



INVESTIGATION GUIDE



PERIOD 1: 1491-1607

A NEWLY DISCOVERED AMERICA

(Pre-Columbian North America to the Eve of English Colonization)



Time Period 1 Investigation Guide

(Extra Credit = 25 pts.)

Instructions:

Complete this extra-credit assignment by visiting www.steegercentral.com and downloading both the Module #1 and the Investigation Guide. You will need to print out the Cornell Notes and complete BY HAND and turn in on the first day of class.

Investigation Guide:

1. Open the Investigation Guide #1 found on the website.
2. Read the overview noting the big idea, themes and historical overview.
3. Skim the Supporting Evidence to remind and connect yourself with prior knowledge.
4. Review the elements of the Cornell note taking method and be prepared to follow those same recommendations for your reading module (there are four).

Cornell Notes:

1. Open the Module #1 located on the website.
2. Notice there are FOUR Sections starting with Module 1.1 (pg. 2-16)
3. Only read and examine the white sections (all blue and purple sections we work on in class).
4. I suggest responding to the Learning Targets and the Review Questions in your Cornell notes.
5. I also suggest comparing the terms from the Investigation Guide to that of the module reading to determine which should be included in your Cornell notes.
6. Please be mindful each Cornell note must be completed by hand.

What should be turned in?

Essentially there should be FOUR different Cornell notes (at least 1 page minimum per module) turned in on the first day of class. Adding color or highlighting is the prerogative of the student.

Period 1: 1491-1607

OVERVIEW

This time period extends from 1491 to 1607 and counts for 5% of recommended instructional content for an AP class. It does not appear on the DBQ question. There are two key concepts for this time period.

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.

TIMELINE

- **1491** Christopher Columbus claims the islands of Hispaniola and Cuba for Spain.
- **1512** Spain establishes the encomienda system
- **1519** Hernan Cortes invades Mexico
- **1525** The first ship of slaves from Africa arrives in the Americas

KEY TERMS

Maize

This was the main crop cultivated by American Indians.

Christopher Columbus

An Italian explorer who stumbled upon the New World after convincing the Spanish monarchs that he could sail across the Atlantic to India.

"God, Gold, Glory"

Early European explorers were motivated by a desire to spread Christianity, enrich themselves and their monarch, and gain glory for discovering new lands.

Encomienda System

A forced labor system developed by the Spanish that required American Indians.

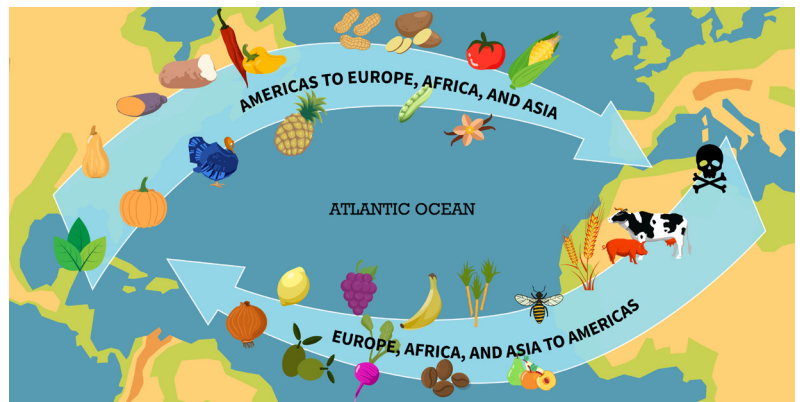


The legacy of Christopher Columbus is still being debated. Some see him as a noble explorer, while others blame him for the wrongs inflicted on the American Indian population. How do images like this shape his image?

AP US History Period 1 focuses on what life was like in the Americas before European contact and how contact with Europeans forever altered the lives, cultures, and customs of American Indian societies.

Previous to European contact, American Indian tribes across both North and South America had complex societies with distinctive social structures, political organizations, and religious beliefs. Along the American northwest, American Indians had a combination of permanent settlements and hunter-gatherer lifestyles. In the Great Plains, tribes followed the herds of buffalo and lived a nomadic lifestyle. In the American Southwest and modern-day Mexico, the American Indians cultivated maize. Maize was a staple crop that allowed tribes to develop a more sedentary lifestyle.

Christopher Columbus and the other early European explorers in the New World were motivated by a combination of economic and religious factors, sometimes described as "God, Gold, and Glory". They were primarily looking for raw materials, especially gold, to take back to their countries to enrich their monarchs. This would bring them glory and prestige. They also felt that they had an obligation to spread Christianity. This combination often proved disastrous for native populations because American Indians were often ensnared into slave labor system, like Spain's encomienda system, and forced to abandon their native religious practices. The American Indian population was also decimated by diseases brought over by Europeans.



A trade system gradually emerged, called the Columbian Exchange, that moved crops, animals, and even diseases from the Old World to the New World and vice versa. This system introduced American crops like potatoes, tomatoes, and corn to Europe and European crops like wheat, rice, and grapes to the Americans. The Columbian Exchange also brought slaves to the New World to farm cash crops and mine for precious metals.

Supporting Evidence for Significant Topics

Topic 1: Native Societies in Pre-Columbian North America (*see map on page 8*)

A. Southwest (*present-day southwestern United States*)

Pueblo (*sometimes called the Anasazi people*)

- a name for the Native Americans of the present-day southwestern United States. Pueblos were also multi story, apartment-like structures made of adobe and mud that formed the “towns” of the Pueblo people
- communities were very complex and technologically advanced
- environmental conditions in the 13th and 14th centuries forced the Pueblo to disperse across the region thus weakening them on the eve of European contact

B. Northwest (*present-day Washington and Oregon*)

Chinook

- Native Americans living in the Pacific Northwest of present-day United States
- had a very high degree of economic development and social stratification (*rigid caste system*)
- ultimately, some of the Natives that Lewis and Clark encountered in 1805

C. Great Basin (*present day Nevada and large parts of Utah*)

Shoshone, Piute, Ute

- the three large groupings of native peoples in the Great Basin
- also referred to as the “Desert Culture” peoples due to the desert like conditions and lack of natural resources in the Great Basin

D. Great Plains (*vast territory stretching from west Texas north to Canada*)

Plains Indians (Sioux, Blackfoot, Arapaho, Cheyenne)

- most commonly stereotyped in images of Indians in American popular culture
- very dependent upon the buffalo for survival
- the introduction of horses by the Europeans will dramatically change the Plains Indians way of life

E. Atlantic Seaboard and Northeast (*present-day east coast of United States into the Great Lakes region*)

Algonquian

- truly a language group encompassing hundreds of American Indian tribes from the Great Lakes to northern New England
- eventually had a tremendous amount of contact, interaction, and conflict with British colonists in the original 13 colonies

Iroquois League or Iroquois Confederation

- originally a group of five and later six Iroquoian-speaking peoples in present-day New York State
- an extremely powerful and influential group of natives both before European contact and in later years with British colonists

Topic 2: European Colonization of North America (*in general*)

A. Contributing Factors to European Exploration and Conquest

Technological Advances

- the compass, astrolabe, and sextant all revolutionized navigation of the seas allowing sailors to plot direction, determine speed, and assess latitude more accurately
- shipbuilding (e.g. the caravel, a quick and sturdy sailing ship, developed by the Portuguese)

The European Renaissance (14th-17th century) and Gutenberg’s Printing Press (mid 1400s)

- created a worldly view that stimulated curiosity and interest in new discoveries

The Protestant Reformation (16th century) and the Catholic Counter-reformation (16th, 17th century)

- renewed European religious zeal and a desire to spread their respective sects of Christianity

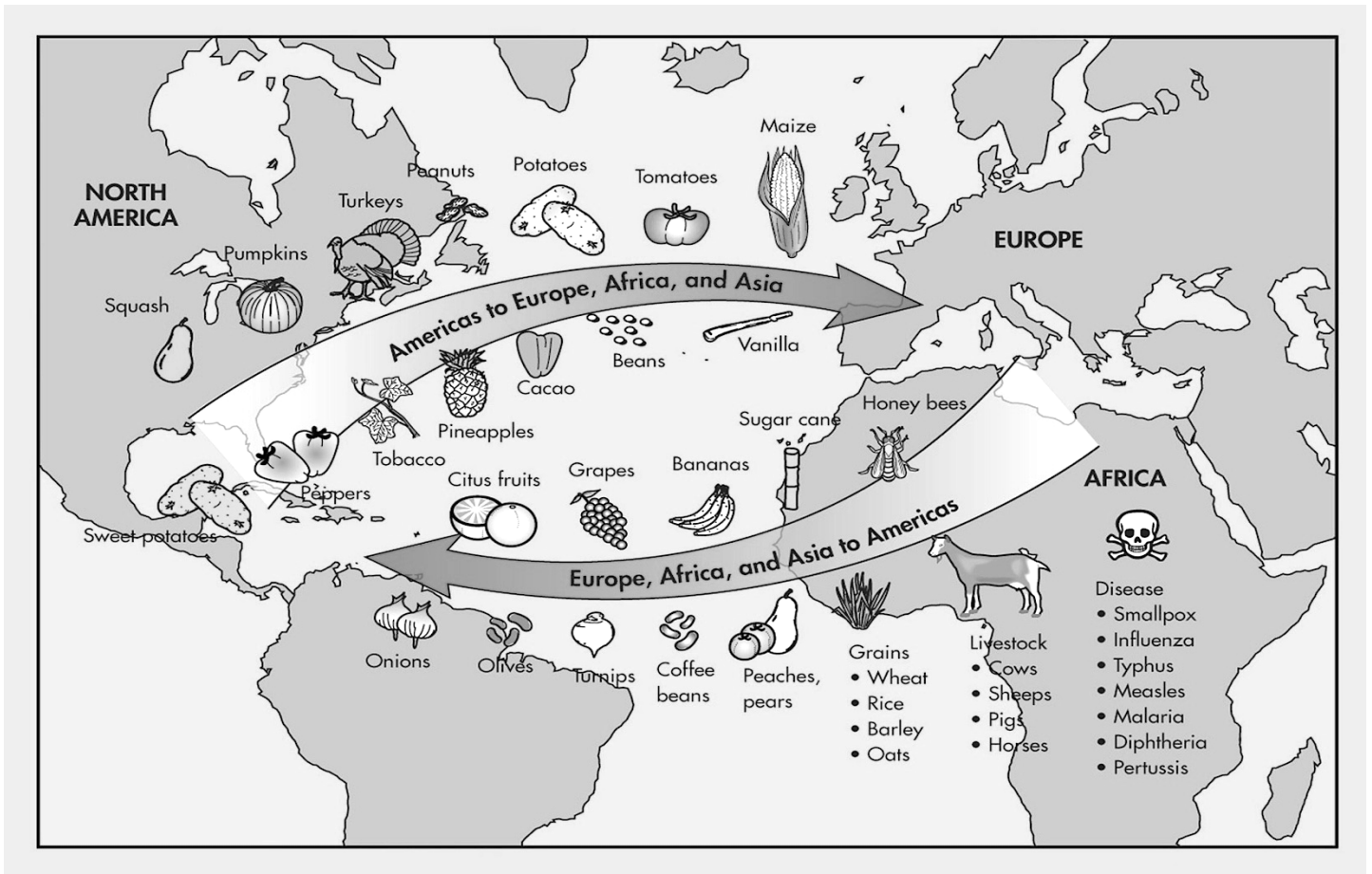
New business models (e.g. Joint Stock Companies)

- businesses owned by shareholders that invested in exploration and colonization in the New World thus spreading the risk involved among multiple investors
- joint stock companies were embraced by many European nations especially the British

B. Impact of European Exploration and Conquest

Columbian Exchange

- the exchange of people, plants, and animals between Europe, Africa, and North America that occurred after Columbus's arrival in the Western Hemisphere (*map below*)



Economic and Demographic Impact on Europe

- precious metals brought from the New World back to Europe transformed the European economy and helped facilitate the transition from feudalism to capitalism
- new crops and livestock brought from the New World back to Europe improved the meager diets of Europeans and ultimately contributed to a population boom

Widespread Epidemics (e.g. smallpox)

- smallpox is an infectious disease brought to America by the Spanish that devastated native populations (*roughly 90% of the native populations were wiped out by 1600*)

C. Primary Countries/Individuals involved in European Exploration and Conquest (1491-1607)

Christopher Columbus

- led a voyage to the present-day Bahamas in 1492 and claimed the land he explored for the King and Queen of Spain.
- By 1504, Columbus had made four voyages to America

Juan Ponce de León

- claimed Florida for the King of Spain in 1513

St. Augustine, 1565

- Pedro Menéndez de Avilés established a colony for the Spanish that has become the oldest continuously occupied European settlement in the United States

Conquistadors

- Spanish soldiers who conquered Native Indian civilizations (e.g. *Cortes with the Aztecs and Pizarro with the Incas*)
- The 3 Gs (*Gold, God, and Glory*) were motivating factors for all Europeans but especially the Spanish Conquistadors

Walter Raleigh

- Englishman who sponsored the failed attempt to establish an English colony at Roanoke
- ### Roanoke, 1586
- first attempt by the English to establish a colony in America. The settlers on Roanoke Island, which is located off the coast of North Carolina, managed badly and when an expedition with supplies arrived in 1590, the colonists were gone. What happened to the colonists remains a mystery to present day.

Topic 3: The Spanish Conquest of the New World

A. Subjugating the Native Population

Encomienda system

- Spanish system to regulate and control Native Americans. The Spanish crown granted Spanish colonists a specified number of natives for whom they were to take responsibility. This system was ultimately a way for the Spanish to exploit the labor of native peoples and extract gold and silver. In many ways, the encomienda system resembled Old World Feudalism with **Encomenderos** functioning similar to feudal lords. This system eventually was criticized for its brutal exploitation and the Spanish crown was forced to issue a series of reforms.

Juan de Sepúlveda

- Spanish Priest who supported the Spanish Empire's right of conquest and colonization in the New World. Sepúlveda was in favor of the Christianization of native Americans. He also argued that natives were natural slaves and violence was necessary to control and convert them.

Bartolomé de Las Casas

- Spaniard who fought against the enslavement and colonial abuse of native Americans. He argued against the brutal nature of the encomienda system which helped lead to a series of reforms in 1549 known as the **repartimiento**. de Las Casas criticisms indirectly led to replacing American Indians with African slaves. He later condemned all forms of slavery.

Spanish Mission System

- established in the Americas by the Spanish Empire from the 16th to 19th centuries in areas extending from Mexico and Southwestern portions of the present day United States to as far south as Argentina and Chile.
- Catholic missions were established throughout the Americas in an effort to pursue gold, silver, and other resources in an orderly fashion. The goal was to convert native Americans to Christianity by requiring them to learn the Spanish languages, as well as Christian teachings.

Casta System

- A Spanish colonial system that determined a person's importance by different racial categories.
 - Peninsulares
 - a Spaniard born in Spain (full Spanish blood)
 - Creoles
 - a Spaniard born in the New World (full Spanish blood)
 - Mestizo
 - A term used by the Spanish that referred to a people whose ancestors were both European and American Indian.
 - In the Spanish Casta System, the ancestors were Spanish men and American Indian women
 - Mulatto
 - A person who had one parent who was white and another parent who was black. If mulattos were born into slavery in a Spanish colony (*i.e. their mother was a slave*), they would be slaves also, but if their mother was free, they were free.
 - In the Spanish Casta System, the ancestors were Spanish men and African women
 - Metis
 - A person of mixed race who had one white parent and another parent who was American Indian
 - Zambo
 - A term used in Spanish and Portuguese colonies to describe someone of African and American Indian ancestry.

B. Rebellion and the Response

Acoma Pueblo Uprising

- In December, 1598, a party of Spanish soldiers seeking food arrived at Acoma. Initially, they were welcomed and treated in a friendly manner until the soldiers turned aggressive and began to demand grain from the Acoma storehouses, which was needed for the tribe to survive the winter. Provoking a furious reaction, the Acoma attacked the soldiers, killing 13 of them, including their commander, Juan de Zaldivar, who was a nephew of Juan de Oñate.

Juan de Oñate

- Spanish Conquistador and governor of the Spanish province of New Mexico. In the Acoma Pueblo uprising of 1598 his soldiers killed over 800 native Americans. The surviving natives were put on trial. 500 were eventually enslaved and roughly 80 men over the age of 25 had one of their feet cut off.

Spanish Conquistadors

- successfully conquered huge Native empires of the New World with the help of superior military technology and the spread of European disease which weakened indigenous resistance
- once an area was conquered, it was partitioned into *encomiendas* which further contributed to Spanish subjugation of the native inhabitants

Topic 4: Africans in the New World (*early part of the slave trade*)

A. Maintaining Autonomy in the face of Involuntary Servitude

Maroons

- African refugees who had escaped slavery in the Americas and developed their own communities in Brazil and the Caribbean. Often these communities were formed by slaves who were the first generation brought out of Africa thus preserving African traditions in the New World. Arguably the most significant maroon was named Palmares which was established in Brazil in the early 1600s.

African American Religion

- African slaves mixed African beliefs and practices with Catholic rituals and theology, resulting in the formation of entirely new religions such as vaudou in Haiti (later referred to as "voodoo"), Santería in Cuba, and Candomblé in Brazil.



Native Inhabitants by Region in North America (Prior to 1491)
(match with native societies discussed on page 5)

Cornell Notes (Intro)

Name	Date
Topic	Class/ Subject

Here, in the Connections Column, you might write one or more of the following:

- Categories
 - Causes of WW II
 - Parts of a Cell
- Questions
 - What caused WW II?
 - What are the parts of a cell?
- Vocabulary words
 - Holocaust
 - synthesis
- Review/test alerts!
 - WW II causes and names of allies will definitely be on exam!
 - Parts of a Cell
- Connections
 - check the Owens poem for his comments on war
 - similar to process we studied in last unit
- Reminders
 - Be sure to check the meaning of variant.

Sample Question and Notes
What should I write down when I take notes?

Note: Leave space in the Connections Column so you can add notes and test review questions later on when studying

How can I take notes faster?

Write down only important information. Look for:

- bold, underlined, or italicized words
- information in boxes or with an icon/symbol
- headers/subheaders on the page
- information the book or teacher repeats
- words, ideas, or events that might be on a test
- quotes, examples, or details you might be able to use later in a paper or presentation
- abbreviate familiar words/use symbols (+, →, #)
- take notes in bullets and indents; not formal outlines
- cut unnecessary words
- use telegraphic sentences: "America enters war 12/44"

Down here write one of the following; summary of what you read/lecture; the five most important points of the article/chapter/lecture; questions you still need to answer.

Cornell Notes

Name

Date

Topic

Class/
Subject