

Contextualizing Period 1

Learning Objective 1.A: Explain the context for European encounters in the Americas from 1491 to 1607.

KC-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.

- Around _____ years ago, the _____ lowered the sea level exposing the _____ that connected the Asian and American continents.
- Migrants crossed for the next _____ years until sea levels rose again.
- The peopling of the Americas reached the southernmost tip of _____
- By _____, and estimated _____ million people inhabited North and South America

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

- Though they shared common origins, American inhabitants splintered into innumerable tribes and evolved into more than _____ separate languages, religions and cultures.
- Most adapted some form of agriculture relying on highly caloric foods like _____, _____, _____, and _____
- Groups like the _____ and _____, and _____ developed civilizations with large populations, infrastructures, temples.

KC-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.

- Interactions between New and Old world resulted in the _____
 - Crops, diseases, livestock, and coerced labor and religion made up the main transports in this exchange
- Empires like the _____ and _____ were toppled in order to gain access to new coveted resources

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

- Competition between Spain and Portugal on New World Claims led to the _____ in 1494
- The deal was brokered by the Catholic Church to keep its main two _____ from fighting
- Spain was able to continue exploring and conquering the majority of the New World with the exception of _____
- Later in the 16th c. the _____ will challenge Spanish hegemony

#1 - 1.1 Contextualizing Period 1

APUSH

Name: _____

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

- New World crops _____ Old World populations, while Old World diseases _____ New World populations
 - Surplus of people in the Old World fueled even more exploration in search for land
- The _____ that came from the new world helped lay the foundations of a _____ system that helped establish capitalism in Europe

KC-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.

- Native groups North America had no desire to aggressively changed their landscape, some believed nature held _____ properties
 - _____ groups more often changed their environment to serve their purposes
- Europeans landed with the goal of _____ as much as they could from the land to build wealth, (_____ , _____ , _____)
- Europeans came from a _____ and _____ society while some native groups had _____ societies with a _____ of spiritual beliefs

Quick Recap

- Natives migrated across the land bridge to create a diverse continent of people
- Each was unique in their use of the environment and its social structures
- The Columbian Exchange brought about massive change for all involved
- European expansion brought about social, economic, and political changes in Europe

Part II



1. Draw an arrow outlining the migration of people through North and South America.
2. Label on the map where the Aztec, Mayan, and Incan empires were located.
3. Draw the dividing line of longitude set by the Treaty of Tordesillas.
4. Draw an arrow directed to the New World from the Old World and list at least FOUR items that came in through the Columbian Exchange.
5. Draw an arrow directed to the Old World from the New World and list at least FOUR items that went out through the Columbian Exchange.

Short Answer Response

Answer each prompt using at least THREE sentences.

1. Describe what the American Continent was like before Europeans arrived.

2. Explain what the motivations of Europeans were to expand into new territories.

Document Analysis



This engraving depicts Columbus's first landing in the New World, on the island he called San Salvador, on October 12, 1492. Columbus is surrounded by his men on the beach. Discussing the landing in his journal, Columbus wrote that he "leaped on shore, and . . . took possession of the said island for the King and for the Queen."¹ In the engraving, he holds a sword in one hand and the royal banner of Aragon and Castile in the other, declaring the discovery for Spain. To the side, Native Americans watch the Europeans from behind a tree. In his journal, Columbus recorded that they "asked us if we had come from heaven" and called them "the best people in the world, and the gentlest."² He also, however, made note of his plan to "with force . . . subjugate the whole island."³

This engraving, by H. B. Hall, is based on an oil painting by John Vanderlyn.

Vanderlyn (1775–1852) was an American neoclassicist painter from Kingston, New

York. In 1836, Vanderlyn was commissioned by Congress to paint *The Landing of Columbus*. A commission of that caliber was both a boon to an artist's standing and an opportunity to create an enduring historical image, and the painting would prove to be one of Vanderlyn's most well-known works. He completed the painting in 1846, and it was mounted in the Rotunda of the Capitol in 1847. Vanderlyn's portrayal soon appeared in advertisements, on postage stamps in 1869 and 1893, and on currency in the 1870s. Viewed by thousands in the Capitol and by countless more in various incarnations, *The Landing of Columbus* came to be the prevailing representation in the American imagination of Columbus's discovery of the New World.

1. Christopher Columbus, *The Journal of Christopher Columbus (During His First Voyage, 1492–93) and Documents Relating to the Voyages of John Cabot and Gaspar Corte Real* (London: Hakluyt Society, 1893) 37.

2. Columbus, *Journal*, 112.

3. Columbus, *Journal*, 48.

1. From which point of view is the engraving done? What evidence in the image leads you to this conclusion?

2. How might this engraving have been different if it had been done from the perspective of the natives that Columbus encountered?