Unit 1: Colonization
Period 1: 1491 - 1607

Pre-Columbian Civilization

Everything you need to know about Period 1 to succeed in APUSH
“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.”

Big idea:
- How did natives adapt to their environment?
Adaptation to Environment

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

A) Impact of maize cultivation:
- Very popular in the southwest
- Societies developed vast irrigation systems (Pueblos in Rio Grande)

How did maize transform societies?
- Less emphasis on hunting and gathering
- Increase in population
- Establishment of permanent villages with socially diverse societies
  - Tenochtitlan – 250,000 people, social classes
Adaptation to Environment
Great Plains and Great Basin

- Most natives lived off of hunting and gathering
  - Lack of natural resources
  - Large, flat area that was arid (dry) – Basin
  - Grassland- Plains

- With the introduction of the horse, life on the Great Plains was drastically altered
  - Bison hunting became much easier
  - Natives with horses became stronger militarily

- Natives in the Great Basin hunted bison and sheep
  - Like natives on the Great Plains, horses helped natives become more powerful
Great Plains and Great Basin
Northeast, Mississippi River Valley, and Atlantic Seaboard

- Many societies were a mix of hunting and gathering, and agriculture and developed permanent villages
- Iroquois (Present day NY and PA):
  - Adapted to their environment:
    - Burned forests to hunt and grow crops
    - Villages were built around maize
- Iroquois were a *matriarchal* society:
  - Power was based on female authority
  - Women were instrumental in councils and decision-making
  - Women would tend to crops and oversaw community affairs while men hunted
- Cahokia Indians – near present-day St. Louis (around 30,000 people in 1200)
  - Built giant mounds
  - Largest settled community until NY and Philadelphia in 1800
Northeast, Mississippi River Valley, and Atlantic Seaboard
Northwest And Present-Day California

• Roughly 300,000 natives lived in California prior to the arrival of Europeans
  ○ Most of these societies were based on hunting, gathering, and foraging
    ▷ Gather nuts, fish, and hunted
  ○ Societies tended to be ruled by wealthy families

• Chinooks
  ○ Advocated warrior traditions
  ○ Used advanced fighting techniques
  ○ Lived in longhouses which could house many families
APUSH Test Tips

- **Multiple-Choice and Short Answer Questions:**
  - Map of different areas of North America: How did natives adapt to their environment?

- **Essay Questions:**
  - Not likely since it is from period 1
The Columbian Exchange

EVERYTHING YOU NEED TO KNOW ABOUT THE COLUMBIAN EXCHANGE TO SUCCEED IN APUSH

Period 1: 1491 - 1607
What College Board Wants You to Know About the Columbian Exchange

- “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.”
- The Columbian Exchange revolutionized life in the Americas, Europe, and Africa.

Big Ideas:
- What were positives and negatives of the Columbian Exchange on both hemispheres?
- What were reasons that led to European exploration?
“European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.”

Reasons for European exploration:
- Countries sought new sources of wealth – gold and silver
- Economic and military competition – glory (defeat of the Spanish Armada by the English)
- Spread Christianity – Spain

The Spanish often tried to convert Natives to Christianity
- Spanish Mission System:
  - Outposts throughout the Americas to help convert Natives
  - Outposts were often military bases as well

3 G’s – Gold, Glory, Gospel
Columbian Exchange & It’s Impacts

• What was it?
  ○ The exchange of plants, animals, culture, humans, diseases, etc. between the Americas, Europe, and Africa

• Examples of goods:
  ○ Americas to Europe and Africa: potatoes, maize (corn), tomatoes
  ○ Europe to the Americas: wheat, rice, horses, chickens, oxen

• Impact of exchange?
  ○ In Europe and Asia: massive population growth due to new food; increase in wealth; decrease in feudalism and a rise of capitalism
  ○ In Africa: Spanish and Portuguese used Africans from West Africa to be used as slaves in the Americas
  ○ In the Americas: spread of diseases (smallpox and measles), social classes (Mestizos), horse transformed Native life (made hunting easier), Encomienda system
Columbian Exchange & Its Impacts
Technology & Trade

- **New technology aided exploration:**
  - Sextant – could be used to find exact position on earth – more precise sailing
  - Caravel, compass, and quadrant improved sailing efficiency

- **Economic improvements:**
  - Joint-stock companies – used to raise $ for explorations
    - Used in Jamestown (1607)
Technology & Trade
Impact of Spanish Exploration

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

Impact of Spanish exploration:
- Deadly diseases:
  - Smallpox, malaria
  - Killed as many as 90% of Natives in some areas – not immune to European diseases
- Introduction of new animals and crops:
  - Horse – transformed Native life on the Great Plains
  - Crops – wheat, rice, and sugar
Spanish Exploration & Slavery

- **Encomienda System**
  - Native American labor was *marshaled* (arranged, assembled) on plantations
  - The goal was to use labor for agriculture and gain precious metal
  - Eventually, the encomienda system was replaced by African Slave Labor
    - New Laws of 1542 outlawed the encomienda system
- **Spanish and Portuguese traders acquired slaves from some West African groups**
  - Slaves were used by the Spanish on plantations and mines
- **Spanish Caste System:**
  - Incorporated Europeans, Africans, Natives
    - Europeans were at the top (peninsulares and creoles)
    - Mestizo and mulatos (mixed European and Native, European and African ancestry)
“In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.”

**Misunderstandings between each group**
- Gender – many Natives societies were matrilineal
- Land – Natives did not own individual land
- Religion – Natives believed in animism, polytheistic; shamans held power

**Some useful aspects of each other’s cultures were eventually adapted:**
- Natives adapted technology
- Europeans adapted agriculture techniques
Disputes Over Treatment of Natives

- **Native resistance to European encroachment and labor:**
  - Natives sought to preserve political, economic, and religious autonomy (independence, self-rule)
    - Diplomatically and/or militarily

- **Debates over how non-Europeans should be treated:**
  - Many Europeans saw Natives and Africans as “savages”
    - **Juan de Sepulveda:**
      - Advocated harsh treatment of Natives
      - Claimed slavery for Natives was justified under Christianity
    - **Bartolome de Las Casas:**
      - Argued that Natives deserved the same treatment as all other men
      - Played an instrumental role in the ending of the encomienda system
      - Contributed to the “Black Legend”
  - Arguments used to subjugate Africans and Natives?
    - Racism, religious - spread of Christianity, Natives and Africans were seen as “barbaric”
APUSH Test Tips

- **Multiple-Choice Questions and Short Answer:**
  - Be familiar with the impacts of the Columbian Exchange – not just food
    - Increase in world trade, permanently connecting two hemispheres
  - Identify specific goods and their impacts – horse and potato
  - Encomienda System
  - Impact on Africans – drastic growth in slavery

- **Essay Questions:**
  - European interactions with Native Americans
  - Could be part of larger topic – comparing Spanish colonization with other European countries (Period 2)
CONCEPT IN FOCUS:
The Encomienda System

EVERYTHING YOU NEED TO KNOW ABOUT THE ENCOMIENDA SYSTEM TO SUCCEED IN APUSH
Background Info

- **Early 16\textsuperscript{th} century**
- **Spanish system of control over Natives in much of the Americas**
- **What did it do?**
  - Royal grants of land from the Spanish Crown to Spaniards
  - In return, the Spanish promised to Christianize the Natives living on the land
    - Spanish gained tribute from the Natives
- **How were Natives affected?**
  - Most were treated harshly
    - Heavy manual labor – building roads and infrastructure
- **Encomiendas became wealthy due to the discovery of gold and silver**
Downfall of the Encomienda System

- Many Catholics began to protest the harsh treatment of the Natives
- Mestizos (individuals of Spanish and Native Ancestry) could not be forced to work the encomienda system
  - In time, this helped lead to the decline of the system
- Gradually, the system was replaced by African slave labor, like many areas of the Americas
Downfall of the Encomienda System

Bartolomé de las Casas
Test Tips

- **Multiple-Choice Questions and Short Answer:**
  - Encomienda system was Indian slave labor by another name
  - Gradually replaced by African slave labor

- **Essay Questions:**
  - Not likely since it’s from the first time period
Period 2: 1607 - 1754

Colonization
“Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and the competed with each other and American Indian for resources.”

Big ideas:
- What were similarities in colonization among the Spanish, French, Dutch, and English?
- What were the experiences like with Native Americans with these European countries?
- How and why did slavery evolve in these colonies?
- How did climate and geography affect British colonies?
## Comparing Colonization

“Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.”

<table>
<thead>
<tr>
<th>Spanish colonization</th>
<th>French and Dutch colonization</th>
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<tbody>
<tr>
<td>Spain established strict control over colonization and converted and exploited many natives</td>
<td>French and Dutch colonization:</td>
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<tr>
<td>A major goal of Spain was to make $</td>
<td>o Both countries sent few Europeans and built relationships with the Natives</td>
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<td>- All trade must go through a few Spanish controlled ports</td>
<td>o French – intermarried with natives and built extensive trading partnerships</td>
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<td>o Small amount of Spaniards ruled indigenous population</td>
<td>- Coureurs de bois – French fur traders – trade beaver furs; would live among natives</td>
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<tr>
<td>o Spain sought to convert natives to Christianity, forced many into the encomienda system, and used as trading partners</td>
<td>o Dutch – Like the French, the Dutch build extensive trade routes – mostly in NY</td>
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<td>- Encouraged settlement of the New World – New Netherland</td>
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Comparing Colonization
English Colonization:

- Large number of immigrants
  - Both male and female – unlike other European countries
  - Sought economic prosperity, religious freedom (Puritans), and better living conditions (England was overcrowded)
  - English colonies also welcome immigrants from other countries

- Colonies were based on agriculture
  - Tobacco became a large cash crop
  - Headright system encouraged immigrants – benefitted the wealthy

- Unlike the French and Spanish, English colonists sought to live separately from Native Americans
  - Conflicts with natives – Powhatans, Bacon’s Rebellion, Pequot War, King Philip’s War
Chesapeake vs New England

“In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.”

Chesapeake colonies (MD and VA) and North Carolina:
- Relied heavily on tobacco – plantations developed – long work days and growing seasons
  - Exhausted land – led to expansion and conflicts with natives (Bacon’s again!)
- Up to the late 17th century, most labor was made up of indentured servants
  - After Bacon’s Rebellion (1676), there was a switch to African slavery

New England colonies:
- Established by Puritans (wanted to purify the Anglican Church – John Winthrop)
- Established small towns with small farms
  - Schools were established for towns with 50 families; extended families were common
- Some agriculture, fishing, commerce – Boston becomes a major port city
- Colder climate, rocky terrain did not allow large plantations
Chesapeake vs New England
Middle Colonies & Southern Slavery

**Middle Colonies:**
- Tended to be the most diverse demographically, religiously, and ethnically
  - Quakers in Pennsylvania (William Penn) – religiously tolerant
  - Women in Pennsylvania had more rights – Quakers allowed women equal positions in church
  - Immigrants from Germany
- Economy was based on the exportation of cereal crops – wheat

**Southern colonies and West Indies:**
- In South Carolina and Georgia, rice was a major staple crop
  - Very arduous labor – long days and long growing season
  - Many white laborers refused to work in rice fields – led to an increase in slave labor
- In the West Indies (Barbados) sugar cultivation was a major part of the economy
  - Like South Carolina and Georgia, slave labor was heavily used
- In many instances, slaves made up a majority of the population
  - Led to the development of slave codes – laws to regulate slave behavior
  - Gave incredible power to slave owners
Self-Government in the Colonies

Emergence of democratic, self-government in the British colonies:

- Caused by:
  - Distance from Britain
  - Lax attention (Salutary Neglect – “hands-off” approach to the colonies)

- New England colonial government:
  - Town meetings -> elected legislatures
    - White, land-owning, church members could vote

- Southern colonial government:
  - Planters dominated assemblies
  - Virginia House of Burgesses – 1st representative government in British colonies, many members were elite plantation owners
Atlantic Trade

“Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.”

Atlantic economy:
- Exchange of goods, African Americans, and Native Americans between Europe, Africa, and the Americas

European colonies focused on producing goods to Europe (Mercantilism)
- Goods that were valued in Europe were exported from the colonies (fur, tobacco, etc.)
- New sources of labor -> Native American labor, indentured servants, and African slave labor

Impacts of trade on Natives:
- Cultural changes – Natives lost land, many Europeans sought to assimilate them
- Economic changes – Land was lost and altered by Europeans
- Demographic changes – drastic decrease in population due to diseases
Native Relations & Colonial Distrust

- **Interactions between Natives and Europeans:**
  - Fostered (promoted the growth of) both accommodation and conflict
  - Europeans allied with Native groups against opposing Native groups
    - Pequot War, Metacom’s War
  - British were able to offer more goods to natives, whereas the French were more tolerant of natives (and intermarried with natives)
  - During the French and Indian (7 Years) War, almost all natives were allied with the French – not the Iroquois

- **European and colonial interests often varied:**
  - Both sides increasingly distrusted each other
  - British colonists sought to expand (especially post 7 Years’ War), Britain forbade it
  - Frontier defense became a major issue – seen in Bacon’s Rebellion
  - Trade divided the two groups – colonists smuggled to get around British taxes
Native Relations: British vs Spanish

- **British and Native American conflicts:**
  - Were caused by:
    - Competition over land, resources, and boundaries
  - Led to military conflicts:
    - **Metacom’s War (King Philip’s War)** –
      - Conflict between Natives and British colonists in New England
      - Natives were defeated, not much of a threat thereafter in New England

- **Spanish and Native American resistance:**
  - **Pueblo Revolt:** Pueblo Indians successfully overthrew the Spanish for 12 years
  - After the Spanish regained control, they became more accommodating to Native American culture, particularly religion
Test Tips

- **Multiple-Choice and Short Answer Questions:**
  - Goals of European colonization
  - Differences between British and other colonies
  - Comparing British colonies (geography, religion, economy)

- **Essay Questions:**
  - Reasons for the development of slavery
  - Comparing and Contrasting European colonization – French, Spanish, and English
Period 2: 1607-1754

Development of Colonial Identity
“The British colonies participated in political, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain’s control.”

- Big ideas:
  - How did the colonists begin to develop an identity during this time?
  - What impact did religion have on the colonies?
  - Why did slavery develop in the British colonies? How did Africans resist their conditions?
Religious & Intellectual Impacts

“Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.”

Diverse religious and ethnic groups (Catholics, Quakers, Puritans, etc.) led to:

- Pluralism – multiple groups existing together
- Intellectual exchange from different European groups

Which were strengthened by:

- 1st Great Awakening – (Edwards and Whitefield – led to increase in conversions, new branches of Christianity)
- Enlightenment – questioning of government (Locke – natural rights, Montesquieu – separation of powers)
Religious & Intellectual Impacts
Anglicization & Mercantilism

How did the British colonies experience **Anglicization** (using more English norms and customs) over time?

- Colonial governments were based on English models
- Frequent contact with Britain via trans-Atlantic print culture – spread of ideas, and goods via trade and newspapers
- Spread of Protestant Evangelicalism – George Whitefield, from England, and others traveled across the colonies to spread his message

The British sought to increase control of its colonies through its pursuit of **mercantilism**

- Conflicts with colonists and Natives led to erratic (inconsistent) enforcement
  - Britain sought to limit colonial expansion to limit conflict with Natives (especially post 7 Years’ War – 1763)
- Navigation Acts – required colonists to export specific goods only to England or English colonies – tobacco
  - Led to widespread smuggling from colonial merchants
- Dominion of New England – combined Massachusetts with the rest of New England, and later New Jersey and New York
  - Assemblies were eliminated and a new governor was appointed – Sir Edmund Andros who was very unpopular
Colonial Resistance: Reasons

**Colonial resistance to the British stemmed from:**

- Colonial self-government – Colonists (white, land-owning men in most cases) were able to vote for colonial representatives; had no say in Parliament
- Ideas of liberty – Colonists saw themselves as British and wanted the same rights
- Enlightenment – Challenged traditional ideas of government, encouraged limiting the power of government
- Religious independence and diversity – 1st Great Awakening challenged traditional church authority; led to challenging authority in other areas (government)
- Perceived corruption in the imperial system
  - Corrupt rulers like Sir Edmond Andros of the Dominion of New England; he eliminated colonial assemblies
Slavery in the Colonies

“Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.”

Why did all the British colonies participate in the slave trade to some degree?
- Large amounts of land
- High demand in Europe for colonial goods, particularly tobacco
- Shortage of indentured servants, especially post-Bacon’s Rebellion

Where was slavery found in the British colonies?
- Small farms in New England had some slaves
- Port cities in the north and south
- Plantations in the Chesapeake (MD and VA) and the South (NC, SC, GA)
- Most African slaves were sent to the Caribbean
Impact & Slave Resistance

- Impact of slavery in the south?
  - Emergence of a strict, racial system
  - Prohibition of interracial relationships (again, contrast with Spanish colonies)
  - Children of mothers that were slaves were enslaved (didn’t matter who the father was)

- Africans resisted slavery and sought to maintain some levels of autonomy (family, culture, religion)
  - How did Africans resist slavery?
    - Overtly – through rebellion (Stono Rebellion, 1739)
    - Covertly – breaking tools, running away, working slowly
  - How did Africans maintain some levels of autonomy?
    - Family – surrogate families for slaves that were sold
    - Culture – language and music
    - Religion – Combined elements of African religions with Christianity
Slave Culture
Test Tips

- **Multiple-Choice and Short Answer Questions:**
  - Impact of the Enlightenment and the First Great Awakening
  - Goals of mercantilism and colonial economic goals
  - Growth of slavery

- **Essay Questions:**
  - Reasons for the growth of slavery and its impact (including ways Africans resisted their plight)
  - Change and continuity of British imperial control and relations with colonies
The late 17th and early 18th centuries saw a rise in African slave labor in the British colonies.

A) Briefly explain one reason for the rise of African slavery in the British colonies.

B) Briefly explain one impact for the rise of African slavery in the British colonies on Africans.

C) Briefly explain one way African slaves resisted slavery.