

CONTACT: Europeans and American Indians

I. Overview—big ideas

- Prior to 1492, American Indians 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 American Indians died by 1600; slavery of tens of millions of Africans.
- Cultural differences between European and American Indians 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 American Indians
 - Spain sought to Christianize and control the Indians (through the *encomienda* and mission systems)
 - The French sought to establish strong trade relations with the American Indians; Jesuits sought to convert them.
 - English settlers often sought to either move Indians westward or annihilate them.

II. Native Americans (American Indians)

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

B. May have arrived more than 40,000 years ago via the Bering Strait (called Beringia when it was above land) and eventually spread to the 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 the Bering Strait was under water around 10,000 years ago.

C. New research on origins of American Indians

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. Oldest inhabitants may have come from south Asia or even Europe before northern Asians as previously thought.

Use the space below for notes:

Important Note:
The DBQ will NOT deal with material in this period. However, material in this unit may be tested on one Short Exam Question and/or one Long Exam Question.

4. 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, American Indians reached the tip of South America.
1. Hundreds of tribes with different languages, religions and cultures inhabited America.
 2. Between 4,000 and 1,500 BCE permanent farm villages came to dominate parts of Peru, south-central Mexico, northeastern Mexico, and the southwestern U.S.
 - They 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. 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.
 2. The Inca in Peru developed one of the great civilizations in the New World.
- 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.
 - They had little contact with other peoples as they were not nomadic.
 - They 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. Great Plains and Great Basin
 - 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 sustenance.

- 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.
4. Many peoples had some agriculture, probably developed by women.
- a. **“Three sisters:” maize, squash, beans**
 - b. Men were the hunters; women were gatherers.
 - c. Among the Eastern Woodlands Indians, women did the farming (except tobacco); much "slash and burn" agriculture occurred.
 - d. Europeans later sought to turn men into farmers; Indian men saw it as "women's work."
 - Spoke of "*reducing* the Indian men to civility"
 - Indian males enjoyed much leisure time (like the European aristocracy).
5. Most societies were **matrilineal** and **matrilocal**: women owned the property (the Iroquois is a good example).
- a. Men taught their children by persuasion and example.
 - b. Few cared to acquire more property than could be carried from one site to another.
 - c. American Indian culture was the antithesis of European capitalism; Europeans saw them as poor consumers.
6. No individual land ownership (even in sedentary societies)
- 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
- a. Corn planting was facilitated by large, elaborate irrigation systems that efficiently used water in a very dry climate.
 - b. They built multi-storied and terraced dwellings (e.g. Taos)
 - c. They 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.
 - The central mound, 100 ft. high, was the 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 the Appalachians to the 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 American Indians
 - a. Direct descendants of Cahokia settled east of the Mississippi River and along the southern Appalachian Mountains.
 - Included the **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. They 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. The **Iroquois** built a strong military confederation (led by Hiawatha in the late-16th century).
 - 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 long.
 - The economy was a mix of agriculture and hunting-gathering.
 - c. **Algonquin** peoples were located along the northern Atlantic coast, the Great Lakes, and St. Lawrence River-valley regions.
 - 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 language groups.
- Lived in portable wigwams in the summer and long houses in winter

H. Religious differences between American Indians and Europeans

1. Christian view:

- a. Bible: God gave Adam dominion over animals and plants.
- b. The Bible did not mention American Indians. 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 and 1700 in Europe.
 - The Spanish Inquisition burned thousands of "heretics."
 - American Indians saw these too as human sacrifices.

2. American Indian view:

- a. American Indians had nothing in comparison for commodification of plants and animals.
- b. Christians ate their own god (Eucharist) but seemed less outraged at lesser human sacrifice to please the Indian gods.
- c. American Indians had no concept of heaven (in the Christian sense); they disliked Christian heaven because few souls there were Indian and they preferred to be buried with the own ancestors.

I. Differences in War

1. American Indians were curious why Europeans sought decisive battles on an open battlefield.
 - a. They saw it as tremendous waste of humans who could be used for replenishment or sacrifice
 - b. American Indians used guerrilla-type warfare.
 - c. Europeans made poor torture victims (except Jesuits)
2. Europeans could not easily catch American Indian warriors.
 - a. They resorted often to killing women and children.
 - The Pequot War in New England during the 1630s was the most gruesome example.
 - b. By King Philip's War (1670s), American Indians had learned this lesson well and destroyed Puritan villages, killing non-combatants.
3. American Indians 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 American Indians.

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

III. European Empires

A. The Age of Discovery

1. Emerging European nation-states sought power and competed against their 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. The 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. The 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. Europeans desired to Christianize new peoples.
5. The Renaissance led to an atmosphere of rebirth, optimism, and exploration.

- B. Portugal was a leader in exploration in the New World.
1. Pedro Cabral discovered Brazil in 1500 (hoping to find India).
 - Brazil eventually became a Portuguese colony
 2. Amerigo Vespucci in 1501-02 explored Brazil.
 - 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. Portugal was the first to introduce African slavery in the New World.
 - 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. **Christopher Columbus** (Italian explorer)
 - a. As Spain was eager to compete with Portugal, Queen Isabella and King Ferdinand supported Columbus's voyage.
 - b. Columbus' motives: "God, Gold, and Glory"
 - Religious: He believed in spreading the Gospel before the millennium (perhaps this might make him a saint).
 - Wealth
 - Enhance the prestige of the Spanish Empire
 - c. Columbus landed in the Bahamas on October 12, 1492.
 - He believed he had reached the East Indies (Indonesia).
 - d. He moved on to Hispaniola (Dominican Republic/Haiti) where the indigenous Arawoks were friendly and possessed tobacco and gold.
 - The 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)
 - a. Spain secured its claim to Columbus's discoveries.
 - b. The New World was divided: Portugal got Brazil and territory in Africa and Asia; Spain dominated North and South America.
 - c. Spain got no access to the West African slave trade.
 3. Spanish *Conquistadores*
 - 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.
- b. **Francisco Pizarro** defeated the Inca 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.
- c. Spanish invaders enslaved American Indians and subjected them to forced labor digging for precious metals.
 - 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
 - Slavery became the primary labor force for Portugal in the sugar cane fields of Brazil and the Caribbean.
 - **Zambo**: Children of Africans and American Indians emerged from Mexico southward throughout much of South America.
- 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.
- 4. St. Augustine fortress erected in 1565: oldest European settlement in the modern-day U.S.
 - Purpose: keep France out of Spanish southeast territory and protect sea lanes in the Caribbean.
- 5. 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 *History of the Indies* (1550).
 - 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 American Indians were "natural slaves."
- 6. A complex **Casta system** emerged in New Spain.
 - a. Four major categories of race emerged:
 1. Spanish-born (*peninsulares*) or European whites
 2. **creoles**: children of Spanish-born parents who were born in the New World
 3. American Indians
 4. African (*negro*)

- b. One's caste determined one's social privileges and restrictions.
 - Generally speaking, the lighter one's skin, the higher up in the social caste one became; the darker one's skin, the lower on the social ladder one became.
 - Transplanted Europeans were at the top.
- c. Gradations within the *casta* system became common:
 - Children of Spanish fathers and American Indian mothers: *mestizos*
 - Children of Spanish fathers and African mothers: *mulatto*
 - Children of American Indians and Africans: *zambo*

IV. French exploration in North America

- A. French exploration was largely stimulated by the beaver trade
- B. **Samuel de Champlain**, the "father of New France," established **Quebec** in 1608 (a year after the English founded Jamestown in Virginia).
- C. Antoine Cadillac founded Detroit in 1701
 - Aimed to keep English settlers out of the Ohio Valley
- D. Robert de La Salle sailed from Quebec, down through the Great Lakes, and down the Mississippi River in 1682 with the help of American Indian guides.
 - 1. Goal: prevent Spanish expansion into Gulf of Mexico region
 - 2. Coined the name "Louisiana" in honor of Louis XIV
- E. The French established posts in the Mississippi region (New Orleans was the most important—1718)
 - 1. Attempted to block Spanish expansion into the Gulf of Mexico
 - 2. Forts and trading posts in Illinois country: Kaskaskia, Cahokia, and Vincennes
 - A large amount of grain was sent down the Mississippi River for shipment to the West Indies and Europe.

V. England's search for Empire

- A. Major causes leading to English colonial impulse
 - 1. Eventual peace with Spain provided opportunities overseas without naval harassment.
 - a. The English defeat of the Spanish Armada in 1588 helped later ensure England's naval dominance in the North Atlantic and the Atlantic sea routes to North America.
 - b. A peace treaty was signed between England and Spain in 1604.
 - 2. Population growth created a surplus of workers, many of whom became potential colonists; high unemployment.
 - 3. New World had economic opportunity, farm land, adventure, markets, political freedom, religious freedom, social change.

4. **Joint-stock companies** provided financial means: investors pooled resources for sea expeditions.

B. English attempts to colonize in the late-16th century

1. In 1583, Sir Humphrey Gilbert attempted to colonize Newfoundland but died while at sea.
2. Roanoke: 1585, Sir Walter Raleigh (Gilbert's half-brother) led 115 men, women and children to Roanoke Island off the coast of Virginia; they mysteriously vanished.

VI. Results of Contact between Native-Americans and Europeans

A. For American Indians

1. Mass death and genocide: By 1600, nearly 90% of Native American population perished.
 - a. European diseases (e.g., smallpox, yellow fever, malaria) were the most destructive.
 - b. Central American and Caribbean population in 1519 was perhaps 25 million; only 1 million remaining in 1605.
2. European impact on American Indian culture:
 - a. Great Plains tribes—e.g. Apache, Blackfoot, and Sioux—were transformed via horses.
 - b. Cattle and swine provided major new food sources.
 - c. The introduction of firearms intensified warfare among American Indian tribes leading to depopulation in certain areas (Eastern Woodlands Indians).

B. For Europeans

1. Global empires for the first time in human history.
2. Explosion of capitalism (Commercial Revolution)
 - Wealth generated by mining of gold and silver resulted in a shift in Europe from feudalism to capitalism as a result of joint ventures to extract wealth from the New World (e.g. joint-stock companies)
3. Revolution in diet
 - a. **Corn**, beans, tomatoes, and **potatoes** lead to improved diet = higher mortality = higher population = bigger push for emigration.
 - Revolutionized the international economy
 - b. Stimulants: coffee, cocoa, and tobacco

The Columbian Exchange

From the New World to Europe

- **Diseases:** syphilis
- **Plants:** potatoes, corn, tomatoes, pineapple, tobacco, beans, vanilla, chocolate
- **Animals:** turkeys
- Gold and silver

From Europe to the New World

- **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 American Indians 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 American Indians.
 - b. The Spanish sought to Christianize Indians and use them for forced labor.
2. The French became great gift givers (the key to getting on with American Indians who based inter-tribal relationships on gift giving) during late-17th century.
 - a. Trade was not seen as a transaction or contract (as in Europe).
 - b. Trade was seen by American Indians 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 (as there was a heavy demand for fur in European fashion).
 - a. American Indians gained firearms, alcohol, pots, glass beads
 - b. **Coureurs 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 the Mississippi Valley resulted in trade relations with southeast Indians.
4. Jesuits: Catholic missionaries sought to convert Indians and save them from the fur trappers.
 - a. They sought conversion through example; rather than by force.

- b. Some were brutally killed by American Indians (although in the eyes of American Indians, Jesuits held up best to torture and were thus more respected than other European groups).
 - c. They played a vital role as explorers and geographers.
 5. Many French men in New France married American Indian women thus cementing ties between both cultures.
 - **Métis**: children of French (or British) males and American Indian women.
 6. Diplomacy with American Indians
 - a. The French made friends with Algonquins and **Hurons** ensuring the survival of Quebec.
 - b. The Iroquois League in upstate New York prevented the French from spreading south into NY and parts of the Ohio Valley.
 7. Impact of the French (and British) on eastern woodlands Indians: decimation by diseases, gun warfare and alcoholism
 - a. Many American Indians came to view any contact with Europeans as dangerous.
 - b. European weapons deeply intensified American Indian warfare in the eastern woodlands during last three decades of the 17th century.
 - This resulted in the temporary depopulation of the Ohio Valley as a result the **Beaver Wars** where the Iroquois (allied with the English and Dutch) waged war on the Huron and Algonquin tribes.
 - “**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.
 - d. The Iroquois turned to diplomacy with Europeans after 1700.
 - e. By 1760s, Indians in the region agreed not to kill each other.
 - Revitalization: Indians hoped that banding together and eliminating alcohol could revitalize American Indian life and protect them against European invaders.
 8. **Chickasaw Wars** (1721-1763)
 - a. France struggled to maintain control of Louisiana in the 18th century.
 - b. The conflict 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. New Spain and the Pueblo Indians in the American Southwest: conversion and exploitation

1. **Juan de Oñate** established **New Mexico** in 1598
 - a. Spanish authorities instructed him to be less harsh with the American Indians 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 1,000 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**
 - a. American Indians were forced to do unpaid labor to build roads, buildings, and other infrastructure in towns.
 - b. Pueblo villages were required to pay tribute to Spanish leaders.
3. The Spanish sought to forcibly Christianize American Indians.
 - 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. They forbade the practice of American Indian religion; practices were driven underground.
 - Droughts and the high mortality rate among American Indians undermined their faith in Christianity.
 - c. Tucson in modern-day Arizona was established as a Spanish outpost in 1701.
 - d. Texas: In 1716, a mission system was established (including San Antonio—later, the Alamo) .
 - e. California
 - 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*: American Indian and Spanish children.
- A *casta* system emerged in New Mexico similar to what existed in Mexico, the Caribbean, and South America.
5. **Pope's Rebellion (Pueblo Revolt), 1680:** Santa Fe, New Mexico
- a. The Pueblo rebelled against Spanish rule in New Mexico and expelled them for over ten years.
 - b. They killed half the Spanish clergy and over 350 settlers.
 - c. Causes:
 - Famine in 1666 caused massive suffering among Indians
 - The Pueblo Indians were 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. Spanish authorities were forced to compromise on the issue of religion: American Indians were now allowed to practice indigenous beliefs so long as they attended Catholic mass.
 - As in Latin America, American Indians in the Southwest developed a hybrid of Catholic and indigenous religious beliefs and practices.
 - f. Albuquerque founded in 1706 by Spanish soldiers but did not employ the *encomienda* system; Indian religion was tolerated as long as they attended Catholic mass.
6. Spain introduced horses and sheep which transformed the region economically.
7. The Spanish eventually introduced schools, hospitals, and printing presses.
8. Nearly 90% of Pueblo population died between 1550 and 1680.
- C. English Colonies: removal or extermination
1. The **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. The Pilgrims purchased land from the Wampanoags for the creation of Plymouth Plantation.

- d. The first **Thanksgiving** was held in 1621 between the Wampanoags and Pilgrims.
- e. Peace between the two groups lasted 54 years.
2. Puritans in Massachusetts Bay Colony and other New England colonies
 - a. “Praying Towns”: Puritans tried conversion of American Indians and cultural assimilation (e.g. European-style clothing) from 1646-1675.
 - Over a dozen settlements were established and a number of American Indians converted.
 - 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 American Indian women and children when they could not catch or subdue the warriors.
 - c. **New England Confederation** (1643): created by the New England colonies for collective security against American Indians
 - Puritan response to the Pequot War
 - Effective in defeating Metacom in King Philip’s War
 - d. **King Philip’s War** (1670s): Wampanoags used the 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, it was the bloodiest war in American history.
 - The defeat of Chief Metacom’s forces represented the end of significant American Indian 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 American 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 Pocahontas sought to create peace (but it 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 the 1670s resulted in violence against American Indians 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. France's defeat in the **French and Indian War** (1754-1763) meant English settlers would aggressively move into American Indian lands in the North American interior.

D. **Dutch** in the 17th century: **New Netherlands**

1. The **Dutch East India Company** established New Netherlands along the Hudson River Valley in New York.
2. They established a fur trade with the Iroquois.
3. **Peter Minuit** purchased **Manhattan** from local American Indians to serve as a defensive fortress.
4. Eventually, unregulated trade resulted in violent wars between the Dutch and coastal American Indians.

VIII. African slaves adapted culturally and linguistically to life in the Western Hemisphere.

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 new cultural developments in the New World.
3. Some intermarriage between Africans and American Indians 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 American Indian population (90% by 1600)
 - b. Introduction of cattle and horses revolutionized some American Indian 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 and American 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

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

Essay Questions

Note: This sub-unit is a medium probability area for the Short Exam Question portion of the AP exam. 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.

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

Bibliography:

- College Board, *AP United States History Course and Exam Description, Effective Fall, 2019*, New York: College Board, 2019
- Brinkley, Alan, Williams, T. Harry, and Current, Richard N., *American History, 14th Edition*, New York: McGraw-Hill, 2012
- Foner, Eric & Garraty, John A., editors: *The Reader's Companion to American History*, Boston: Houghton Mifflin Company, 1991
- Fraser, James W., *By the People: A History of the United States*, Boston: Pearson, 2015
- Jones, Jacqueline et al, *Created Equal: A Social and Political History of the United States, AP Edition, 2nd ed.*, New York: Pearson Longman, 2006
- Joseph, Jr., Alvin M., *500 Nations: An Illustrated History of North American Indians*, Alfred A Knopf, New York, 1994
- Kennedy, David M., Cohen, Lizabeth, Bailey, Thomas A., *The American Pageant (AP Edition), 13th edition*, Boston: Houghton Mifflin, 2006
- Henretta, James A. et al, *America's History*, Boston: Bedford/St. Martin's, 2000
- Loewen, James W., *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*, New York: The New Press, 1995
- Murrin, John et al, *Liberty, Equality, and Power: A History of the American People, 2nd ed.*, Fort Worth: Harcourt Brace 1999
- Nash, Gary: *American Odyssey*, Lake Forest, Illinois: Glencoe, 1992
- Waldman, Carl, *Atlas of the North American Indian*, New York: Facts on File, 1985
- Zinn, Howard, *A People's History of the United States*, New York: Harper and Row, 1980