[**Period 1 Review**](https://vimeo.com/105055251)

**Overview:** On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

**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. [America before Columbus](https://vimeo.com/19525866)

I. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure. [Early North America](https://vimeo.com/39462516) [America at the time of Columbus](https://www.youtube.com/watch?v=_rSS9Y53jVI&list=PL-69ThEyf7-A8PgWRxaH3Qi3dD_ZUu2BF&index=1) [Native American Life](https://www.youtube.com/watch?v=0giL-3Ewk9g&list=PL-69ThEyf7-A8PgWRxaH3Qi3dD_ZUu2BF&index=7) [Native American Cultures](https://www.youtube.com/watch?v=zG_Q50JDeLo&list=PLfzs_X6OQBOyv7lELvOwo6XnanPOhxaOL&index=1)

1. The spread of maize cultivation from present-day Mexico northward into the present-day **American Southwest** and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies. (Fraser; P. 6-7; 10; 12-14)

|  |  |  |
| --- | --- | --- |
|  Example | Definition/Description | Significance to the Thesis |
|  |  |  |
| Pueblo |  |  |

B. Societies responded to the aridity of the **Great Basin** and the grasslands of the western **Great Plains** by developing largely mobile lifestyles. (Fraser; P. 6-7; 10; 12-14)

|  |  |  |
| --- | --- | --- |
| Example | Definition/Description | Significance to the Thesis |
|  |  |  |
| Apache |  |  |

1. In the **Northeast**, the **Mississippi River Valley**, and along the **Atlantic seaboard** some societies developed mixed agricultural and hunter–gatherer economies that favored the development of permanent villages. (Fraser; P. 7-10; 10-11; 11-12)

|  |  |  |
| --- | --- | --- |
| Example | Definition/Description | Significance to the Thesis |
| Iroquois |  |  |
| Algonquin |  |  |

1. Societies in the **Northwest** and present-day **California** supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean. (Fraser; P. 11)

|  |  |  |
| --- | --- | --- |
| Example | Definition/Description | Significance to the Thesis |
| Chinook | Native Americans who lived in the Pacific Northwest | This Indian group adapted to and transformed the environment as skilled elk hunters and fishermen. They lived in long houses with more than fifty people. |
|  |  |  |

**Key Concept 1.2:**  Contact among Europeans, Native Americans, and Africans resulted in the **Columbian Exchange** and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

I. European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies. [Reviewing New Spain](https://www.youtube.com/watch?v=vBM7n9cls1U&list=PL-69ThEyf7-A8PgWRxaH3Qi3dD_ZUu2BF&index=8)

A. European nations’ efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity. (Fraser; P. 15-17; 17-19) [Motivations for Colonization](https://vimeo.com/85930015)

|  |  |  |
| --- | --- | --- |
| Example | Definition/Description | Significance to the Thesis |
|  |  |  |
|  |  |  |

B. The **Columbian Exchange** brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism. (Fraser; P. 29-35) [Columbian Exchange](http://ap.gilderlehrman.org/essay/columbian-exchange?period=1) [Columbian Exchange Map](http://www.mrsmoreysworld.com/uploads/2/1/1/0/21103464/columbian_exchange.jpg) [Crash Course: Columbian Exchange](https://www.youtube.com/watch?v=HQPA5oNpfM4&list=PLfzs_X6OQBOyv7lELvOwo6XnanPOhxaOL&index=2)

|  |  |  |
| --- | --- | --- |
| Example | Definition/Description | Significance to the Thesis |
|  |  |  |
|  |  |  |

1. Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas. (Fraser; P. 33-35; 5-54) [Joint Stock Company](https://www.youtube.com/watch?v=b66ZBSWuaRM)

|  |  |  |
| --- | --- | --- |
| Example | Definition/Description | Significance to the Thesis |
|  |  |  |
| **Joint stock companies** |  |  |

II. The **Columbian Exchange** and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes. [Crash Course: Native Americans & Spaniards](https://www.youtube.com/watch?v=6E9WU9TGrec&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=1)

1. **Spanish** exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops  and animals not found in the Americas. (Fraser; P. 32; 35-36)

|  |  |  |
| --- | --- | --- |
|  Example |  Definition/Description | Significance to the Thesis |
|  |  |  |
|  |  |  |

1. In the ***encomienda* system**, Spanish colonial economies marshaled Native American labor to support plantation- based agriculture and extract precious metals  and other resources. (Fraser; P. 37-38) [New Spain](https://www.youtube.com/watch?v=IhWMMEKNxdQ&list=PLfzs_X6OQBOyv7lELvOwo6XnanPOhxaOL&index=3) [Conquistadores Song](https://www.youtube.com/watch?v=KaDk2PGGlkk&index=4&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)

|  |  |  |
| --- | --- | --- |
| Example | Definition/Description | Significance to the Thesis |
| **Encomienda system** |  |  |
| conquistadores |  |  |

1. European traders partnered with some West African groups who practiced slavery to forcibly extract slave  labor for the Americas. The **Spanish** imported **enslaved Africans** to labor in plantation agriculture and mining. (Fraser; P. 20-23; 41) [African Slavery](https://vimeo.com/22452231)

|  |  |  |
| --- | --- | --- |
| Example | Definition/Description | Significance to the Thesis |
|  |  |  |
|  |  |  |

1. The **Spanish** developed  a caste system that incorporated, and carefully defined the status of,  the diverse population of Europeans, Africans, and Native Americans in their empire. (Fraser; P. 79)

|  |  |  |
| --- | --- | --- |
| Example | Definition/Description | Significance to the Thesis |
| mestizo |  |  |
|  |  |  |

III. In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power. [The Colonists](https://www.youtube.com/watch?v=EdV98rKV5gM&list=PLfzs_X6OQBOyv7lELvOwo6XnanPOhxaOL&index=7)

A. Mutual misunderstandings between Europeans and Native Americans often defined the early years  of interaction and trade  as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other’s culture. (Fraser; P. 35-36; 41-48; 53-54) [New France](https://www.youtube.com/watch?v=UqUSY59Kilk&list=PLfzs_X6OQBOyv7lELvOwo6XnanPOhxaOL&index=4) [English Colonization](https://www.youtube.com/watch?v=ecFVogu0H2w&list=PLfzs_X6OQBOyv7lELvOwo6XnanPOhxaOL&index=6)

|  |  |  |
| --- | --- | --- |
| Example | Definition/Description | Significance to the Thesis |
|  |  |  |
|  |  |  |

1. As European encroachments on Native Americans’ lands and demands on their  labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious  beliefs, and concepts of gender relations through diplomatic negotiations and military resistance. (Fraser; P. 35-36; 41-48; 53-54) [Exchanging Culture & Clashing in the SW](https://vimeo.com/37693065)

|  |  |  |
| --- | --- | --- |
| Example | Definition/Description | Significance to the Thesis |
|  |  |  |
|  |  |  |

1. Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and  racial justifications for the subjugation of Africans and Native Americans. (Fraser; P. 37-38) [de las Casas Primary Doc](http://ap.gilderlehrman.org/resource/bartolom%C3%83%C2%A9-de-las-casas-debates-subjugation-indians-1550?period=1)

|  |  |  |
| --- | --- | --- |
| Example | Definition/Description | Significance to the Thesis |
|  |  |  |
| Bartolome de las Casas |  |  |