

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_ Due Date: \_\_\_/\_\_\_/\_\_\_

## Guided Reading & Analysis: A New World

Unit 1- Period 1, 1491-1607, pp 1-31

### Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for reflections and analysis using your noggin (thinking skills) with new knowledge gained from the reading. **Mastery of the course and AP exam await all who choose to process the information as they read/receive.**

(Image Source: AdventureTales.com)



### Directions:

- Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
- Skim:** Flip through the chapter and note titles and subtitles. Look at images and read captions. *Get a feel for the content you are about to read.*
- Read/Analyze:** Read the chapter. If you have your own copy of AMSCO, **Highlight key events and people as you read.** Remember, the goal is not to “fish” for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**
- Write** Write your notes and analysis in the spaces provided. **You do not need to write notes in complete sentences, but everything else must be answered in complete sentences.** ~~OR complete digitally on Canvas.~~ If you are completing paper copy, complete it in **INK!**

### Key Concepts FOR PERIOD 1:

**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.

**Key Concept 1.1 I:** Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

**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.

**Key Concept 1.2 I:** European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.

**Key Concept 1.2 II:** The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

**Key Concept 1.2 III:** In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

**Initial Inquiry:** Consider the data in the chart at right as well as your general knowledge of American history to address the prompts below.

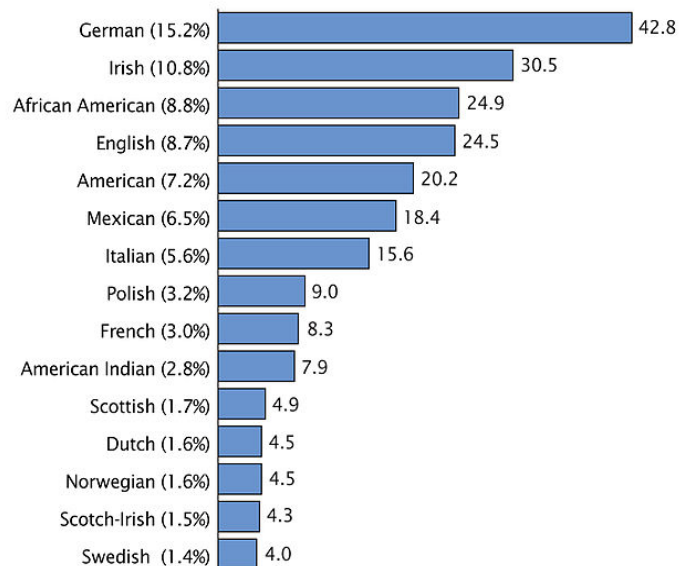
- Period 1 begins with 1491. If the American Indian population in what is now the United States was nearly 10 million before 1492, why is the United States population in modern times only 2 to 3% American Indian?

- Period 1 ends with the establishment of Jamestown, the first permanent British settlement in North America. Explain why 1607 is a major turning point in United States history.

Figure 2.

### Fifteen Largest Ancestries: 2000

(In millions. Percent of total population in parentheses. Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see [www.census.gov/prod/cen2000/doc/sf3.pdf](http://www.census.gov/prod/cen2000/doc/sf3.pdf))



Source: U.S. Census Bureau, Census 2000 special tabulation.



**Topic 1.2, Native American Societies Before European Contact, pp3-6**

Jot down your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column. Do not copy complete sentences; instead, record main ideas and key terms. When you finish reading the section and taking notes, process and analyze what you read by answering the question in the right hand column. ~~You do not need to write in complete sentences.~~

Key Concepts & Main Ideas	Notes	Analysis
<p>Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.</p> <p>As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments.</p>	<p>Cultures of Central and South America...</p> <p>Cultures of North America...</p> <p>General Patterns...</p> <p>Language Differences...</p> <p>Southwest Settlements...</p> <p>Northwest Settlements...</p> <p>Great Basin and Great Plains...</p> <p>Mississippi River Valley...</p> <p>Northeast Settlements...</p> <p>Atlantic Seaboard Settlements...</p> <p>Overall Diversity...</p>	<p><i>In what ways were the cultures of Central and South America “highly developed?”</i></p> <p>a.</p> <p>b.</p> <p>c.</p> <p><i>In what ways did native peoples transform North American environment before European colonization?</i></p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>

### Multiple Choice Questions for 1.1, page 7

Record your answers:

1. \_\_\_\_\_

2. \_\_\_\_\_

### Short Answer Question for 1.1, page 7

Record your answers for a-b-c. Write in complete sentences, and **ensure each answer has at least one specific piece of historical evidence**. Use the **lingo of each prompt to set up your answer**, and include an **explanation of how or why**. The first one is done for you as a model of how to address short answer questions.

- a. **One specific difference between the cultures of the indigenous peoples of North America and those in Central and South America was the size of their societies. Central and South America had large civilizations such as the Inca, and North American societies rarely exceeded 300 people at the time of European contact. The difference in size was largely due to maize cultivation which allowed larger, more permanent settlements in the South.**

b. \_\_\_\_\_

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\_\_\_\_\_

c. \_\_\_\_\_

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### Topic 1.3, Europe Exploration in the Americas, pp 8-12

Key Concepts & Main Ideas	Notes	Analysis
New technology, new knowledge, and new goals spurred European exploration.	Introduction...  The European Context for Exploration...  Changes in Thought and Technology...	Identify the <i>key difference</i> between Viking voyages of the 12 <sup>th</sup> century to that of Columbus in the 15 <sup>th</sup> century.  <i>How</i> did new technology enable Christopher Columbus to dominate the “New World?”

Key Concepts & Main Ideas	Notes	Analysis
<p>Economic motives drove exploration, and “discovery” altered the European, African, and America economically, politically, and culturally.</p>	<p><i>Continued from previous page</i></p> <p>Religious conflict...</p> <p>Expanding Trade...</p> <p>New Routes...</p> <p>Slave Trading...</p> <p>African Resistance...</p>	<p>What was the <i>impact</i> of the Catholic victory in Spain and the European Reformation on North America?</p> <p>List <i>three main effects</i> of Europe’s expanding trade in the 15<sup>th</sup> century.</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Which effect was <i>most significant</i>? Explain your answer.</p>
<p>European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.</p> <p>The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.</p> <p>European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.</p>	<p>Developing Nation-States...</p> <p>Dividing the Americas...</p> <p>Spanish and Portuguese Claims...</p> <p>English Claims...</p> <p>French Claims...</p>	

### Multiple Choice Questions, pp12-13

Record your answers.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Short Answer Question, page 13

Record your answers for a-b-c. Write in complete sentences, and **ensure each answer has at least one specific piece of historical evidence**. Use the **lingo of each prompt to set up your answer**, and include an **explanation of how or why**. The first one is done for you as a model of how to address short answer questions.

- a. **One specific cause which led to European colonization in the Americas during the 15<sup>th</sup> and 16<sup>th</sup> centuries was the desire to spread Christianity. Following Columbus's first voyage, the Spanish claimed many territories in the Americas and spreading Catholicism became part of their purpose.**

b. \_\_\_\_\_  
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c. \_\_\_\_\_  
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### Topic 1.4, Columbian Exchange, Spanish Exploration, and Conquest, pp 14-16

Key Concepts & Main Ideas	Notes	Analysis
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.	Introduction...  Christopher Columbus...  The Columbian Exchange...	Identify <i>one cause</i> and <i>one effect</i> of the Columbian Exchange.  Cause:    Effect:

<p><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.</b></p> <p><b>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.</b></p> <p><b>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.</b></p>	<p><b>The Rise of Capitalism...</b></p> <p><b>Historical Perspectives: Was Columbus a Great Hero?</b></p>	<p>How did capitalism differ from feudalism?</p> <p>How were joint-stock companies instrumental in increased trade and conquest?</p> <p>Identify two perspectives regarding Columbus's role in European expansion in the Americas.</p> <p>a.</p> <p>b.</p>
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### Multiple Choice Questions, page 17

Record your answers.

1. \_\_\_\_\_

2. \_\_\_\_\_

**Short Answer Question, page 18**

Record your answers for a-b-c. Write in complete sentences, and **ensure each answer has at least one specific piece of historical evidence**. Use the **lingo of each prompt to set up your answer**, and include an **explanation of how or why**. The first one is done for you as a model of how to address short answer questions. Before you answer the questions, be sure to read and analyze the two documents.

- a. **One important difference between Nunn and Qian’s and Lewis and Maslin’s historical interpretations of the Columbian Exchange was general outlook of positivity versus negativity. Nunn and Qian focus on the negative impact of the exchange by highlighting the decimation of the Native American population to disease. Lewis and Maslin focus on the positive impact of the exchange by highlighting the increased productivity and improved human diets.**

b. \_\_\_\_\_

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c. \_\_\_\_\_

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**Topic 1.5, Labor, Slavery, and Caste in the Spanish Colonial System, pp 19-20**

Key Concepts & Main Ideas	Notes	Analysis
<p>In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.</p> <p>European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas.</p>	<p>Introduction...</p> <p>Spanish Exploration and Conquest...</p>	<p>Identify <i>three major consequences</i> of European contact with American Indians?</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Which of these were the <i>most significant</i>? Explain your answer.</p>



<p>The Spanish imported enslaved Africans to labor in plantation agriculture and mining.</p> <p>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.</p>	<p>Spanish Caste System...</p>	<p>To what extent were Africans successful in resisting slavery?</p> <p>To what extent was the Caste System a form of White Supremacy?</p>
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### Multiple Choice Questions, page 21-22

Record your answers.

Page 21

1. \_\_\_\_\_
2. \_\_\_\_\_

Page 22

1. \_\_\_\_\_
2. \_\_\_\_\_

### Topic 1.6, Cultural Interactions in the Americas, pp 23-25

Key Concepts & Main Ideas	Notes	Analysis
<p>In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.</p> <p>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,</p>	<p>Introduction...</p> <p>European Treatment of Native Americans...</p> <p>Spanish Policy...</p> <p>English Policy...</p>	<p>Of the Spanish, English, and French colonizers, which group had the most harsh treatment and interactions with Native Americans? Explain your reasoning.</p> <p>How were the Spanish, English, and French similar in their treatment of Native Americans?</p>

<p>Europeans and Native Americans adopted some useful aspects of each other's culture.</p> <p>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.</p>	<p>French Policy...</p> <p>Survival Strategies by Native Americans...</p> <p>The Role of Africans in America...</p>	<p>How was European treatment of Native Americans similar to treatment of enslaved Africans?</p> <p>To what extent were Native Americans successful in resisting European encroachment?</p> <p>How did white supremacy increase from the Caste System to African Slavery?</p>
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**Multiple Choice Questions, page 26**

Record your answers.

1. \_\_\_\_\_

2. \_\_\_\_\_

**Short Answer Question, page 26**

Record your answers for a-b-c. Write in complete sentences, and **ensure each answer has at least one specific piece of historical evidence**. Use the lingo of each prompt to set up your answer, and include an **explanation of how or why**.

The first one is done for you as a model of how to address short answer questions.

- a. **One specific effect of Spain's policy toward Native Americans during the period 1492-1607 was subjugation under the encomienda system. This system viewed natives as less than human and fit to be slaves. Enslaving natives led to many violent deaths.**

b. \_\_\_\_\_

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c. \_\_\_\_\_

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**Topic 1.7, Causation in Period 1, page 27**

Read the explanation of causation, and then address the prompts in the space provided.

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### Unit 1 – Period 1 Review, pp28-29

Read pages 28-29. Ensure you understand the varying ways to analyze a document. When you have finished, analyze the image below.

Image Source: Public Domain, Library of Congress, *First landing of Columbus on the shores of the New World, at San Salvador, W.I., Oct. 12th 1492*, Dióscoro Teófilo Puebla Tolín



**What is the general topic?**

**Now, consider HIPP analysis:**

Historical Context/Situation:

Intended Audience:

Artist's Purpose:

Artist's Point of View:

~~Optional: Review the skills needed for essay writing on pages 30-31.~~

**On a separate sheet of paper, choose 1 of the 4 LEQs and write an essay using the skills provided on pgs. 30-31**

**MAP**

The College Board framework for the course includes specific places and locations significant to the development of North America and the United states. This section provides you with the opportunity to locate and review these items.

Directions:

1. Read the framework excerpts located to the right of the map, and ensure you *understand & know* where/what is referenced.
2. Circle or highlight the following groups: Pueblo, Chinooks, Iroquois, Algonquian, Wamponoags, Pequot, Powhatan
3. Label/Trace the starting point and expansion of maize cultivation.



**On a North American continent...** The spread of **maize** cultivation from **present-day Mexico** northward into the **American Southwest** and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the **Northwest** and areas of **California**.

Societies responded to the lack of natural resources in the **Great Basin** and the **western Great Plains** by developing largely mobile lifestyles.

In the **Northeast** and along the **Atlantic Seaboard** some societies developed a mixed agricultural and hunter-gatherer economy that favored the development of permanent villages.

European overseas expansion resulted in the **Columbian Exchange**, a series of interactions and adaptations among societies across the **Atlantic**. The arrival of Europeans in the **Western Hemisphere** in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the **Atlantic**.

Source: North American Continent; Western Hemisphere Indian Culture Map, <http://lochgary.wordpress.com/2011/11/27/ancient-winds-and-memories-of-a-time-long-ago/>