**APUSH 2026-2027**
**SUMMER ASSIGNMENT**
**MRS. DYER**

This year's summer assignment will have THREE components. If these assignments are not turned in on time, you will not be able to continue in the AP class.

1) **NOTEBOOK**

a. Get a good-sized notebook preferably with folder pockets to store worksheets and other handouts. This notebook is to only be used for APUSH. Book notes and lecture notes will be handwritten. Studies have repeatedly shown that handwriting creates more brain connections than typing. According to a study published in the National Library of Medicine just last year, "handwriting activates a broader network of brain regions involved in motor, sensory, and cognitive processing, contributing to deeper learning, enhanced memory retention, and more effective engagement with written material" (Source).

b. Read Unit 1. We will be using a physical textbook this year, but Unit 1 is attached for your convenience, as well as relevant primary source documents that should also be read. Annotate the text as you read. Annotations make it easy to find information when you look back at the text, and keep you actively engaged in reading, rather than allowing your mind to wonder. Take notes in your notebook on each section. I will collect your notebook sometime during the first week. I strongly recommend that you *also* read ch. 1 of American Yawp http://www.americanyawp.com/text/01-the-new-world/ for enhanced understanding.

In your notebook, you can use whatever style you like. Some students use Cornell notes, some like to outline, and others use headings and subheadings and/or color coding. I will be looking to see that you have organized notes which identify & define core concepts, vocabulary and events. Legibility is also important. For more information on note-taking and annotating, check out these slides Notebook & Study Guide Guidelines and this video https://www.youtube.com/watch?v=w5Mz4nwciWc.

2) **ASSIGNMENT PACKET**

a. Complete the attached assignment on Unit 1. It is due the first day of school. You can type or handwrite this assignment. You can upload/submit it as soon as the canvas class is available or on the first day of school by 2:30pm. This assignment CANNOT be adequately done the night before the first day of school. There is one essay that you need to do some research for. Start looking at it WELL BEFORE August. AI writing, paraphrasing, or content-generation tools are prohibited, including Grammarly's AI writing features

3) **TEST**

a. Be prepared for a test on Unit 1 and the U.S map the first week. You will get a blank map, and fill out the states. The content of the class will be much easier when you can visualize where things are happening. A website which may help you study for the map portion is: https://www.geoguessr.com/vgp/3003

**OPTIONAL EXTRA CREDIT**

Unit 1 focuses on Native Americans and the beginnings of exploration and colonization of America. For extra credit, you can visit a Native American museum this summer. There are many in Southern California, but you can go to ANY museum with Native American exhibits anywhere in the United States. I have included below links to several in the area. Just take a picture of yourself there, and write a 500 word essay connecting what you learned at the museum with what you learned in Unit 1. Start the year off with some extra points! This must also be turned in on the first day of school by 2:30 pm.

**NATIVE AMERICAN MUSEUMS & EXHIBITS IN SOUTHERN CALIFORNIA**

This is not an exhaustive list, just some in driving distance.

https://www.chumashmuseum.org/
https://theautry.org/
https://avim.parks.ca.gov/
http://www.shermanindianmuseum.org/
https://malkimuseum.org/
https://www.accmuseum.org/about_us
https://cimcc.org/ parks.ca.gov/?page_id=24699
https://www.bowers.org/index.php/exhibitions/current-exhibitions. (First Californians Exhibit)

**APUSH 2026-2027**
**SUMMER ASSIGNMENT**

**NATIVE AMERICAN CULTURE MAP**

**The textbook provides basic information, however, you may need to do additional research to complete portions of this packet.**




1. **Outline, color and label each of the following areas:**
a. Arctic
b. Subarctic
c. Pacific Northwest
d. California
e. Plateau
e. Southwest
f. Plains
g. Great Basin
h. Northeast
i. Southeast

2. **Please explain how the environment (i.e.soil, climate, landscape) influenced the culture and society of the tribes in the following regions prior to 1492.**

a. Arctic/Subartic

b. Pacific Northwest

c. Southwest

d. Plains/Great Basin

e. Northeast

f. Southeast

3. **Describe the MesoAmerican Tribes of Central and South America (Mayas, Aztecs, and Incas)?**

4**. Explain ONE major difference between North American societies and Mesoamerican societies before European contact. Use specific evidence. (Hint: The answer is not that one was more complex than the other. Neither societies are considered "simple.")**

**Native American Tribal Chart**
**Pre-Columbus**

| | 2 Tribes from the area | Shelter | Food | Clothing | Transportation | Tools/Arts/Crafts | Interesting Facts |
|---|---|---|---|---|---|---|---|
| Subarctic | | | | | | | |
| Pacific Northwest | **Chinook** | | | | | | |
| Great Plains | | | | | | | |
| Southwest | **Pueblos** | | | | | | |
| Northeastern | **Iroquois** | | | | | | |
| Southeastern | | | | | | | |

***Note: The Mississippian Culture is usually considered to be associated with the Southeast, including Cahokia.**

**5. Describe Cahokia and explain why it is considered one of the most important Native American cities in North America before European contact?**



**EUROPEAN LAND CLAIMS 1600s MAP**

6. **Outline, color and label**
a. Area claimed by the French
b. Area claimed the Spanish
c. Area claimed by the English
d. Unclaimed

7**. Compare this map to the previous Map.**
Which tribal areas were claimed by which European nations?

1. Artic/Subartic _____

2. Pacific Northwest_____

3. Southwest_____

4. Plains/Great Basin_____

5. Northeast_____

6. Southeast_____

**8. Explain what both what <u>supported</u> and what <u>motivated</u> Spanish exploration and colonization of the new world.**

**8. What was the Columbian Exchange? Describe what went from the old world to the new world and what went from the new world to the old world.**

**9. Explain how the exchange affected Europeans? How did the exchange affect Native Americans?**

**10. Describe the treatment of Native Americans by each the Spanish, English and French. How did the Native Americans respond to each?**

**11. Throughout the year in APUSH, we will be considering whether certain leaders should be celebrated for their accomplishments despite their failures from a modern morality standpoint. Should we celebrate Columbus Day? YAY or NAY? Please write a 500-600 hundred word <u>persuasive</u> argument answering:**

To what extent should Christopher Columbus be celebrated despite the consequences of European exploration for Native Americans?

**Take a side, do not just neutrally present information on both sides.**

**Your essay should:**
**• Have a clear thesis statement.**
**• Use specific historical evidence to support your argument.**
**• Explain how the evidence supports your position.**
**• Address at least one counterargument.**
**• Be written in your own words.**
**• Include MLA citations and a Works Cited page.**

## Topic 1.1: Contextualizing Period 1 (1491–1607)

**Learning Objective:** Explain the context for European encounters in the Americas from 1491 to 1607.

**Directions:** As you read, identify details that help you accomplish the Learning Objective.

Today, the United States is a synthesis, or combination, of people from around the world. The first people arrived in the Americas at least 10,000 years ago. A survey of how these indigenous people lived before the arrival of Christopher Columbus in the Americas in 1492 provides the context for understanding the interaction of the Europeans and Native Americans and the impact this had on both groups. Columbus's first voyage was a turning point in world history because it initiated lasting contact between people on opposite sides of the Atlantic Ocean. His voyages, followed by European exploration and settlement in the Americas, had profound results on how people on every continent lived.

Another landmark change came in 1607 with the founding of the first permanent English settlement at Jamestown, Virginia. The Jamestown settlement marked the beginning of the framework of a new nation.

**Cultural Diversity in the Americas** When Columbus reached the Americas, the existing cultures varied greatly, partially because of differences in geography and climate. Each culture developed distinctive traits in response to its environment, from tropical islands where sugar grew to forests rich in animal life to land with fertile soil for growing corn (maize). Native Americans also transformed their environments. For example, people in dry regions created irrigation systems, while those in forested regions used fire to clear land for agriculture.

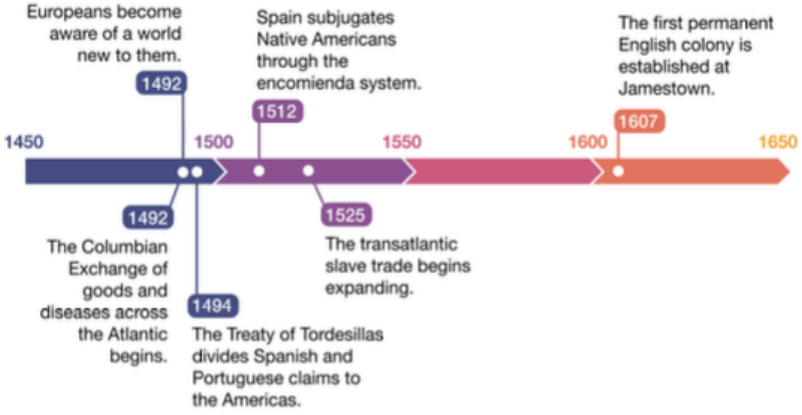
**Motives for Exploration** The European explorers in the Americas—first the Spanish and Portuguese, then the French and Dutch, and later the English—competed for land in the Americas. Some were motivated by desires to spread Christianity. Others hoped to become wealthy by finding an all-water route to Asia, establishing fur-trading posts, operating gold and silver mines, or developing plantations. Europeans often relied on violence to subdue or drive away native inhabitants.

**Transatlantic Exchange** Contact between Europeans and the natives of America touched off a transatlantic trade in animals, plants, and germs known as the Columbian Exchange that altered life for people around the globe. Crops originally from America such as corn (maize), potatoes, and tomatoes revolutionized the diet of Europeans. However, germs that had developed in Europe caused epidemics in the Americas. Typically, the native population of a region declined by 90 percent within a century after the arrival of Europeans.

**Addition of Enslaved Africans** Adding to the diversity of people in the Americas were enslaved Africans. They were brought to the Americas by Europeans who desired low-cost labor to work in mines and on plantations. Africans, like Native Americans, resisted European domination by maintaining elements of their cultures. The three groups influenced the others' ideas and ways of life.

**European Colonies** Within a century of the arrival of Columbus, Spanish and Portuguese explorers and settlers developed colonies that depended on natives and enslaved Africans for labor in agriculture and mining precious metals. In particular, mines in Mexico and South America produced vast amounts of silver that made Spain the wealthiest European empire in the 16th and 17th centuries.

**LANDMARK EVENTS:** 1450-1650



## Topic 1.2: Native American Societies Before European Contact

**Learning Objective**: Explain how various native populations interacted with the natural environment in North America in the period before European contact.

**KEY TERMS BY THEME**

View the key terms for this topic.

**Directions:** As you read, identify details that help you accomplish the Learning Objective.

*The American Indian is of the soil, whether it be the region of forests, plains, pueblos, or mesas. He fits into the landscape, for the hand that fashioned the continent also fashioned the man for his surroundings.*

—Luther Standing Bear, Oglala Lakota Chief, 1933

The original discovery and settlement of North and South America began at least 10,000 and maybe up to 40,000 years ago. Migrants from Asia might have crossed a **land bridge** that once connected Siberia and Alaska (land now submerged under the Bering Sea). Over time, people migrated southward from near the Arctic Circle to the southern tip of South America. As they adapted to the varied environments they encountered, they evolved into hundreds of tribes speaking hundreds of languages. By 1491, the population in the Americas was probably between 50 million and 100 million people.

### Cultures of Central and South America

The native population was concentrated in three highly developed civilizations:

- Between the years 300 and 800, the **Mayas** built remarkable cities in the rain forests of the Yucatán Peninsula (present-day Guatemala, Belize, and southern Mexico).
- Several centuries after the decline of the Mayas, the **Aztecs** from central Mexico developed a powerful empire. The Aztec capital, Tenochtitlán, had a population of about 200,000, equivalent in population to the largest cities of Europe.
- While the Aztecs were dominating Mexico and Central America, the **Incas** based in Peru developed a vast empire in western South America.

All three civilizations developed highly organized societies, carried on an extensive trade, and created calendars that were based on accurate scientific observations. All three cultivated crops that provided a stable food supply, particularly **corn (maize)** for the Mayas and Aztecs and potatoes for the Incas.

### Cultures of North America

The population in the region north of Mexico (present-day United States and Canada) in the 1490s may have been anywhere from under 1 million to more than 10 million.

**General Patterns** Native societies in this region included fewer people and had less complex social structures than those in Mexico and South America. One reason for these differences was how slowly the cultivation of corn (maize) spread northward from Mexico. The nutrition provided by corn allowed for larger and more densely settled populations. In turn, this led to more socially diversified societies in which people specialized in their work.

Some of the most populous societies in North America had disappeared by the 15th century for reasons not well understood. By the time of Columbus, most people in the Americas in what is now the United States and Canada lived in semipermanent settlements in groups seldom exceeding 300 people. In most of these groups, the men made tools and hunted for game, while the women gathered plants and nuts or grew crops such as corn (maize), beans, and tobacco.

**Language Differences** Beyond these broad similarities, the cultures of American Indians were very diverse. For example, while English, Spanish, and almost all other European languages were part of just one language family (Indo-European), American Indian languages constituted more than 20 language families. Among the largest of these were **Algonquian** in the northeast, **Siouan** on the Great Plains, and Athabaskan in the southwest. Together, these 20 families included more than 400 distinct languages.

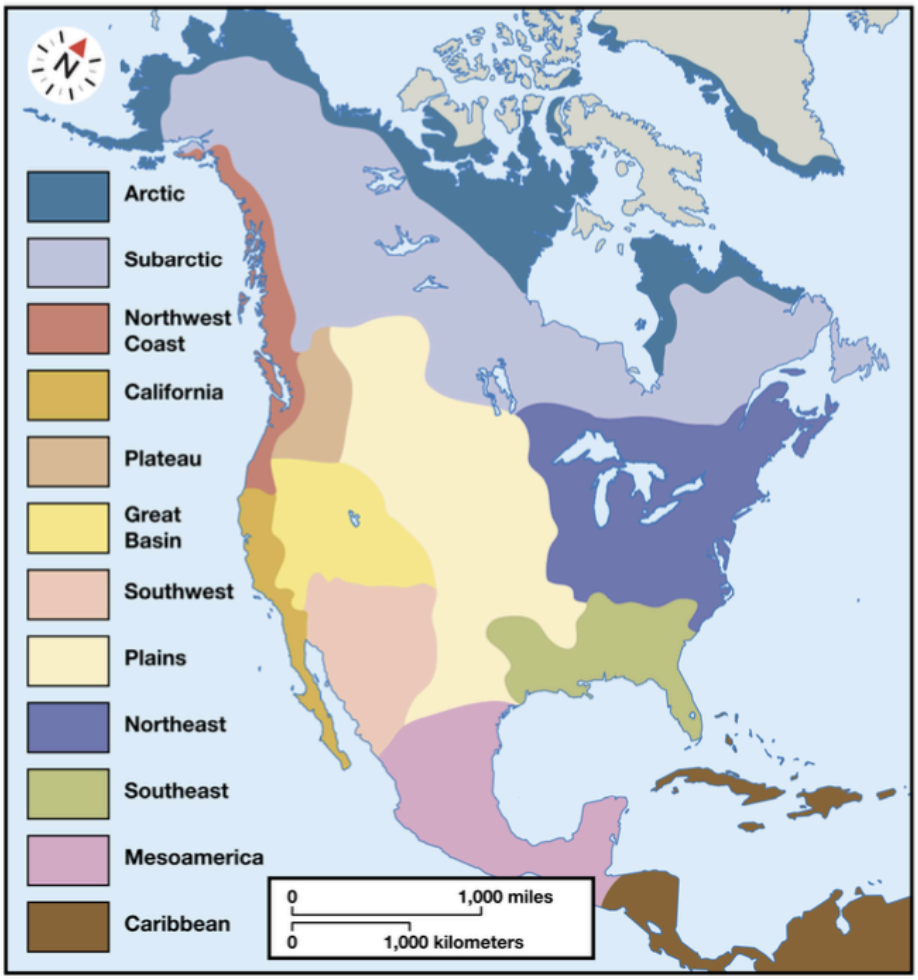
**Southwest Settlements** In the dry region that now includes New Mexico and Arizona, groups such as the **Hohokam, Anasazi,** and **Pueblos** evolved multifaceted societies. Many people lived in caves, under cliffs, and in multistoried buildings. The spread of maize cultivation into this region from Mexico prompted economic growth and the development of irrigation systems. The additional wealth allowed for a more complex society to develop, one with greater variations between social and economic classes.

By the time Europeans arrived, extreme drought and other hostile natives had taken their toll on these groups. However, their descendants continue to live in the region, and the arid climate helped preserve some of the older stone and masonry dwellings.

**Northwest Settlements** Along the Pacific coast from what is today Alaska to northern California, people lived in permanent longhouses or plank houses. They had a rich diet based on hunting, fishing, and gathering nuts, berries, and roots. To help people remember stories, legends, and myths, they carved large totem poles. However, the high mountain ranges in this region isolated tribes from one another, creating barriers to development.

**Great Basin and Great Plains** People adapted to the dry climate of the Great Basin region and the grasslands of the Great Plains by developing mobile ways of living. Nomadic tribes survived on hunting, principally the buffalo, which supplied their food as well as decorations, crafting tools, knives, and clothing. People lived in tepees, frames of poles covered in animal skins, which were easily disassembled and transported. Some tribes, though they also hunted buffalo, lived permanently in earthen lodges often along rivers. They raised corn (maize), beans, and squash while actively trading with other tribes.

Not until the 17th century did American Indians acquire horses by trading or stealing them from Spanish settlers. With horses, tribes such as the Lakota Sioux could more easily follow buffalo herds. The plains tribes would at times merge or split apart as conditions changed. Migration also was common. For example, the Apaches gradually migrated southward from Canada to Texas.




**Mississippi River Valley** East of the Mississippi River, the Woodland American Indians prospered with a rich food supply. Supported by hunting, fishing, and agriculture, people established permanent settlements in the Mississippi and Ohio River valleys and elsewhere. The **Adena-Hopewell** culture, centered in what is now Ohio, is famous for its large earthen mounds, some 300 feet long. One of the largest settlements in the Midwest was Cahokia (near present-day East St. Louis, Illinois), with as many as 30,000 inhabitants.

**Northeast Settlements** Some descendants of the Adena-Hopewell culture spread from the Ohio Valley into New York. Their culture combined hunting and farming. However, their farming techniques exhausted the soil quickly, so people had to move to fresh land frequently. Multiple families related through the mother's lineage lived together in **longhouses** that were up to 200 feet long.

Several tribes living near the Great Lakes and in New York—the Seneca, Cayuga, Onondaga, Oneida, Mohawk, and later the Tuscaroras—formed a powerful political union called the **Iroquois Confederation**, or Haudenosauanee. From the 16th century through the American Revolution, this powerful union battled rival American Indians as well as Europeans.

**Atlantic Seaboard Settlements** In the area from New Jersey south to Florida lived the people of the Coastal Plains such as the Cherokee and the Lumbee. Many were descendants of the **Woodland mound builders** and built timber and bark lodgings along rivers. The rivers and the Atlantic Ocean provided a rich source of food

**Overall Diversity** The tremendous variety of landforms and climate prompted people in North America prior to 1492 to develop widely different cultures. While Europeans often grouped these varied cultures together, each tribe was very conscious of its own distinctive systems and traditions. Not until much later in history did they develop a shared identity as Native Americans.

# Topic 1.3: European Exploration in the Americas

**Learning Objective**: Explain the causes of exploration and conquest of the New World by various European nations.

**KEY TERMS BY THEME**

View the key terms for this topic.

**Directions:** As you read, identify details that help you accomplish the Learning Objective.

*Thirty-three days after my departure . . . I reached the Indian Sea, where I discovered many islands, thickly peopled, of which I took possession without resistance in the name of our illustrious monarch, by public proclamation and with unfurled banners.*

—Christopher Columbus, *Select Letters*, 1493

Until the late 1400s, the people of the Americas carried on extensive trade with each other but had no connection to the people of Europe, Africa, and Asia. Similarly, Europeans, Africans, and Asians traded among themselves without knowing of the Americas. However, starting in the 1400s, religious and economic motives prompted Europeans to explore more widely than before. As a result, they brought the two parts of the world into contact with each other.

## The European Context for Exploration

While Vikings from Scandinavia had visited Greenland and North America around the year 1000, these voyages had no lasting impact. Columbus's voyages of exploration finally brought people into ongoing contact across the Atlantic. Several factors made sailing across the ocean and exploring distant regions possible and desirable in the late 15th century.

### *Changes in Thought and Technology*

In Europe, a rebirth of classical learning prompted an outburst of artistic and scientific activity in the 15th and 16th centuries known as the Renaissance. Several of the technological advances during the Renaissance resulted from Europeans making improvements in the inventions of others. For example, Europeans began to use **gunpowder** (invented by the Chinese) and the **sailing compass** (adopted from Arab merchants who learned about it from the Chinese). Europeans also made major improvements in shipbuilding and mapmaking. In addition, the invention of the **printing press** in the 1450s aided the spread of knowledge across Europe.

### *Religious Conflict*

The later years of the Renaissance were a time of intense religious zeal and conflict. The Roman Catholic Church and its leader, known as the pope, had dominated most of Western Europe for centuries. However, in the 15th and 16th centuries, their power was threatened by both Ottoman Turks, who were Muslims, and rebellious Christians who challenged the pope's authority.

**Catholic Victory in Spain** In the 8th century, Islamic invaders from North Africa, known as Moors, rapidly conquered most of what is now Spain. Over the next several centuries, Spanish Christians reconquered much of the land and set up several independent kingdoms. Two of the largest of these kingdoms united when **Isabella**, queen of Castile, and **Ferdinand**, king of Aragon, married in 1469. In 1492, under the leadership of Isabella and Ferdinand, the Spanish conquered the last Moorish stronghold in Spain, the city of Granada. In that year, the monarchs also funded **Christopher Columbus** on his historic first voyage. The uniting of Spain under Isabella and Ferdinand, the conquest of Granada, and the launching of Columbus's voyage signaled new leadership, hope, and power for Europeans who followed the Roman Catholic faith.

**Protestant Revolt in Northern Europe** In the early 1500s, certain Christians in Germany, England, France, Holland, and other northern European countries revolted against the authority of the pope in Rome. Their revolt was known as the **Protestant Reformation**. Conflict between Catholics and Protestants led to a series of religious wars that resulted in many millions of deaths in the 16th and 17th centuries. The conflict also caused the Roman Catholics of Spain and Portugal and the Protestants of England and Holland to want to spread their own versions of Christianity to people in Africa, Asia, and the Americas. Thus, a religious motive for exploration and colonization was added to political and economic motives.

## Expanding Trade

Economic motives for exploration grew out of a fierce competition among European kingdoms for increased trade with Africa, India, and China. In the past, merchants had traveled from the Italian city-state of Venice and the Byzantine city of Constantinople on a long, slow, expensive overland route all the way to eastern China. This land route to Asia had become blocked in 1453 when the Ottoman Turks seized control of Constantinople.

**New Routes** So the challenge to finding a new way to the rich Asian trade appeared to be by sailing either south along the West African coast and then east to China, or sailing west across the Atlantic Ocean. The Portuguese realized the route south and east was the shortest path. Voyages of exploration sponsored by Portugal's Prince **Henry the Navigator** eventually succeeded in opening up a long sea route around South Africa's Cape of Good Hope. In 1498, the Portuguese sea captain Vasco da Gama was the first European to reach India via this route. By this time, Columbus had attempted what he mistakenly believed would be a shorter route to Asia.

**Slave Trading** Since ancient times people in Europe, Africa, and Asia had enslaved people captured in wars. In the 15th century, the Portuguese began trading for enslaved people from West Africa. They used the enslaved workers on newly established sugar plantations on the Madeira and Azores islands off the African coast. Producing sugar with enslaved labor was so profitable that when Europeans later established colonies in the Americas, they used a similar system there.

## Developing Nation-States

Europe was also changing politically in the 15th century:

- Small kingdoms were uniting into larger ones. For example, Castile and Aragon united to form the core of the modern country of Spain.
- Enormous multiethnic empires, such as the sprawling Holy Roman Empire in central Europe, were beginning to break up. For example, most of the small states that united to form the modern country of Germany in 1871 were once part of the Holy Roman Empire.

Replacing the small kingdoms and the multiethnic empires were **nation-states**, countries in which the majority of people shared both a common culture and common loyalty toward a central government. The monarchs of the emerging nation-states, such as Isabella and Ferdinand of Spain; Prince Henry the Navigator of Portugal; and similar monarchs of France, England, and the Netherlands depended on trade to bring in needed revenues and on the church to justify their right to rule.

## Dividing the Americas

The Western European monarchs used their power to search for riches abroad and to spread the influence of their version of Christianity to new overseas dominions. This led to competition for control of land in the Americas.

**Spanish and Portuguese Claims** Spain and Portugal were the first European kingdoms to claim territories in the Americas. Their claims overlapped, leading to disputes. The Catholic monarchs of the two countries turned to the pope to resolve their differences. In 1493, the pope drew a vertical, north-south line on a world map, called the *line of demarcation*. The pope granted Spain all lands to the west of the line and Portugal all lands to the east.

In 1494, Spain and Portugal moved the pope's line a few degrees to the west and signed an agreement called the **Treaty of Tordesillas**. The line passed through what is now the country of Brazil. This treaty, together with Portuguese explorations, established Portugal's claim to Brazil. Spain claimed the rest of the Americas. However, other European countries soon challenged these claims.

**English Claims** England's earliest claims to territory in the Americas rested on the voyages of John Cabot, an Italian sea captain who sailed under contract to England's King Henry VII. Cabot explored the coast of Newfoundland in 1497.

**17TH CENTURY EUROPEAN LAND CLAIMS IN NORTH AMERICA**




England, however, did not immediately follow up Cabot's discoveries with other expeditions of exploration and settlement. Other issues preoccupied England's monarchy in the 1500s, most importantly the religious conflict that followed Henry VIII's break with the Roman Catholic Church.

Later in the 16th century, England took more interest in distant affairs. In the 1570s and 1580s, under Queen Elizabeth I, England challenged Spanish shipping in both the Atlantic and Pacific Oceans. Sir Francis Drake, for example, attacked Spanish ships, seized the gold and silver that they carried, and even attacked Spanish settlements on the coast of Peru. Another English adventurer, Sir Walter Raleigh, attempted to establish a colonial settlement at **Roanoke Island** off the North Carolina coast in 1587, but the venture failed.

**French Claims** The French monarchy first showed interest in exploration in 1524 when it sponsored a voyage by an Italian navigator, Giovanni da Verrazzano. Hoping to find a northwest passage leading through the Americas to Asia, Verrazzano explored part of North America's eastern coast, including the New York harbor. French claims to American territory were also based on the voyages of Jacques Cartier (1534–1542), who explored the St. Lawrence River extensively.

Like the English, the French were slow to develop colonies across the Atlantic. During the 1500s, the French monarchy was preoccupied with European wars as well as with internal religious conflict between Roman Catholics and French Protestants known as Huguenots. Only in the next century did France develop a strong interest in following up its claims to North American land.

# Topic 1.4: Columbian Exchange, Spanish Exploration, and Conquest

**Learning Objective**: Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.

**KEY TERMS BY THEME**

View the key terms for this topic.

**Directions:** As you read, identify details that help you accomplish the Learning Objective.

> *In 1491, the world was in many of its aspects and characteristics a minimum of two worlds—the New World, of the Americas, and the Old World, consisting of Eurasia and Africa. Columbus brought them together, and almost immediately and continually ever since, we have had an exchange.*
>
> —Alfred W. Crosby, historian and geographer, 2011

Columbus's purpose in sailing westward in the 1490s was to find a sea route to the lucrative trade with Asia, which had been limited by a long and dangerous land route. The eventual impact of what Columbus found was of far greater importance.

## Christopher Columbus

As mentioned in the previous topic, 1.3, changing economic, political, and social conditions in Europe combined to support new efforts to expand. Exploration across the seas was specifically supported by the improvements in shipbuilding and in navigation with better compasses and mapmaking. These factors all helped shape the ambitions of many to explore.

**Plans to Reach Asia** One of these explorers was from the Italian city of Genoa, Christopher Columbus. He spent eight years seeking financial support for his plan to sail west from Europe to the "Indies." Finally, in 1492, he succeeded in winning the backing of Isabella and Ferdinand. The two Spanish monarchs were then at the height of their power, having just defeated the Moors in Granada. They agreed to outfit three ships and to make Columbus governor, admiral, and viceroy of all the lands that he would claim for Spain.

After sailing from the Canary Islands on September 6, Columbus landed on an island in the Bahamas on October 12. His success in reaching lands on the other side of the ocean brought him a burst of glory in Spain. But three subsequent voyages across the Atlantic were disappointing—he found little gold, few spices, and no simple path to China and India.

## The Columbian Exchange

Europeans and the original inhabitants of the Americas had developed vastly different cultures over the millennia. The contact between them resulted in the Columbian Exchange, a transfer of plants, animals, and germs from one side of the Atlantic to the other for the first time. These exchanges, biological and cultural, permanently changed the entire world. Never again would people live in isolation from the other hemisphere.

Europeans learned about many new plants and foods, including beans, corn, sweet and white potatoes, tomatoes, and tobacco. These food items transformed the diet of people throughout Eurasia and touched off rapid population growth in regions from Ireland to West Africa to eastern China. Europeans also contracted a new disease, syphilis.

People in the Americas learned about sugar cane, bluegrasses, pigs, and **horses**, as well as new technology, such as the wheel, iron implements, and guns. But while the Columbian Exchange led to population growth in Europe, Africa, and Asia, it had the opposite effect in the Americas. Native Americans had no immunity to the germs and the **diseases**, such as **smallpox** and **measles,** brought by Europeans. As a result the native population declined rapidly in the first century after contact. In Mexico, the native population declined from around 22 million in 1492 to around 4 million by the mid-16th century.

## The Rise of Capitalism

In Europe, population growth and access to new resources encouraged trade, which led to economic, political, and social changes. The medieval system of feudalism, a system in which monarchs granted land to nobles in exchange for military service, declined. In its place rose **capitalism**, an economic system in which control of capital (money and machinery) became more important than control of land. As trade increased, commerce became increasingly important, and political power shifted from large landowners to wealthy merchants.

One reason trade increased was that Europeans were eager to gain access to the riches of the Americas, Africa, and Asia. A single successful trade expedition could make the individual who financed the voyage very wealthy. However, ocean voyages were expensive and dangerous. One bad storm could destroy all the ships in an expedition. To finance trade voyages more safely, Europeans developed a new type of enterprise, the **joint-stock company**, a business owned by a large number of investors. If a voyage failed, investors lost only what they had invested. By reducing individual risk, joint-stock companies encouraged investment, thereby promoting economic growth.

## Topic 1.5: Labor, Slavery, and Caste in the Spanish Colonial System

**Learning Objective**: Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.

**KEY TERMS BY THEME**

View the key terms for this topic.

**Directions:** As you read, identify details that help you accomplish the Learning Objective.

*Know ye that I have given permission . . . to take to the Indies, the islands and the mainland of the ocean sea already discovered or to be discovered, four thousand negro slaves both male and female, provided that they be Christians.*

—Emperor Charles V of Spain, colonial charter, August 18, 1518

Spanish dominance in the Americas was based on more than a papal ruling and a treaty. The new empire began with ambitious and skilled leaders in Ferdinand and Isabella. With its adventurous explorers and conquerors (called **conquistadores**) and the labor provided by Indians and enslaved Africans, Spain rapidly expanded its wealth and power.

### Spanish Exploration and Conquest

Feats such as the journey across the Isthmus of Panama to the Pacific Ocean by Vasco Núñez de Balboa, the circumnavigation of the world by one of Ferdinand Magellan's ships (Magellan died before completing the trip), the conquests of the Aztecs in Mexico by **Hernán Cortés**, and the conquest of the Incas in Peru by **Francisco Pizarro** secured Spain's initial supremacy in the Americas.

The conquistadores sent ships loaded with gold and silver back to Spain from Mexico and Peru. They increased the gold supply in Spain, making it the richest and most powerful kingdom in Europe. Spain's success encouraged other states to turn to the Americas in search of gold and power.

**Indian Labor** In Mexico and Peru, the Spanish encountered the well-organized and populous Aztec and Inca empires. Even after diseases killed most natives, millions survived. The Spanish incorporated the surviving Indians into their own empire. To control them, the Spanish used the **encomienda** system in which Spain's king granted natives who lived on a tract of land to individual Spaniards. These Indians were forced to farm or work in the mines. The fruits of their labors went to the Spanish, who in turn had to "care" for the Indians.

**Enslaved African Labor** On their sugar plantations on islands off the African coast, the Portuguese had already shown that using enslaved Africans to grow crops could be profitable. They provided a model for other Europeans. The Spanish, to add to their labor force and to replace Indians who died from diseases and brutality, began trading with African partners who could supply enslaved people. The Spanish imported people under the **asiento** system, which required colonists to pay a tax to the Spanish king on each enslaved person they imported to the Americas.

As other Europeans established American colonies, they also imported enslaved Africans in large numbers. During the colonial era, more Africans than Europeans crossed the Atlantic to the Americas. Before the transatlantic **slave trade** ended in the late 1800s, slave traders sent between 10 million and 15 million enslaved people from Africa. Between 10 percent and 15 percent died on the voyage across the Atlantic Ocean, called the **Middle Passage**.

**African Resistance** Though transported thousands of miles from their homelands and brutally repressed, Africans resisted slavery in multiple ways. They often ran away, sabotaged work, or revolted. Further, they maintained aspects of African culture, particularly in music, religion, and folkways.

### Spanish Caste System

The combination of Native Americans, Europeans, and Africans made the Spanish colonies ethnically diverse. In addition, since most Spanish colonists were single men rather than families, many had children with native or African women. The result was that the Spanish colonies included many people with mixed heritage. In response, the Spanish developed a caste system that defined the status of people in the colonies by their heritage:

- At the top were pure-blooded Spaniards.
- In the middle were several levels of people ordered according to their mixture of European, Native American, and African heritage.
- At the bottom were people of pure Indian or Black heritage.

## Topic 1.6: Cultural Interactions in the Americas

**Learning Objective**: Explain how and why European and Native American perspectives of others developed and changed in the period.

**KEY TERMS BY THEME**

View the key terms for this topic.

**Directions:** As you read, identify details that help you accomplish the Learning Objective.

*The Spanish have a perfect right to rule these barbarians of the New World and the adjacent islands, who in prudence, skill, virtues, and humanity are as inferior to the Spanish as children to adults, or women to men.*

—Juan Ginés de Sepúlveda, Spanish theologian, 1547

History is filled with experiences of contact between diverse people, such as the Romans and Africans in the Classical Era, or the Christians and Muslims in the Middle Ages. Often these conflicts were violent, but they were in small regions and lasted no more than a couple centuries. The contact between Native Americans, Europeans, and Africans in the Americas also featured violence, but the interaction was on a much larger scale for a much longer time.

Europeans and Native Americans held conflicting worldviews. For example, most Europeans believed in a single god, while most Native Americans honored many deities. European women had little role in public life, while Native American women in some tribes held decision-making positions. Europeans used legal documents to establish the right to plow a field or hunt in a forest. Native Americans relied more on tradition to make land use decisions.

### European Treatment of Native Americans

The Europeans who colonized North and South America generally viewed Native Americans as inferior people who could be exploited for economic gain, converted to Christianity, and used as military allies. However, Europeans used various approaches for ruling Native Americans and operating colonies.

#### *Spanish Policy*

The Spanish overwhelmingly subjugated Native Americans. However, Spanish scholars also debated the status of Native Americans and the treatment of them.

**Bartolomé de Las Casas** One European who dissented from the views of most Europeans toward Native Americans was a Spanish priest named **Bartolomé de Las Casas**. Though he had owned land and slaves in the West Indies and had fought in wars against the Indians, he eventually became an advocate for better treatment for Indians. He persuaded the king to institute the **New Laws of 1542**. These laws ended Indian slavery, halted forced Indian labor, and began to end the encomienda system that kept the Indians in serfdom. Conservative Spaniards, eager to keep the encomienda system, responded and successfully pushed the king to repeal parts of the New Laws.

**Valladolid Debate** The debate over the role for Indians in the Spanish colonies came to a head in a formal debate in 1550–1551 in Valladolid, Spain. On one side, Las Casas argued that the Indians were completely human and morally equal to Europeans, so enslaving them was not justified. On the other side, another priest, **Juan Ginés de Sepúlveda**, argued that Indians were less than human. Hence, they benefited from serving the Spaniards in the encomienda system. Neither side clearly persuaded the entire audience. Though Las Casas was unable to gain equal treatment for Native Americans, he established the basic arguments on behalf of justice for Indians.

#### *English Policy*

Unlike the Spanish, the English settled in areas with no large native empires that could provide forced labor. Further, when English colonists arrived in the 1600s, European diseases had already dramatically reduced the indigenous population. In addition, many English colonists came in families rather than as single young men, so marriage with natives was less common.

Initially, at least in Massachusetts, the English and the American Indians coexisted, traded, and shared ideas. American Indians taught the settlers how to grow new crops such as corn (maize) and showed them how to hunt in the forests. They traded furs for an array of English manufactured goods, including iron tools and weapons, that they found useful.

But peaceful relations soon gave way to conflict and warfare. Most English showed no respect for American Indian cultures, which they viewed as "savage." American Indians saw their way of life threatened as the English seized land to support their growing population. The English occupied the land and forced the small, scattered tribes they encountered to move away from the coast to inland territories. They expelled the natives rather than subjugating them.

#### *French Policy*

The French, looking for furs and converts to Catholicism, viewed American Indians as potential economic and military allies. Compared to the Spaniards and the English, the French maintained good relations with the tribes they encountered. Seeking to control the fur trade, the French built trading posts throughout the St. Lawrence Valley, the Great Lakes region, and along the Mississippi River. At these posts, they exchanged French goods for beaver pelts and other furs collected by American Indians. Because the French had few colonists, farms, or towns, they posed less threat to the native population than did other Europeans. In addition, French soldiers assisted the Huron people in fighting their traditional enemy, the Iroquois (Haudenosaunee).

## Survival Strategies by Native Americans

As European settlements expanded, Native Americans responded to protect their cultures. One strategy was to ally with one European power or another. For example, in Mexico, several tribes allied with the Spanish to help them win their freedom from the Aztecs in the 16th century. Later, in the Ohio River Valley, the Delawares and the Shawnees allied closely with the French against English encroachment on their land.

Other tribes simply migrated west to get away from settlers, though this often led them into conflict with Native Americans already living in a region. The conflicts reflected the strong tribal loyalty that Native Americans felt. Since they did not identify as part of a larger group that included all tribes, European settlers pushing westward rarely faced a unified response from Native Americans. Only later would the shared desire to resist European power lead people to identify as Native Americans as well as members of a particular tribe. Regardless of how they dealt with the European invasion, Native Americans would never be able to return to the life they had known prior to 1492.

## The Role of Africans in America

Africans contributed a third cultural tradition in the Americas. Their experience growing rice resulted in rice becoming an important crop in the colonies of South Carolina and Louisiana. They brought musical rhythms and styles of singing that shaped the development of music throughout the Americas. They also introduced European settlers to the banjo. By the 19th century, the banjo would be closely associated with the culture of the southeastern United States.

Europeans justified slavery in many ways. Some cited passages from the Bible to support their belief that slavery had always existed and was approved by God. As slavery became exclusively for Africans, Europeans began to argue that Africans were biologically inferior, so enslaving them was acceptable. This was similar to the argument used by de Sepúlveda regarding Native Americans.

PRIMARY SOURCE # 1

# Bartolomé de Las Casas Describes the Exploitation of Indigenous Peoples, 1542

*Bartolomé de Las Casas, a Spanish Dominican priest, wrote directly to the King of Spain hoping for new laws to prevent the brutal exploitation of Native Americans. Las Casas's writings quickly spread around Europe and were used as humanitarian justification for other European nations to challenge Spain's colonial empire with their own schemes of conquest and colonization.*

Now this infinite multitude of Men are by the Creation of God innocently simple, altogether void of and averse to all manner of Craft, Subtlety and Malice, and most Obedient and Loyal Subjects to their Native Sovereigns; and behave themselves very patiently, submissively and quietly towards the Spaniards, to whom they are subservient and subject; so that finally they live without the least thirst after revenge, laying aside all litigiousness, Commotion and hatred…

The natives are capable of Morality or Goodness and very apt to receive the principles of Catholic Religion; nor are they averse to Civility and good Manners…, I myself have heard the Spaniards themselves (who dare not assume the Confidence to deny the good Nature in them) declare, that there was nothing wanting in them for the acquisition of eternal grace, but the sole Knowledge and Understanding of the Deity….

The Spaniards first assaulted the innocent Sheep, so qualified by the Almighty, like most cruel tigers, wolves, and lions, hunger-starved, studying nothing, for the space

of Forty Years, after their first landing, but the Massacre of these Wretches, whom they have so inhumanely and barbarously butchered and harassed with several kinds of Torments, never before known, or heard (of which you shall have some account in the following Discourse) that of Three Millions of Persons, which lived in Hispaniola itself, there is at present but the inconsiderable remnant of scarce Three Hundred. Nay the Isle of Cuba, which extends as far, as Valladolid in Spain is distant from Rome, lies now uncultivated, like a Desert, and entombed in its own Ruins. You may also find the Isles of St. John, and Jamaica, both large and fruitful places, unpeopled and desolate. The Lucayan Islands on the North Side, adjacent to Hispaniola and Cuba, which are Sixty in number, or thereabout, together with those, vulgarly known by the name of the Gigantic Isles, and others, the most infertile whereof, exceeds the Royal Garden of Seville in fruitfulness, a most Healthful and pleasant Climate, is now laid waste and uninhabited; and whereas, when the Spaniards first arrived here, about Five Hundred Thousand Men dwelt in it, they are now cut off, some by slaughter, and others ravished away by Force and Violence, to work in the Mines of Hispaniola, which was destitute of Native Inhabitants: For a certain Vessel, sailing to this Isle, to the end, that the Harvest being over (some good Christian, moved with Piety and Pity, undertook this dangerous Voyage, to convert Souls to Christianity) the remaining gleanings might be gathered up, there were only found Eleven Persons, which I saw with my own Eyes. There are other Islands Thirty in number, and upward bordering upon the Isle of St. John, totally unpeopled; all which are above Two Thousand miles in length, and yet remain without Inhabitants, Native, or People.

As to the firm land, we are certainly satisfied, and assured, that the Spaniards by their barbarous and execrable Actions have absolutely depopulated Ten Kingdoms, of greater extent than all Spain, together with the Kingdoms of Aragon and Portugal, that is to say, above One Thousand Miles, which now lye waste and desolate, and are absolutely ruined, when as formerly no other Country whatsoever was more populous. Nay we dare boldly affirm, that during the Forty Years space,

wherein they exercised their sanguinary and detestable Tyranny in these Regions, above Twelve Millions (computing Men, Women, and Children) have undeservedly perished; nor do I conceive that I should deviate from the Truth by saying that above Fifty Millions in all paid their last Debt to Nature.

Those that arrived at these Islands from the remotest parts of Spain, and who pride themselves in the Name of Christians, steered Two courses principally, in order to the Extirpation, and Exterminating of this People from the face of the Earth. The first whereof was raising an unjust, bloody, cruel War. The other, by putting them to death, who hitherto, thirsted after their Liberty, or designed (which the most Potent, Strenuous and Magnanimous Spirits intended) to recover their pristine Freedom, and shake off the Shackles of so injurious a Captivity: For they being taken off in War, none but Women and Children were permitted to enjoy the benefit of that Country-Air…

Now the ultimate end and scope that incited the Spaniards to endeavor the Extirpation and Desolation of this People, was Gold only…

Finally, in one word, their Ambition and Avarice, than which the heart of Man never entertained greater, and the vast Wealth of those Regions; the Humility and Patience of the Inhabitants (which made their approach to these Lands more easy) did much promote the business: Whom they so despicably contemned, that they treated them (I speak of things which I was an Eye Witness of, without the least fallacy) not as Beasts, which I cordially wished they would, but as the most abject dung and filth of the Earth; and so solicitous they were of their Life and Soul, that the above-mentioned number of People died without understanding the true Faith or Sacraments. And this also is as really true that the _Spaniards_ never received any injury from the Indians, but that they rather reverenced them as Persons descended from Heaven, until that they were compelled to take up Arms, provoked thereunto by repeated Injuries, violent Torments, and unjust Butcheries.

# PRIMARY SOURCE # 2

**Juan Ginés de Sepúlveda (1547)**

***Annotation:*** In 1550, a momentous debate over the status of the New World Indians took place at the Spanish court in Valladolid, between Juan Gines Sepulveda, the official historian of the Spanish Crown, and Bartolomé de las Casas, a Dominican priest. At issue was whether the Indians possessed a soul. Although no final verdict was rendered in the debate, the Spanish court seemed to side with las Casas by demanding that the Indians be treated more humanely. Nevertheless, abuses persisted.

Three years earlier, Sepúlveda defended the Spanish Conquest by condemning the Indians as savages who should serve the Spanish Conquistadors as slaves. An excerpt from his 1547 tract, *The Second Democrates*, follows.

The man rules over the woman, the adult over the child, the father over his children. That is to say, the most powerful and most perfect rule over the weakest and most imperfect. This same relationship exists among men, there being some who by nature are masters and others who by nature are slaves. Those who surpass the rest in prudence and intelligence, although

not in physical strength, are by nature the masters. On the other hand, those who are dim-witted and mentally lazy, although they may be physically strong enough to fulfill all the necessary tasks, are by nature slaves. It is just and useful that it be this way. We even see it sanctioned in divine law itself, for it is written in the Book of Proverbs: "He who is stupid will serve the wise man." And so it is with the barbarous and inhumane peoples [the Indians] who have no civil life and peaceful customs. It will always be just and in conformity with natural law that such people submit to the rule of more cultured and humane princes' and nations. Thanks to their virtues and the practical wisdom of their laws, the latter can destroy barbarism and educate these [inferior] people to a more humane and virtuous life. And if the latter reject such rule, it can be imposed upon them by force of arms. Such a war will be just according to natural law. . . .

Now compare these natural qualities of judgment, talent, magnanimity, temperance, humanity, and religion [of the Spanish] with those of these pitiful men [the Indians], in whom you will scarcely find any vestiges of humanness. These people possess neither science nor even an alphabet, nor do they preserve any monuments of their history except for some obscure and vague reminiscences depicted in certain paintings, nor do they have written laws, but barbarous institutions and customs. In regard to their virtues, how much restraint or gentleness are you to expect of men who are devoted to all kinds of intemperate acts and abominable lewdness, including the eating of human flesh? And you must realize that prior to the arrival of the Christians, they did not live in that peaceful kingdom of Saturn [the Golden Age] that the poets imagine, but on the contrary they made war against one another continually and fiercely, with such fury that victory was of no meaning if they did not satiate their monstrous hunger with the flesh of their enemies. ...These Indians are so cowardly and timid that they could scarcely resist the mere presence of our soldiers. Many times thousands

upon thousands of them scattered, fleeing like women before a very few Spaniards, who amounted to fewer than a hundred. . . .

In regard to those [the Aztecs] who inhabit New Spain and the province of Mexico, I have already said that they consider themselves the most civilized people [in the New World]. They boast of their political and social institutions, because they have rationally planned cities and nonhereditary kings who are elected by popular suffrage, and they carry on commerce among themselves in the manner of civilized people. But . . . I dissent from such an opinion. On the contrary, in those same institutions there is proof of the coarseness, barbarism, and innate servility of these men. Natural necessity encourages the building of houses, some rational manner of life, and some sort of commerce. Such an argument merely proves that they are neither bears nor monkeys and that they are not totally irrational.

But on the other hand, they have established their commonwealth in such a manner that no one individually owns anything, neither a house nor a field that one may dispose of or leave to his heirs in his will, because evervthing is controlled by their lords, who are incorrectly called kings. They lived more at the mercy of their king's will than of their own. They are the slaves of his will and caprice, and they are not the masters of their fate. The fact that this condition is not the result of coercion but is voluntary and spontaneous is a certain sign of the servile and base spirit of these barbarians. They had distributed their fields and farms in such a way that one third belonged to the king, another third belonged to the religious cult, and only a third part was reserved for the benefit of everyone; but all of this they did in such a way that they themselves cultivated the royal and religious lands. They lived as servants of the king and at his mercy, paying extremely large tributes. When a father died, all his inheritance, if the king did not decide otherwise, passed in its entirety to the oldest son, with the result that many of the younger sons would either die of starvation or subject themselves to an even more rigorous servitude. They would turn to the petty kings for help and would ask

them for a field on the condition that they not only pay feudal tribute but also promise themselves as slave labor when it was necessary .And if this kind of servitude and barbaric commonwealth had not been suitable to their temperament and nature, it would have been easy for them to take advantage of the death of a king, since the monarchy was not hereditary , in order to establish a state that was freer and more favorable to their interests. Their failure to do so confirms that they were born for servitude and not for the civil and liberal life. . . .

Until now we have not mentioned their impious religion and their abominable sacrifices, in which they worship the Devil as God, to whom they thought of offering no better tribute than human hearts. ...Interpreting their religion in an ignorant and barbarous manner, they sacrificed human victims by removing the hearts from the chests. They placed these hearts on their abominable altars. With this ritual they believed that they had appeased their gods. They also ate the flesh of the sacrificed men. . . .

War against these barbarians can be justified not only on the basis of their paganism but even more so because of their abominable licentiousness, their prodigious sacrifice of human victims, the extreme harm that they inflicted on innocent persons, their horrible banquets of human flesh, and the impious cult of their idols. Since the evangelical law of the New Testament is more perfect and more gentle than the Mosaic law of the Old Testament (for the latter was a law of fear and the former is a law of grace, gentleness, and clemency), so also [since the birth of Christ] wars are now waged with more mercy and clemency. Their purpose is not so much to punish as to correct evils. What is more appropriate and beneficial for these barbarians than to become subject to the rule of those whose wisdom, virtue, and religion have converted them from barbarians into civilized men (insofar as they are capable of becoming so), from being torpid and licentious to becoming upright and moral, from being impious servants of the Devil to becoming believers in the true God? They have already begun to

receive the Christian religion, thanks to the prudent diligence of the Emperor Charles, an excellent and religious prince. They have already been provided with teachers learned in both the sciences and letters and, what is more important, with teachers of religion and good customs.