describing Drake's 1586 expedition, *A Summarie and True Discourse of Sir Francis Drake's West Indian Voyage* (published in 1588–1589). The illustration depicts the attack of Drake's fleet of twenty-three ships on St. Augustine, which was captured and destroyed on May 28–30, 1586. Although Boazio was not on the voyage, he worked from firsthand accounts. The engraving is the earliest known surviving view of a New World city north of Mexico.

Drake operated as a privateer under a "letter of marque and reprisal" issued by Queen Elizabeth I. His operations were part of the long-standing and escalating tensions between Protestant England and Catholic Spain. The Boazio illustrations and *A Summarie and True Discourse of Sir Francis Drake's West Indian Voyage* were published following the English victory over the Spanish Armada in 1588.



Baptista Boazio, Drake's attack on St. Augustine, Florida, May 28–30, 1586. (Rare Books and Special Collections Division, Library of Congress)

# The Spanish Armada, 1588

The rivalry between Spain and England grew throughout the late sixteenth century. In the 1570s and 1580s, Sir Francis Drake led English attacks on Spanish vessels and raided Spanish settlements in the Americas. In 1588, Spain's King Philip II ordered a naval invasion of England. Philip's Spanish Armada of 124 ships, 27,000 men, and 1,100 guns departed from Lisbon on May 30, 1588. England meanwhile, led by Queen Elizabeth I, readied a counterforce of 197 vessels, 16,000 men, and 2,000 guns. The Spanish fleet entered the English Channel on July 30, and the two sides engaged in skirmishes for the next few days as the Spanish moved north. On August 8, the fighting culminated in the Battle of Gravelines, in which the English navy decisively defeated the Armada. What remained of the badly damaged Spanish fleet returned to Spain by sailing up through the North Sea, around the British Isles, and into the Atlantic.

Such imperial rivalries in Europe greatly influenced how Europeans perceived and interacted with the Americas and the native peoples. Whether the Europeans sought territory, gold, souls, or national pride, the Americas became a new arena for the ongoing battles for dominance in Europe that were now spreading around the globe.

This map was created in 1590 to accompany A Discourse Concerninge the Spanishe Fleete Invading Englande in the Yeaere 1588, by Petruccio Ubaldini. The English artist, Robert Adams, provided ten illustrations showing the positions of the two fleets and their actions in July and August. Here, the English, on the left, face the assembled Spanish ships, on the right, in the English Channel.



**Route of the Armada Fleet. Engraved by Augustine Ryther, 1588.**



*Native American Cultural Regions  
North America, 1500*



