

TYPVS ORBIS TERRARVM.

MR. POGREBA, PARKER SCHOOL AP US HISTORY

PERIOD 1 1492-1607 TEST REVIEW

T E R R A A V S T R A L I S N O N D V M C O G N I T A.

QVID EI POTEST VIDERI MAGNUM IN REBUS HUMANIS, CUI AETER-

LAST MONTH REVIEW STRATEGY

BIG ARGUMENTS

Make sure you can articulate answers, develop thesis statements, and contextualize these big arguments.

KEY POINTS

Review these key points, narrowed down from our notes throughout the year. Pay particular attention to bolded terms.

CONTEXT

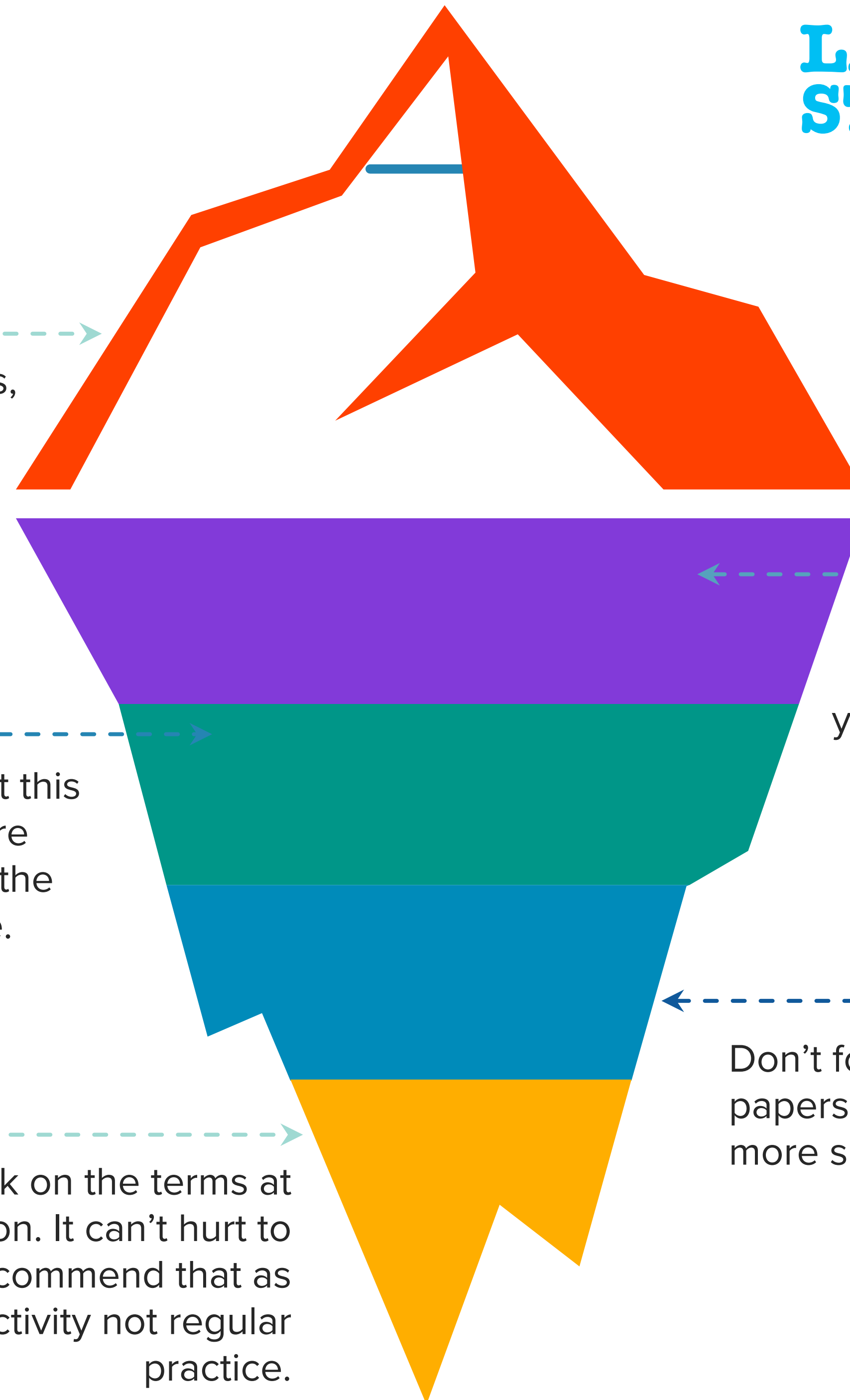
Think about how you can connect this unit to past historical events, future events, and events happening in the rest of the world at the same time.

TEST PREP

Don't forget to review rubrics, sample papers, multiple choice questions and more specific test prep!

TERMS

Your lowest priority is to work on the terms at the end of the presentation. It can't hurt to review those, but I would recommend that as a quick, periodic Quizlet activity not regular practice.



THE BIG ARGUMENTS

THE KEY IDEAS

BIG ARGUMENTS

- ✓ Before the arrival of Europeans, there was a massive presence of American Indians. Despite European depictions, they had widely varied cultural, religious, and political practices, and many lived in better conditions than Europeans.
- ✓ **There were five broad groups:** Southwest Indians, Southeast Indians, Eastern Woodlands Indians, Great Plains Indians, Pacific Northwest Indians.
- ✓ Cultural differences led to difficult, often violent relationships between European colonizers and Indian peoples. Property and religion were core disputes.
- ✓ **Early colonizing powers used three approaches:** Spain used forced labor, France built trade relationships, and England relied on forced migration and warfare.
- ✓ The **Columbian Exchange** led to massive social, economic, and political change in both the Americas and Europe.
- ✓ Contact with Europeans devastated American Indian populations, **leading some historians to argue it was a genocide.** The massive deaths pushed Europeans to develop the **slave trade to replace Indian labor.**

**YOU MUST
REMEMBER
THIS**

KEY POINTS WORTH LOCKING AWAY IN THE BRAIN

AMERICAN INDIANS

- We must reject the notion of a monolithic Indian people.
- Some tribes were nomadic, some were city dwellers. There were complex networks of trade between tribes across the Americas.
- Indians arrived from Asia as early as **40,000 B.C.E.**
- As many as 15 million American Indians lived in present-day North America, and as many as **98% had died within 400 years.**
- American Indian economic and cultural life centered around the **Three Sisters: maize, squash, and corn.**
- American Indian religion tended to be **totemic** and **fetishistic.**



PHOTO OF POW WOW

WHAT DROVE EXPLORATION?

- New technology: caravels, navigation tools, cartography
- The development of **joint stock companies** to fund expeditions.
- **Royal charters** to explore and fund the lives of the monarchs.
- New wealth as Europe emerges from the **era of feudalism** to the **era of beginning capitalism**.
- **Mercantilist** aims to compete with other nations.



ENGLISH TRADING SHIP

SPAIN

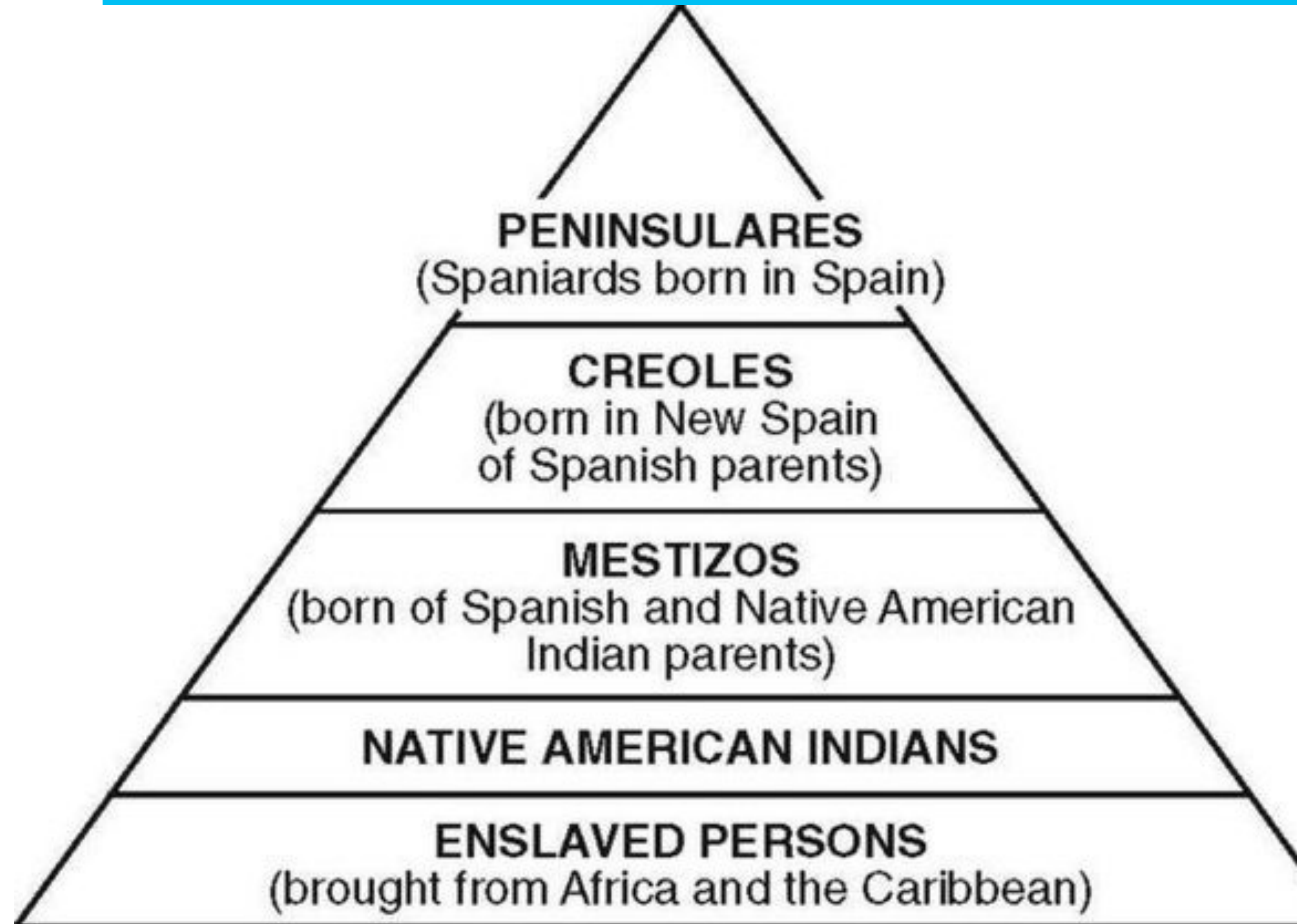
- Spain is the first nation to build colonies in the New World, with **Columbus's** arrival in **1492** on a mission for “**God, Glory, and Gold.**”
- **Columbus** sets in motion a brutal exploitation of the **Arawaks**, a practice that spreads across the Spanish Americas.
- **Hernan Cortés** conquered the **Aztecs** in 1519-1521.
- **Francisco Pizarro** defeated the Inca in 1532.
- Eventually, the Spanish Empire reached from **California and Florida to the tip of South America.**
- Spain fueled its expansion from resources taken from **silver and gold mines in the New World.**



NICOLAS EUSTACHE MAURIN, CONQUEST OF MEXICO (BEFORE 1850)

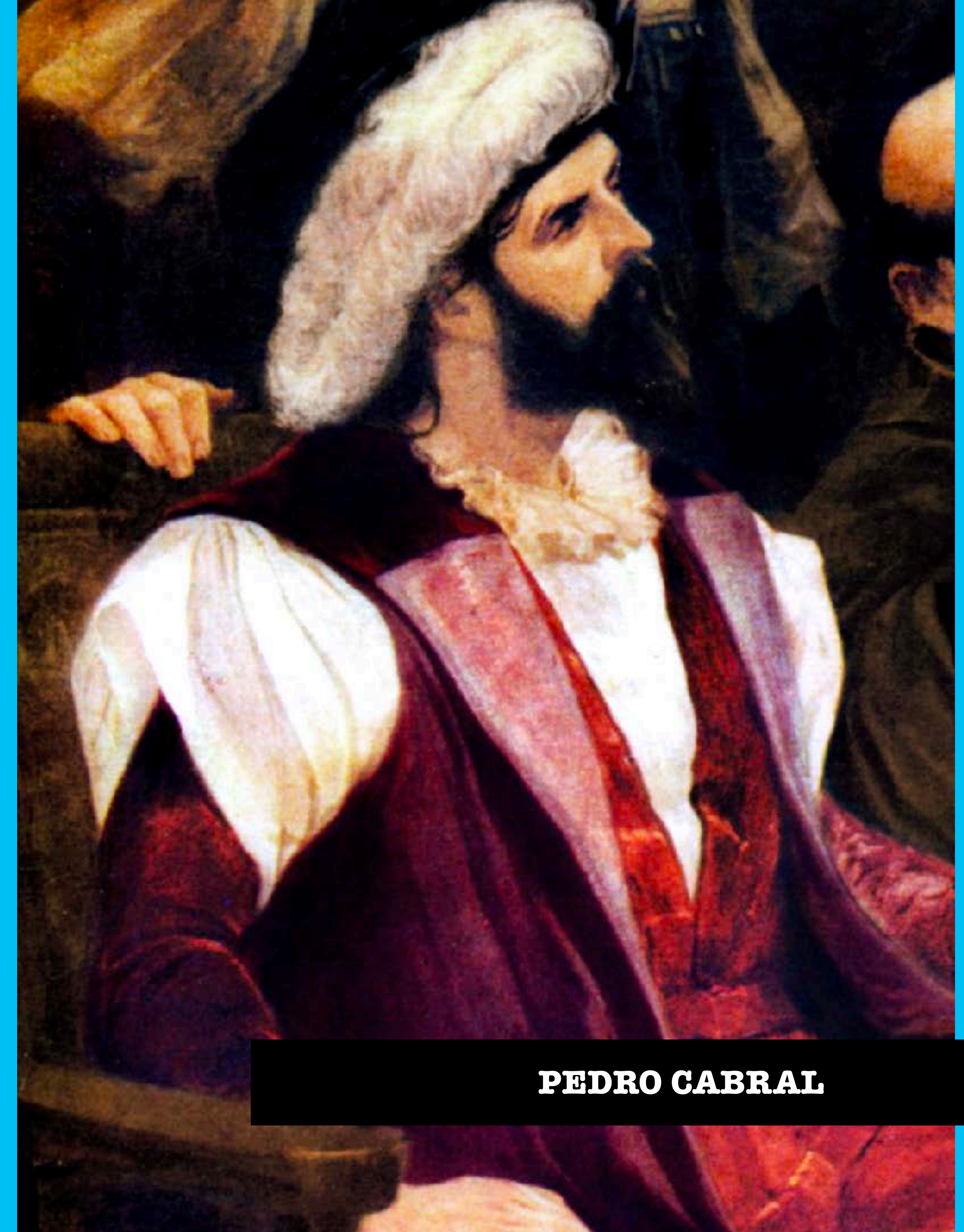
SPAIN, PART 2

- Spain relies on the **Casta** and **Encomienda** systems to maintain its hold on American colonies.
 - **Casta system:** racial hierarchy
 - **Encomienda:** a legal fiction that Indians were Spanish citizens, it gave Spanish conquerors legal power over Indians to force labor.



PORTUGAL

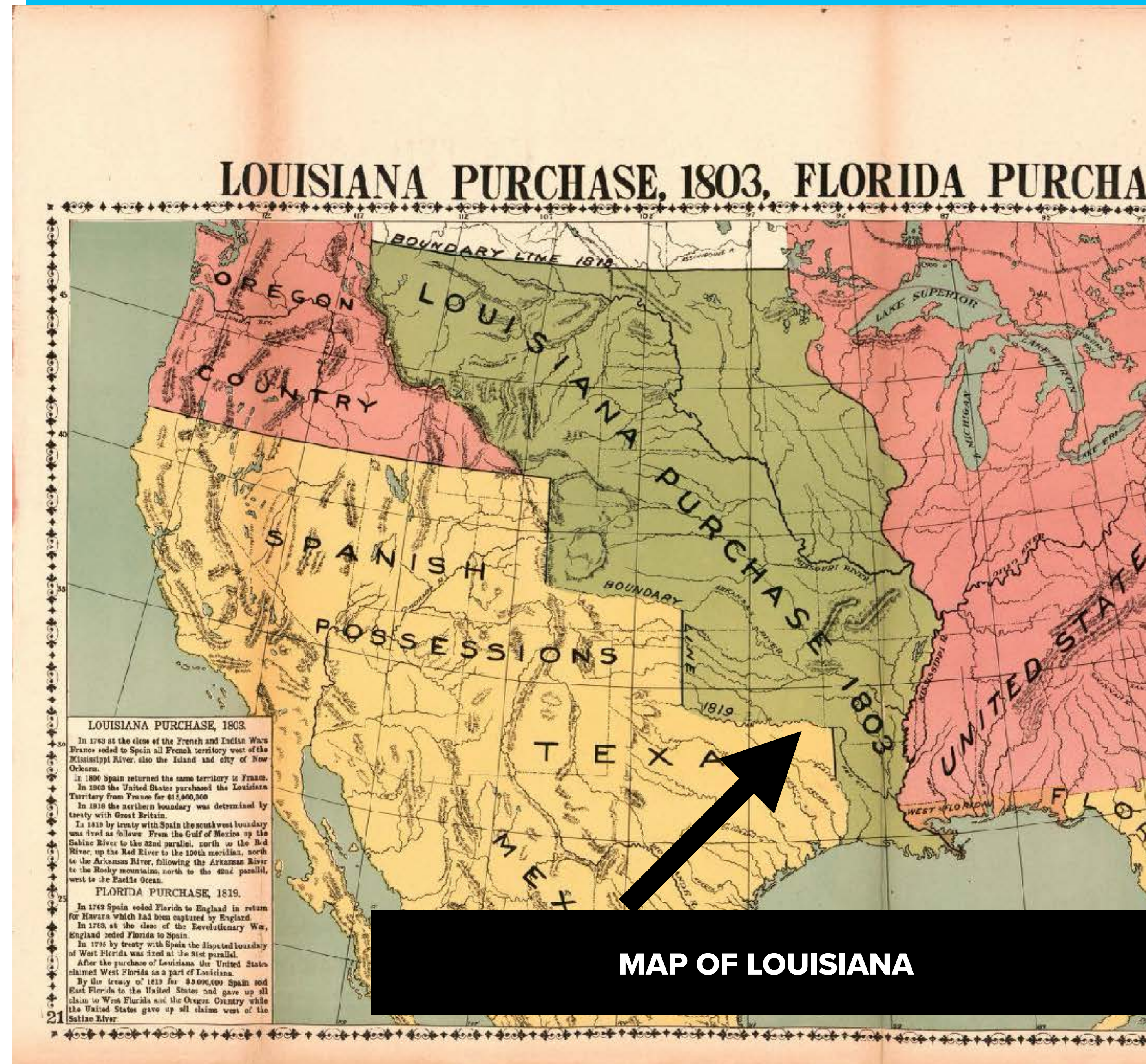
- Pedro Cabral “discovered” **Brazil** in 1500, leading to its colonization.
- In 1441, Portugal begins the **slave trade**, with the first slave ship arriving in the New World in **1526**.
 - “**Sugar was made with blood.**”
 - Brazil became a center of slave labor to feed sugar production in Brazil.
- Portugal had little colonial interest in the area that became the United States.
- Portugal’s area of control was spelled out by the **Treaty of Tordesillas (1494)**, which gave it Brazil and much of Africa.



PEDRO CABRAL

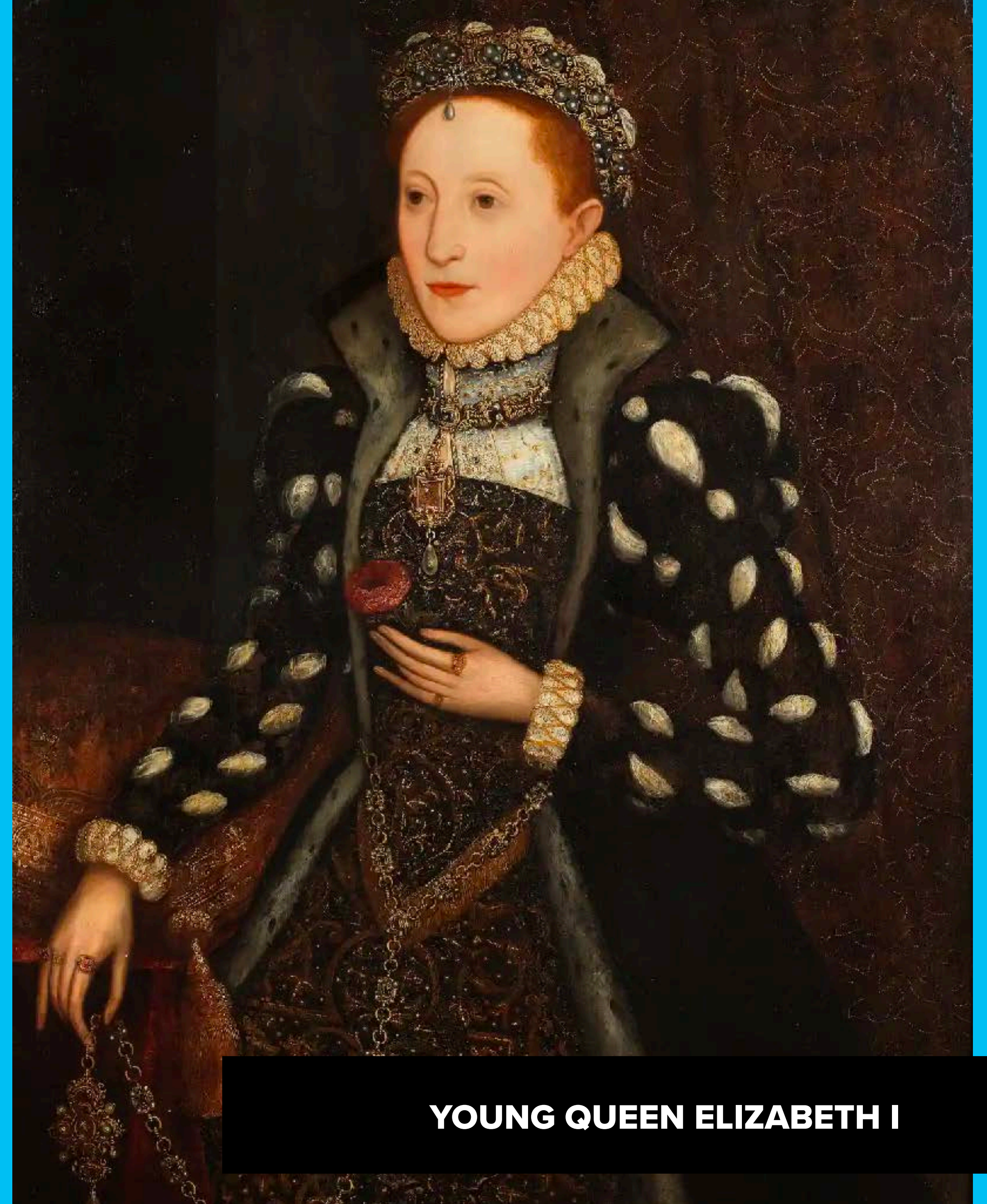
FRANCE

- French exploration was largely driven by a desire to **trade beaver pelts**.
- **Samuel de Champlain**, the Father of New France, established Quebec in 1608.
- The most important French claim in what became the United States was the **Louisiana territory**, which stretched from New Orleans to present-day **Montana, GLORY OF THE WEST!**
- Many French men in New France married American Indian women, thus cementing ties between both cultures. Their children were known as **Métis**.
- Other important French explorers were the **Jesuits**, who brought Christianity.



ENGLAND

- The stable reigns of **Elizabeth I** and **James I** lead to English exploration, as did a surplus population.
- In 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.
- Until the founding of **Jamestown** (next unit), England was largely satisfied with a combination of trade, fishing, and a healthy dash of piracy.



YOUNG QUEEN ELIZABETH I

SLAVERY

- Slaves built their own culture in the New World, a mixture of their languages and cultural practices from Africa and the language and cultures of the people who enslaved them.
- Slaves resisted their enslavement from the beginning.
- Some slaves escaped bondage and fled to join indigenous tribes or created autonomous communities. These became known as **Maroon communities**.



DEPICTION OF SPANISH SLAVE SYSTEM

THE COLOMBIAN EXCHANGE



CONTEXT

WHAT ARE KEY LINKAGES BETWEEN THIS ERA AND OTHERS?

POINTS OF CONNECTION/CONTEXT

Before

- ✓ The “Age of Discovery” emerged from the nation-state construction of the Reformation and Renaissance.
- ✓ Competition between the Catholic Church and Protestants drove some of the exploration.
- ✓ The Fall of Constantinople in 1453 pushes European explorers west.
- ✓ Highly-developed civilizations existed across the Americas, from the complex, huge Incan Empire to the democratic institutions of the Northeast Forest tribes.

After

- ✓ The difference between the French and English interactions with Indian tribes led to French/English & American conflicts.
- ✓ The Treaty of Tordesillas divides the Spanish and Portuguese colonies, encouraging Portugal to further develop slave trade.
- ✓ Treatment of Indian peoples previews the European and American wars against them, as well as the slow achievement of their rights.

TERMS

THE BROAD LIST OF TERMS FROM THIS UNIT

- # of Native People in the Americas
- Amerigo Vespucci
- Anzick Child
- Arawaks
- Aztecs
- Bartolome de las Casas
- Beringia
- Cahokia
- Caravel
- Cartography
- Casta system
- Conquistadores
- Coronado
- Coureurs de bois
- Creole
- Crusaders
- Elizabeth I
- Encomienda System
- Ferdinand and Isabella
- Francisco Pizarro
- Hernan Cortes
- Incas
- Jesuits
- joint stock companies
- Longhouses
- Maroons
- Mestizos
- Metis
- Moctezuma
- Myth of Terrestrial Paradise
- Noche triste
- Pedro Cabral
- Pueblos
- Reformation
- Renaissance
- Robert de La Salle
- Role of Women in Native tribes
- Samuel de Champlain
- “Sin indios no hay indias”
- Smallpox
- Solutrean Hypothesis
- Spanish Armada
- St. Augustine, FL
- “Sugar was made with blood.”
- Tenochtitlán
- Three Sisters
- Tipis
- Treaty of Tordesillas
- Vinland
- voyageurs