

CONTACT: Europeans and Amerindians

I. Overview—big ideas

- Prior to 1492, Amerindians in the Western Hemisphere had developed a wide variety of civilizations and cultural groups ranging from the highly developed Inca and Aztec civilizations in South America and Mesoamerica to the relatively less developed nomadic and semi-nomadic tribes in North America.
- By 1600 Europeans had created the world's first truly global economy.
- The "age of discovery" resulted in the greatest human catastrophe the world has ever known: 90% of Amerindians died by 1600; slavery of tens of millions of Africans.
- Cultural differences between European and Amerindians were so immense that major conflicts occurred in the 15th, 16th and 17th centuries.
- Summary of relations between the three major colonial powers in America and the Amerindians
 - Spain sought to Christianize and control the Indians (through the *encomienda* and mission systems)
 - The French sought to establish strong trade relations with the Amerindians; Jesuits sought to convert them.
 - English settlers often sought to either move Indians westward or annihilate them.

II. Native Americans (Amerindians)

A. Population in 1491: approximately 50-70 million (about 10 million in present-day U.S.)

B. Arrived more than 40,000 years ago via the Bering Strait (called Beringia when it was above land) and eventually spread to tip of South America (by 8,000 BCE)

1. First immigrants hunted animals for meat and furs; probably built small fishing vessels.
2. Beringia became isolated when Bering Strait under water c. 10,000 years ago

C. New research on origins of Amerindians.

1. Old Crow site in Yukon may be 50,000 years old.
2. French team in northeastern Brazil working on site that might be 48,000 years old.
3. 1992, new archeological research suggests oldest inhabitants may have come from south Asia or even Europe before northern

Concept Outline	Learning Objectives
<p>Bolded items are meant to highlight terms hitherto tested on the AP Exam or that most APUSH teachers would expect their students to know.</p> <p>Underlined phrases highlight important material.</p>	<p>Important Note: The DBQ and the Long Exam (LE) will NOT deal <i>exclusively</i> with material prior to 1607. However, material in this unit may be tested on Short Exam Questions or as part of broader questions on the DBQ or LE.</p>
1.1.I	PEO-1 ENV-2

- Asians as previously thought.
4. No evidence exists that humans lived in eastern Siberia (Russia) 30,000 years ago (only 12,000 years ago).
 5. Other groups of Asians may have used boats to reach sites south of Beringia, perhaps as far south as South America and earlier than those in North America.
- D. By 8,000 BCE, Amerindians reached the tip of South America.
1. Hundreds of tribes with different languages, religions and cultures inhabited America.
 2. Between 4,000 & 1,500 BCE permanent farm villages came to dominate parts of Peru, south-central Mexico, northeastern Mexico, and the southwestern U.S.
 - Grew maize, amaranth (a cereal), manioc (tapioca), chili peppers, pumpkins, sweet potatoes, and beans
- E. Developed civilizations ("sedentary societies"—non migratory)—late-Stone Age
1. Incas in Peru
 2. Mesoamerica: Aztecs in Mexico, and Mayans in Yucatan (earlier) developed advanced agricultural techniques based primarily on corn.
 - Built stone-carved cities rivaling many in Europe.
 - Studied mathematics and astronomy
 - Men and women worked fields and families saved surpluses for trade.
- F. North American Indians were generally less developed : most were "**semi-sedentary**" by Columbus' time
1. Most people lived in small scattered nomadic settlements.
 2. Some tribes were non-migratory and able to sustain themselves due to natural resources in their region.
 - a. **Chinook** peoples in the Pacific Northwest were skilled fishermen (especially salmon) and elk hunters.
 - Had little contact with other peoples as they were not nomadic.
 - Lived in long houses with as many as 50 people in each house.
 - In the early 18th century, the Lewis and Clark Expedition would encounter several Chinook peoples (e.g. Clatsop and Cathlamet)
 3. Western Great Plains and Great Basin regions
 - a. Most peoples of the **Great Plains** engaged in sedentary farming (growing corn and other grains) and lived in permanent settlements.
 - b. Numerous nomadic tribes depended on the buffalo for

1.1.IA

1.1.IC

1.1.IB

Yellow shading denotes illustrative examples identified in the new Curriculum Framework. Exam questions will never focus on any illustrative examples. Students, however, may use these illustrative examples, or others provided by their teacher, to answer essay questions.

sustenance.	
<ul style="list-style-type: none">• Mobile lifestyle included the use of tipis for shelter that could be easily broken down and carried.• This nomadic lifestyle was later enhanced with the introduction of the horse by Spanish settlers that enabled a much larger population to be dependent on buffalo hunting.	1.2.IC
4. <u>Many peoples had some agriculture, probably developed by women</u>	1.1.IB
a. “Three sisters:” maize, squash, beans	
b. Men were the hunters; women the gatherers	
c. Among Eastern Woodlands Indians, women did the farming (except tobacco); much "slash and burn" agriculture	
d. Europeans sought to turn men into farmers; Indian men saw it as "women's work"	
<ul style="list-style-type: none">• Spoke of "<i>reducing</i> the Indian men to civility"• Indian males enjoyed much leisure time (like the European aristocracy)	
5. <u>Most societies were matrilineal and matrilocal: women owned the property (Iroquois are a good example)</u>	
a. Men taught their children by persuasion and example.	
b. <u>Few cared to acquire more property than could be carried from one site to another.</u>	
c. Amerindian culture was the antithesis of European capitalism; Europeans saw them as poor consumers.	
6. No individual land ownership (even in sedentary societies)	
<ul style="list-style-type: none">• Clans or families guarded their "use rights" to land allocated by chiefs.	
7. Extensive trade in the Ohio and Mississippi River valleys	
a. Most important man in the tribe was the man who gave the most away.	
b. Trade was not like a contract in the European sense.	
c. When trade stopped it was tantamount to declaring war.	
G. Civilized societies in North America (exceptions to the predominance of less-developed tribes on the continent)	
1. Pueblo Indians : Rio Grande Valley in New Mexico, Arizona, southwest Colorado	1.1.IA
a. Corn planting was facilitated by large, elaborate irrigation systems that efficiently used water in a very dry climate	
b. Built multi-storied and terraced dwellings (e.g. Taos)	
c. Developed large towns that became centers of trade, crafts, and religious rituals.	
d. Some Pueblo villages are still among the oldest in North America.	

2. Mound Builder civilizations in the Mississippi and Ohio Valleys
 - a. Mississippian culture (e.g. Cahokia near East St. Louis) perhaps rivaled Egyptian architecture; home to as many as 10,000 people at its peak in 1200 CE.
 - Central mound, 100 ft. high, world's largest earthen work.
 - Largest city north of Mexico
 - b. Iron tools, wore woven fabrics, buried dead in collective graves
 - c. Trade spanned from Appalachians to Rockies; Great Lakes to Gulf of Mexico.
 - d. By 1400, Cahokia was abandoned, due largely to the impact of the "Little Ice Age" which disrupted its society
3. Southeast Amerindians
 - a. Direct descendants of Cahokia settled east of the Mississippi River and along the southern Appalachian Mountains.
 - **Creeks** (who practiced democratic-style government), **Choctaw**, and **Chickasaws**
 - b. Atlantic seaboard tribes who had begun growing maize, beans, and squash c.1000 CE had settled the region.
 - c. **Cherokees** and Tuscororas lived in parts of Georgia, Tennessee, and North Carolina where Cahokia had once dominated.
4. **Eastern Woodlands Indians**
 - a. Enjoyed the most abundant food resources in North America as the eastern half of the continent was forested
 - Most peoples were semi-sedentary as a result: farming, hunting, gathering, and fishing
 - b. **Iroquois** in eastern woodlands built a strong military confederacy (led by Hiawatha, late 16th c.)
 - Mohawk Valley of what is today New York State
 - Consisted of Five Nations: Mohawks, Oneidas, Onondagas, Cayugas, and the Senecas.
 - The "**longhouse**" was the foundation of Iroquois culture: 8 to 200 feet in length.
 - Economy was a mix of agriculture and hunting-gathering
 - c. **Algonquian** peoples were located along the northern Atlantic coast, the Great Lakes, and St. Lawrence River-valley regions and
 - Like the Iroquois, they developed permanent settlements based on a combination of agriculture and hunting-gathering and fishing.
 - Algonquin was the largest of all North American

1.1.IC



- language groups
 - Lived in portable wigwams in the summer and long houses in winter
- H. Religious differences between Amerindians and Europeans
- 1.3.IIA
1. Christian view:
 - a. Bible: God gave Adam dominion over animals and plants.
 - b. Bible did not mention Amerindians. What were they?
From where did they come?
 - c. Sacrificial temples, skull racks, cannibalism and snake motifs of Mesoamerica meant Aztecs worshipped Satan in the eyes of Europeans.
 - Yet, 100,000 "witches" were killed in Europe between 1500-1700 in Europe.
 - Spanish Inquisition burned thousands of "heretics"
 - Amerindians saw these too as human sacrifices.
 2. Amerindian view:
 - a. Amerindians had nothing in comparison for commodification of plants and animals.
 - b. Christians ate their own god (Eucharist) but less outraged at lesser human sacrifice to please Indian god. (Very confusing.)
 - c. Amerindians had no concept of heaven (in the Christian sense); disliked Christian heaven because few souls there were Indian; preferred to be buried with the own ancestors.
- I. Differences in War
1. Amerindians were curious why Europeans sought decisive battles on an open battlefield.
 - a. Saw it as tremendous waste of humans who could be used for replenishment or sacrifice
 - b. Used guerrilla-type warfare.
 - c. Europeans made poor torture victims (except Jesuits)
 2. Europeans could not easily catch Amerindian warriors.
 - a. Resorted often to killing women and children.
 - Pequot War in 1630s was the most gruesome example
 - b. By King Philip's War (1670s), Amerindians had learned this lesson well and destroyed Puritan villages, killing non-combatants.
 3. Amerindians often captured children of other tribes and assimilated them.
 4. Adult warriors were often sacrificed in Mesoamerica; Iroquois had an all-night torture ritual from the "Mourning Wars" where Iroquois women sought retribution for death of a loved one (even if the tortured warrior was not from same tribe).
 5. European weapons deeply intensified warfare among

Amerindians.

- a. Ohio region depopulated in late-17th century in a matter of decades when Iroquois defeated Hurons and Algonquins.
- b. 1690s, French and Algonquins turn the tide and forced the Iroquois to neutrality.

III. European Empires

A. The Age of Discovery

1. Emerging nation-states sought power; competed against rivals
 - Competition between Catholics and Protestants became a conflict of national purposes.
2. New technology enabled Europeans to dominate from about 1500 on.
 - a. Gunpowder and mounted canon on ships protected expeditions from rival forces
 - b. Portuguese and Spanish mapped prevailing winds and currents in oceans over most of the globe.
 - c. Improved cartography enabled explorers to navigate more efficiently.
 - d. New ships, such as the Portuguese *caravel*, were faster due to the lateen sail and axial rudder.
 - e. A number of instruments were used to determine latitude by measuring the altitude of celestial bodies.
 - Geometric quadrant (ca. 1460): used to determine latitude by measuring the altitude of celestial bodies
 - Mariner's astrolabe (ca. 1480): used to determine latitude by measuring the altitude of celestial bodies
 - Cross staff (ca. 1550): used to find the latitude by measuring the altitude of the Pole Star above the horizon
 - The **sextant** became the major navigational tool after its invention in 1757.
3. Economics
 - a. Need for new markets especially from the East (e.g., spices) provided the impulse for exploration around the southern tip of Africa and later across the Atlantic Ocean
 - b. Mercantilism required new sources of precious metals and furs that were discovered in the New World.
4. Desire to Christianize new peoples
5. Renaissance (late-14th to late-16th centuries)
 - a. Atmosphere of rebirth, optimism, exploration
 - b. Secular Europe began to break away from religious domination

B. Portuguese exploration led the others

1. Pedro Cabral
 - a. In 1500, landed on east coast of Brazil (hoping to find India):

1.2.II.C

PEO-4
PEO-5
WOR-1
ENV-1
WXT-1
WXT-4
POL-1

b. Brazil eventually became a Portuguese colony	
2. Amerigo Vespucci	
a. In 1501-02, he detailed his exploration in Brazil	
b. A German geographer honored Vespucci's false claim as The first to travel to Brazil, and named the new area "America."	
3. Portugal eventually established trade stations in India, Africa, China and the East Indies.	
4. <u>Portugal was the first to introduce African slavery in the New World</u>	1.2.IB
a. Cooperated with certain West African tribes in capturing people from other tribes and selling them into slavery.	
b. Eventually, Great Britain, Spain, and the Netherlands would be heavily involved in the Atlantic slave trade.	
C. The Spanish Empire in the New World	1.2.IIA
1. Christopher Columbus (Italian explorer)	
a. Spain was eager to compete with Portugal. Queen Isabella & King Ferdinand supported Columbus's voyage.	
b. <u>Columbus' motives:</u>	
• Religious: believed in spreading the Gospel before the millennium (perhaps this might make him a saint).	
• Wealth	
c. Columbus landed in the Bahamas on October 12, 1492.	
• Believed he had reached the East Indies (Indonesia).	1.2.IA
d. Moved on to Hispaniola where the indigenous Arawoks were friendly and possessed tobacco and gold.	
• Arawok Indians were virtually exterminated by Columbus and his followers	
e. On his third voyage in 1498, he realized in Venezuela that he had reached a new continent although he maintained that the East Indies must be close.	
2. Treaty of Tordesillas (1494)	1.2.IIA
a. Spain secured its claim to Columbus's discoveries	
b. New World divided: Portugal got Brazil and territory in Africa and Asia; Spain dominated North & South America.	
c. Spain did not gain access to the West African slave trade.	
3. Spanish motives for discovery: Lure of gold and conversion of pagan natives to Christianity ("God, Gold, and Glory")	1.2.IA
4. <i>Conquistadores</i>	
a. Hernan Cortés conquered the Aztecs in 1519-1521.	
• Small pox dramatically weakened Aztec strength making it possible for Cortés to prevail with the help of neighboring tribes.	

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|---|---------|
| b. Francisco Pizarro defeated the Incas in 1532 who had vast amounts of gold and silver in Peru. | |
| • The silver mines in Potosí, Peru and in Mexico yielded vast quantities of precious metals. | 1.2.1D |
| c. <u>Spanish invaders enslaved Amerindians and subjected them to forced labor digging for precious metals.</u> | 1.2.IIA |
| • Forced labor of indigenous Indians in Mexico was eventually replaced by African slaves. | |
| d. Slavery was introduced to the Spanish empire after Portugal had pioneered the use of African slaves in the New World | |
| • Became the primary labor force for Portugal in the sugar cane fields of Brazil and the Caribbean. | |
| • Zambo : children of Africans and Amerindians emerged from Mexico southward throughout much of South America. | 1.2.IA |
| e. The Spanish empire stretched from California and Florida to the tip of South America. | |
| • Transplanted laws, religion and language and laid the foundations for a score of Spanish-speaking countries. | |
| 5. <u>St. Augustine fortress erected in 1565: oldest European settlement in the modern-day U.S.</u> | |
| • Purpose: keep French out of Spanish southeast territory and protect sea lanes in the Caribbean. | |
| 6. Contemporary views of Spanish domination in the New World | |
| a. Bartolome de las Casas , a Spanish Dominican friar, condemned early Spanish cruelty and murder of American Indians in his <i>History of the Indies</i> (1550) | I.3.1A |
| • Ironically, de las Casas supported African slavery. | |
| • " Black Legend ": de las Casas' writings led to an exaggerated view advanced by Protestant countries that only Spain "killed for Christ," enslaved Indians, stole their gold, infected them with diseases, and left nothing but misery behind. | |
| b. Juan de Sepulveda , a Spanish humanist, justified the Spanish conquest of the West Indies and argued that Amerindians were "natural slaves" | |
| 7. A complex Casta system emerged in New Spain: | 2.3.IC |
| a. Four major categories of race emerged: | |
| 1) Spanish-born (<i>peninsulares</i>) or European whites | |
| 2) creoles : children of Spanish-born parents who were born in the New World | |
| 3) Amerindians | |
| 4) African (<i>negro</i>) | |
| b. One's caste determined one's social privileges and restrictions | |
| • Generally speaking, the lighter one's skin, the higher up in | |

<p>the social caste one became; the darker one's skin, the lower on the social ladder one became.</p> <ul style="list-style-type: none">• Transplanted Europeans were at the top <p>c. Gradations within the <i>casta</i> system became common:</p> <ul style="list-style-type: none">• Children of Spanish fathers and Amerindian mothers: <i>mestizos</i>• Children of Spanish fathers and African mothers: <i>mulatto</i>• Children of Amerindians and Africans: <i>zambo</i>		
<p>IV. French exploration in North America</p> <p>A. French exploration was largely stimulated by the beaver trade</p> <p>B. Samuel de Champlain, the “father of New France,” established Quebec in 1608 (a year after the English founded Jamestown in Virginia).</p> <p>C. Antoine Cadillac: founded Detroit in 1701</p> <ul style="list-style-type: none">• Aimed to keep English settlers out of the Ohio Valley <p>D. Robert de La Salle: sailed from Quebec, down through the Great Lakes, and down the Mississippi River in 1682 with the help of Amerindian guides.</p> <ol style="list-style-type: none">1. Goal: prevent Spanish expansion into Gulf of Mexico region2. Coined the name "Louisiana" in honor of Louis XIV <p>E. The French established posts in the Mississippi region (New Orleans was the most important—1718)</p> <ol style="list-style-type: none">1. Attempted to block Spanish expansion into the Gulf of Mexico2. Forts and trading posts in Illinois country: Kaskaskia, Cahokia, and Vincennes <ul style="list-style-type: none">• Large amount of grain was sent down the Mississippi River for shipment to the West Indies and Europe.		<p>WXT-1 PEO-1 POL-1 WOR-1</p>
<p>V. England's search for Empire</p> <p>A. Major causes leading to British colonial impulse</p> <ol style="list-style-type: none">1. Eventual peace with Spain provided opportunities overseas without harassment2. Population growth created a surplus of workers, many of whom became potential colonists; high unemployment.3. <u>New World had economic opportunity, farm land, adventure, markets, political freedom, religious freedom, social change.</u>4. Joint-stock companies provided financial means: investors pooled resources for sea expeditions. <p>B. Spanish Armada (1588)</p> <ol style="list-style-type: none">1. British Navy defeated the Spanish Armada when it tried to invade England (Queen Elizabeth vs. King Phillip II)2. Helped ensure England's naval dominance in the North Atlantic and later the Atlantic sea routes to North America.3. 1604, a peace treaty signed between England and Spain.	<p>1.2.IIC 1.2.IIA</p>	<p>PEO-1 POL-1 WOR-1</p>

The Columbian Exchange	
<u>From the New World to Europe</u>	<u>From Europe to the New World</u>
<ul style="list-style-type: none"> • Diseases: syphilis • Plants: potatoes, corn, tomatoes, pineapple, tobacco, beans, vanilla, chocolate • Animals: turkeys • Gold and silver 	<ul style="list-style-type: none"> • Diseases: small pox, measles, bubonic plague, influenza, typhus • Plants: wheat, sugar, rice coffee • Animals: horses, cows, pigs, sheep, goats, chickens

VII. Relations between Europeans and Amerindians in North America

A. **New France**

1. Of the European powers, the French were the most successful in creating an effective trading relationship with the Indians.
 - a. English settlers sought to remove or exterminate Amerindians
 - b. Spanish sought to Christianize Indians and use them for forced labor.
2. The French became great gift givers (the key to getting on with Amerindians who based inter-tribal relationships on gift giving) during late-17th century.
 - a. Trade not seen as a transaction or contract (as in Europe)
 - b. Trade seen by Amerindians as a continuing process
 - c. When a group stopped trading with another, it was tantamount to declaring war.
3. The beaver trade led to exploration of much of North America; (heavy demand for fur in European fashion)
 - a. Amerindians gained firearms, alcohol, pots, glass beads
 - b. **Coueurs de bois** (“runners of the woods”) – Rough frontiersmen who sought to tap the lucrative fur trade.
 - c. French seamen—**voyageurs** –befriended and recruited Indians into the fur trade
 - d. French expansion into Mississippi Valley resulted in trade relations with southeast Indians
4. Jesuits: Catholic missionaries who sought to convert Indians and save them from the fur trappers.
 - a. Sought conversion through example; rather than by force
 - b. Some were brutally killed by Amerindians (although in the eyes of Amerindians, Jesuits held up best to torture and were thus more respected than other European groups).
 - c. Played a vital role as explorers and geographers

2.1.IB

WXT-1
 ID-4
 ID-5
 ID-6
 PEO-1
 PEO-4
 POL-1
 WOR-1
 CUL-1

2.2.IC

1.3.IIA

5. <u>Many French men in New France married Amerindian women thus cementing ties between both cultures.</u>	2.1.IB
• Children of French (or British) males and Amerindian women were known as Métis .	2.3.IC
6. Diplomacy with Amerindians	2.2.IA
a. The French made friends with Algonquins and Hurons ensuring the survival of Quebec.	
b. Iroquois League in upstate New York prevented the French from spreading south into NY and parts of the Ohio Valley	
7. <u>Impact of the French (and British) on eastern woodlands Indians: decimation by diseases, gun warfare and alcoholism</u>	2.2.IIC
a. Many Amerindians came to view any contact with Europeans as dangerous.	
b. European weapons deeply intensified Amerindian warfare in the eastern woodlands during last three decades of the 17 th century.	
• Resulted in the temporary depopulation of the Ohio Valley as a result the Beaver Wars where the Iroquois (allied with English and Dutch) waged war on the Huron and Algonquin tribes.	2.2.IIA
• “ Mourning Wars ”: Iroquois attacked neighboring tribes to replace people lost due to war or disease or to avenge the loss of husbands.	
c. Later, during King William’s War in 1697, the French armed the Hurons and Algonquins; the Iroquois were forced into neutrality.	2.2.IIC
d. Iroquois turned to diplomacy with Europeans after 1700.	
e. By 1760s, Indians in the region agreed not to kill each other.	
• Revitalization: hoped that banding together and eliminating alcohol could revitalize Amerindian life and protect them against European invaders.	
7. Chickasaw Wars (1721-1763)	2.2.IA
a. France struggled to maintain control of Louisiana in the 18 th century.	
b. Pitted the French (allied with the Choctaws) against the British-supported Chickasaws in northern Mississippi and western Tennessee.	
c. Chickasaws prevented France from dominating the region.	
B. <u>New Spain and the Pueblo Indians in the American Southwest: conversion and exploitation</u>	2.1.IA 1.3.IIA
1. Juan de Oñate established New Mexico , 1598	
a. Spanish authorities instructed him to be less harsh with the Amerindians than Cortés and Pizarro had earlier been but cruelty persisted nonetheless.	
b. In July 1598, Oñate demanded Pueblo chiefs swear allegiance	

- to Spain and convert to Catholicism though not all agreed.
- c. Oñate retaliated against Pueblo Indians at Acoma by killing 1000 and enslaving 500 others (male captives each had one foot cut off).
 - Oñate was removed from power in 1609
 - d. Pueblos submitted to Spanish demands for labor and food, especially during drought conditions
 - e. **Santa Fe** became the capital in 1610 (the governor's mansion remains the oldest public building in the U.S. today).
2. **Encomienda system** 1.2.ID
- a. Amerindians forced to do unpaid labor to build roads, buildings, and other infrastructure in towns.
 - b. Pueblo villages also required to pay tribute to Spanish leaders.
3. The Spanish sought to forcibly Christianize Amerindians 1.3.IIA
- a. Franciscans founded the **mission system** in New Mexico in the 17th century (later in California and Texas in the 17th and 18th centuries)
 - b. Forbade practice of Amerindian religion; practices driven underground
 - Droughts and the high mortality rate among Amerindians undermined their faith in Christianity.
 - c. Tucson in modern-day Arizona was established as a Spanish outpost in 1701.
 - d. Texas: 1716, a mission system was established (including San Antonio—later the Alamo)
 - e. California 3.3.IC
 - Spain became concerned about British and Russian expansion in northwestern America after 1763 and sought to settle “Alta California” to effectively control the region.
 - Father Junipero Serra founded the first mission in San Diego in 1769.
 - 20 missions followed; 4 presidios (military bases) protected the missions; the El Camino Real connected the missions.
 - **Spanish mission architecture** came to influence the building of many schools, homes, and public buildings throughout California's history.
 - **Vaqueros** (horsemen and cattle herders) from Spanish Mexico first arrived in 1769 and worked on the numerous ranches in the region.
 - Transmitted the cowboy culture that eventually became the foundation of the American cowboy.
 - Cultural traits, such as **corridos**—Spanish/Mexican songs and ballads—blended with other cultural influences in the Southwest.
4. Intermarriage created a distinctive Latin American culture of **mestizos**: Amerindian and Spanish children. 1.2.IA

<ul style="list-style-type: none">• <u>A <i>casta</i> system emerged in New Mexico similar to what existed in Mexico, the Caribbean, and South America.</u>	2.3.IC
5. Pope's Rebellion (1680): Santa Fe, New Mexico	2.2.IIB
a. <u>Amerindians rebelled against Spanish rule in New Mexico and expelled them for over ten years.</u>	
b. Killed half the Spanish clergy and over 350 settlers.	
c. Causes: <ul style="list-style-type: none">• Famine in 1666 caused massive suffering among Indians• Pueblo Indians attacked by Apache and Navajo tribes who were retaliating against Spanish aggression against their peoples.• Spanish authorities punished Pueblos for backsliding from Christianity to native religions after major epidemics wiped out Pueblo villages.	
d. Spanish authorities eventually regained control in the early 1690s but another full-scale revolt erupted in 1696	
e. <u>Spanish authorities were forced to compromise on the issue of religion: Amerindians were now allowed to practice indigenous beliefs so long as they attended Catholic mass.</u> <ul style="list-style-type: none">• As in Latin America, Amerindians in the Southwest developed a hybrid of Catholic and indigenous religious beliefs and practices.	
f. <u>Albuquerque founded in 1706 by Spanish soldiers but did not employ the <i>encomienda</i> system; Indian religion was tolerated as long as they attended Catholic mass.</u>	
6. <u>Spain introduced horses and sheep which transformed the region economically</u>	1.2.IC
7. <u>Nearly 90% of Pueblo population died between 1550 and 1680</u>	
C. <u>English Colonies: removal or extermination</u>	2.1.IC
1. Pilgrims in Plymouth Bay established good relations with Chief Massasoit of the Wampanoags	
a. Squanto served as an effective intermediary.	
b. Wampanoags taught Pilgrims how to grow and find food.	
c. Pilgrims purchased land from Wampanoags for creation of Plymouth Plantation	
d. First Thanksgiving held in 1621 between Wampanoags and Pilgrims	
e. Peace between the two groups lasted 54 years.	
2. <u>Puritans in Massachusetts Bay Colony and other New England colonies</u>	
a. <u>"Praying Towns": Puritans tried conversion of Amerindians and cultural assimilation (e.g. European-style clothing) from 1646-1675.</u> <ul style="list-style-type: none">• Over a dozen settlements were established and a number of Amerindians converted.	2.2.IIB

- After King Philip’s War, a few remained intact with a degree of autonomy, and religious and educational organization.
- b. **Pequot War** (1630s):
 - An alliance of the New England colonies with the Narragansett and Mohegan tribes destroyed the Pequot tribe after an English captain had been killed.
 - English settlers resorted often to killing Indian women and children when they could not catch or subdue the warriors.
- c. **New England Confederation** (1643): created by New England colonies for collective security against Amerindians
 - Puritan response to the Pequot War
 - Effective in defeating Metacom in King Philip’s War
- d. **King Philip’s War** (1670s): Wampanoags used English tactic of attacking innocent civilians and destroyed Puritan villages.
 - Cause: 1621 peace agreement with Plymouth no longer seemed to protect the Wampanoags from English encroachment and lost lands were being sold by Puritans to rival Christian tribes (“praying Indians”).
 - Per capita, bloodiest war in American history.
 - Defeat of Chief Metacom’s forces represented the end of significant Amerindian influence in New England.
 - The war was fought without support from England resulting in an increasingly separate identity among New England colonials distinct from British subjects.
- 3. Pennsylvania: **Quakers** (as pacifists) had good relations with Indians initially
- 4. Chesapeake (modern day Virginia and Maryland)
 - a. In Jamestown, **John Smith** established tenuous relations with the **Powhatans**
 - b. Powhatans helped the Jamestown settlers with food.
 - c. Marriage between John Rolfe and Pocahantas sought to create peace (didn’t last long)
 - d. The Virginia colony took more Powhatan land for growing **tobacco**
 - e. **Anglo-Powhatan Wars** (1610-1646) led to Powhatans’ eventual removal from eastern Virginia.
 - f. **Bacon’s Rebellion** in 1670s resulted in violence against Amerindians on the frontier.
- 5. Carolinas
 - a. **Catawba Nation**: fostered good relations with early colonials and eventually allied with the U.S. during the American Revolution.
 - b. **Tuscarora** resistance in 1711 failed and they moved north

to become the sixth nation in the Iroquois Confederacy.		
c. Yamasee led a rebellion in 1715 against advancing settlers and corrupt traders from Charleston who captured and sold Indians into slavery in Barbados.		
6. <u>France's defeat in the French and Indian War (1754-1763) meant English settlers would aggressively move into Amerindian lands in the North American interior.</u>	2.2.IA	
D. Dutch in the 17 th century: New Netherlands	2.1.IB	
1. Dutch East India Company established New Netherlands along the Hudson River Valley in New York.		
2. Established fur trade with the Iroquois		
3. Peter Minuit purchased Manhattan from local Amerindians to serve as a defensive fortress.		
4. Eventually, unregulated trade resulted in violent wars between the Dutch and coastal Amerindians.		
VIII. <u>African slaves adapted culturally and linguistically to life in the Western Hemisphere</u>	1.3.IIB	ID-4 CUL-1
A. Culture		
1. Folktales, history, religious practices, and culture were passed along through oral traditions.		
2. Other cultural elements, such as music and dance, influenced the emergence of a new cultural developments in the New World.		
3. Some intermarriage between Africans and Amerindians occurred and, less commonly, African and white.		
B. Maroon communities emerged in the Caribbean (and Brazil)		
1. Some slaves escaped bondage and fled to join indigenous tribes or created autonomous communities		
2. Maroon communities were eventually displaced on smaller Caribbean islands but managed to survive on larger islands such as Haiti, Cuba, and Puerto Rico.		

Major Concepts for Review:

1. Native American civilization
 - a. Societies more highly developed in Mesoamerica and South America; North American Indians were mostly semi-sedentary.
 - b. Important North American tribes: Pueblo, Iroquois Confederacy, Algonquin
2. Impact of Contact and the Columbian Exchange
 - a. Destruction of Amerindian population (90% by 1600)
 - b. Introduction of cattle and horses revolutionized some Amerindian cultures.
 - c. Europeans saw global empires for the first time, the rise of capitalism, and a revolution in diet.
3. Summary of relations between European colonial powers & Indians
 - a. Spanish: sought to Catholicize, control and use Indians for forced labor (mission system, *encomienda*)
 - b. French: sought trade relations with Indians; Jesuits sought to convert them to Catholicism
 - c. English: sought to remove Indians or exterminate them.

Terms to Know

Amerindians "semi-sedentary" societies Great Plains tipis "three sisters:" maize, squash, beans matrilineal matrilocal Pueblo Creek Choctaw Chickasaw Cherokee eastern woodlands Indians Iroquois Confederacy Longhouse Algonquin Christopher Columbus Hernan Cortés, Aztecs smallpox Francisco Pizarro, Inca silver <i>zambo</i> St. Augustine Bartolome de las Casas "Black Legend" <i>Casta</i> system <i>creoles</i> <i>mulatto</i> Samuel de Champlain Quebec joint-stock company horses cattle corn potato Columbian Exchange New France <i>coureurs de bois</i> <i>voyageurs</i>	Jesuits <i>Métis</i> Hurons Beaver Wars "Mourning Wars" New Spain New Mexico Juan de Oñate Santa Fe <i>encomienda</i> mission system <i>vaqueros</i> <i>mestizos</i> Pope's Rebellion (Pueblo Revolt), 1680 Pilgrims Plymouth colony Wampanoags Chief Massasoit Squanto Thanksgiving "praying towns" Pequot War New England Confederation King Philip's War Quakers, pacifism Chesapeake John Smith Powhatans tobacco Anglo-Powhatan Wars Bacon's Rebellion Tuscarora Yamasee French and Indian War Dutch, New Netherlands Dutch East India Company Peter Minuit Manhattan
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Essay Questions

Note: This sub-unit is a medium probability area for the Short Exam Question portion of the AP exam. The revised course will place increased emphasis on this sub-unit: over 5% of the exam will come from this material. In the past 10 years, 2 questions have come wholly or in part from the material in this chapter. Below are some questions that will help you study the topics that have appeared on previous exams. The DBQ or Long Essay Question will NOT deal exclusively with material prior to 1607.

1. Analyze the diversity of American Indian peoples that existed in North America and Mesoamerica prior to 1492.
2. How did Amerindian society and culture differ from that of European authorities and settlers in the New World?
3. Analyze the relationship between Amerindians and Europeans in the following regions:
 - Spanish Southwest
 - New England
 - New France
 - New Netherlands
 - Chesapeake
 - Carolinas

Overarching Questions and Themes from the AP® Curriculum Framework for Unit 1

- **How have gender, class, ethnic, religious, regional, and other group identities, changed in different eras?**

ID-4: Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, American Indians in the colonial era. (1.3.II, 2.2.II)

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century (3.3.I)

ID-6: Analyze how migrations patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness. (3.3.I)

- **How have changes in markets, transportation, and technology affected American society from colonial times to the present day?**

WXT-1: Explain how patterns of changing commodities, peoples, diseases, and ideas around the Atlantic world developed after European contact and shaped North American colonial-era societies. (1.2.I, 1.2.II, 2.2.I, 2.2.II, 2.3.I)

WXT-2: Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War. (2.1.I)

➤ **Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?**

WXT-4: Explain the development of labor systems such as slavery and indentured servitude, and free labor from the colonial period through the end of the 18th century? (2.1.II, 2.3.I)

➤ **Why have people migrated to, from, and within North America?**

PEO-1: How have gender, class, ethnic, religious, regional, and other group identities, changed in different eras? (1.1.I, 2.1.I)

➤ **How have changes in migration and population patterns changed American life?**

PEO-4: Analyze the effects of migration, disease, and warfare had on the American Indian population after contact with Europeans. (1.2.1, 2.2.II)

PEO-5: Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century. (1.2.1, 2.2.II, 3.3.I)

➤ **How and why have different political and social groups competed for influence over society and government in what would become the United States?**

POL-1: Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period. (1.2.II, 1.3.2, 2.2.I, 2.2.II)

➤ **How have events in North America and the United States related to contemporary developments in the rest of the world?**

WOR-1: Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period. (1.2.1, 1.2.II, 2.1.I, 2.2.I, 3.3.I)

➤ **How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?**

ENV-1: Explain how the introduction of new plant, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period. (1.1.I, 1.2.I, 1.2.II)

ENV-2: Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts, in the precontact period through the independence period. (1.1.I, 1.3.II)

➤ **How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?**

ENV-4: Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction. (1.2.I, 2.1.1)

➤ **How and why have moral, philosophical, and cultural values changed in what would become the United States?**

CUL-1: Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts. (1.3.I, 1.3.II, 2.2.II)

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